Ashbridge
INDEPENDENT SCHOOL & NURSERIES

SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

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INTRODUCTION AND AIMS

The safety, wellbeing and best interest of children is at the forefront of all we do. We believe that everyone involved within our school community has a duty to promote children's welfare and protect them from harm. This includes all staff, supply staff, freelance staff, contractors, students, volunteers and visitors.

This policy aims to raise awareness of how to safeguard and promote the welfare of children and provides key information and procedures to follow for all staff.

The ethos of Ashbridge supports the development of a positive self-image, increases confidence and promotes an atmosphere of trust. Staff listen to children and children are encouraged to express their thoughts and feelings.

As adults have a huge impact on children, we ensure that through our code of conduct, policies, procedures and daily practices all adults, employees and volunteers:

- Are positive role models for children.
- Promote a happy, caring and safe environment.
- Comply within the agreed policies of the school.
- Create an environment of trust and respect.
- Recognise and value strengths in each other and use these to support everyone.
- Encourage children to think for themselves, ask questions and find answers.
- Welcome and support visitors to school.
- Listen to children and take any concerns they have seriously.
- Exercise professional curiosity and know the early signs of abuse and neglect.
- Receive regular, high-quality training across a wide range of safeguarding topics.

Through these actions and our unique Ashbridge Approach we aim to:

- Promote a culture where children are always respected and listened to.
- Promote a culture of safety, equality and protection.
- Promote a culture where staff act in the best interest of each child, are confident to raise any concerns, and always act in a professional and confidential manner.
- Create an environment and experience for all children which enables them to develop a positive self-image, independence and a secure understanding of British Values.
- Give staff the opportunity to contribute to and shape safeguarding arrangements and the child protection policy, to utilise the expertise they build up through safeguarding training and managing safeguarding concerns on a daily basis.
- Ensure children are confident to communicate with a member of staff if they are worried about something.

We comply with all statutory requirements for reporting information, which are linked to Safeguarding including reporting to Children's Social Care, Police, Department for Education, DBS, LADO, OFSTED and Health and Safety Executive where appropriate.

DEFINITIONS

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is a core part of safeguarding and is defined as:

- The activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs outside the home, including online.

Abuse and neglect are defined as:

- Forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Significant harm is defined as:

- The threshold that justifies compulsory intervention in family life in the best interests of children.

KEY CONTACTS

The table below details all main contacts for safeguarding related concerns.

The first point of contact should be a DSL, or in the unlikely event of none being available, Company Director Sarah Carr should be contacted. Whilst each trained DSL has responsibility for a particular setting, all DSLs have a complete safeguarding picture and can advise on safeguarding concerns.

In addition, some nursery staff on the school site are listed, who are all trained as Designated Senior People (DSP).

All staff have the right to report safeguarding concerns directly to the external contacts also detailed in the table.

NAME	ROLE	PHONE	EMAIL
Karen Mehta	Lead DSL for Ashbridge Independent School, Headteacher	07518 431728 01772 619900	karen.mehta @ashbridgeschool.co.uk
Grace Cole	DSL, lead responsibility for Ashbridge Nursery Hutton, Director of Operations	07970 054753	grace.cole @ashbridgeschool.co.uk
Alice Turner	DSL, lead responsibility for Maxy Farm and The Fledglings, Director of Quality of Care	07977 922345 01772 733312	dr.alice.turner @ashbridgeschool.co.uk
Nazma Ahmed	DSL, lead responsibility for Ashbridge on Ribble, Director of HR	07976 754165 01772 561186	nazma.ahmed @ashbridgeschool.co.uk
Arthur Wood	DSP, Ashbridge Independent School Deputy Headteacher	01772 619900	mr.wood @ashbridgeschool.co.uk
Chelsea Mounsey	DSP, Ashbridge Nursery Head of Nursery	01772 619900	chelsea.mounsey @ashbridgeschool.co.uk
Alex Michels	DSP, Ashbridge Deputy Nursery Manager	01772 619900	alex.michaels @ashbridgeschool.co.uk
Sarah Carr	Contact if no DSLS available or if a concern relates to the Headteacher, Company Director	07850 877826	sarah.carr @ashbridgeschool.co.uk
	SERVICE	**PHONE**	**EMAIL/ONLINE**
	Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP)		safeguardingpartnership.org.uk/

	Lancashire Children's Social Care	0300 1236720 (8:00 – 17:00) 0300 1236722 (17:00 – 8:00)	N/A
	Local Area Designated Officer (LADO)	01772 536694	lado.admin@ lancashire.gov.uk
	Police Non-Emergency	101	Online form available - reportitonline.lancashire.police.uk
	Extremism concerns	020 7340 7264	counter-extremism @education.gsi.gov.uk
	NSPCC Reporting Abuse Helpline	0800 800 5000	help@nspcc.org.uk
	National Domestic Abuse Helpline	0808 2000 247	Online form available – nationaldahelpline.org.uk
	Men's Domestic Abuse Advice Line	0808 801 0327	info@mensadviceline.org.uk

GUIDANCE FOLLOWED AND SAFEGUARDING RELATED POLICIES

Our internal policies, together with government guidance Keeping Children Safe in Education September 2025 and Working Together to Safeguard Children 2026 underpin safeguarding and guide us in promoting children's welfare, keeping them safe from harm and working in the best interests of every child.

Legislation and non-statutory guidance relating to this policy:

Children and Social Work Act 2017	Human Rights Act 1998
Childcare Act 2006	Police Act 1997
Children Act (England and Wales) 1989	Safeguarding Vulnerable Groups Act 2006
Children Act 2004	Sexual Offences Act 2003
Counter-Terrorism and Security Act 2015	
Criminal Justice and Court Services Act 2000	Keeping Children Safe in Education 2025
Data Protections Acts 1984, 1998 and 2018	Child Sexual Exploitation 2017
Domestic Abuse Act 2021	Prevent Duty 2023
Equality Act 2010	Statutory EYFS Framework 2024
Female Genital Mutilation Act 2003 (amended 2015)	What to do if you're worried a child is being abused 2015
Freedom of Information Act 2012	Working Together to Safeguard Children 2026

Almost all policies have some link to safeguarding issues, but some specific company policies which help us to underpin effective safeguarding include:

	Late and non-collection of child
Anti-Bullying Strategy	Lockdown
Attendance	Missing Children
Behaviour	Personal Development
Children Missing Education	Prevent Duty
Complaints	Recording and Monitoring
Confidentiality and Privacy Notice	Safeguarding Looked After Children
Curriculum	Safer Recruitment
Employee Code of Conduct	SEND
Exclusion	Technology and Online Safety
Health and Safety	Whistleblowing
Induction Procedures	Visitors

All policies listed are available on the school website or by request and are implemented across the company.

UNDERSTANDING ABUSE NEGLECT AND EXPLOITATION

Abuse, neglect and exploitation are serious safeguarding issues. Children can be at risk of harm at school, at home, in the community, and online. Children can be harmed by someone they know or, more rarely, a stranger. Professional curiosity is essential for early identification of abuse, neglect and exploitation and if a member of staff has a concern it must always be acted upon.

Whilst abuse can take place wholly offline, technology is a significant component in many safeguarding and wellbeing issues and often occurs through online channels and daily life at the same time. Children can abuse other children online through abusive, harassing and misogynistic/misandrist messages, sharing of indecent images and the sharing of abusive images and pornography. This type of abuse, called child on child abuse, would always be treated as a safeguarding issue for both the receiver and sender of such content.

In most cases of child abuse and neglect, multiple other safeguarding issues overlap with one another. Indicators of abuse are wide and varied, with some detailed below. It is important to remember that if a child shows an indicator of abuse, this does not mean they are being abused; some indicators of abuse could be for other reasons.

Abuse can happen anywhere, to any child and staff must always maintain an attitude of "it could happen here". A staff member must always work in the best interests of the child and must never assume that somebody else will take action.

Main Types of Abuse and Key Indicators

Knowing what to look for is vital to the early identification of abuse and neglect. The below list details some potential indicators of abuse and neglect.

Physical Abuse

Definition: Deliberately physically hurting a child. This may involve hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This is usually called Fabricated or Induced Illness (FII).

Indicators:

- Frequent injuries
- Unexplained or unusual broken bones
- Unexplained bruises, cuts, burns, scalds or bite marks
- Injuries in unusual places, such as ears, tops of arms, torso and genital area
- Parents exaggerating or lying about a child's medical needs (FII)

- Manipulating test results to suggest a child is ill (FII)
- Deliberately inducing symptoms of illness (FII)

Emotional Abuse

Definition: The persistent emotional maltreatment of a child. It may involve deliberately telling a child that they are worthless, unloved or inadequate. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, both above and below their developmental stage. It might also involve bullying, including cyberbullying, or seeing or hearing the ill-treatment of another, including in domestic abuse.

Indicators:

- Being excessively withdrawn, fearful or anxious of doing something wrong
- Delay in physical, mental or emotional development, or significant changes in this
- Parents blaming problems on their child or humiliating their child
- Parents deliberately withdrawing attention from their child

Sexual Abuse

Definition: Any sexual activity with a child. Many children who are victims of sexual abuse do not realise or understand, but it can still have a significant impact on their long-term mental health. The abuse may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including online. Men, women and children can all commit sexual abuse.

Indicators:

- Knowledge and interest in sexual acts inappropriate to their age.
- Using sexual language or having unexpected sexual knowledge.
- Asking other children to behave sexually or play sexual games.
- Children with soreness or injury to genital and anal areas, without a reasonable explanation, or if ongoing without medical intervention.

Neglect

Definition: A pattern of failing to provide for a child's basic needs. This can include failure to provide adequate food, clothing, hygiene (including medical care and treatment), supervision

(including unsuitable care givers) or shelter. It also includes failing to respond to a child's basic emotional needs. Neglected children often suffer from other forms of abuse. Neglect may occur during pregnancy as a result of maternal substance abuse.

Indicators:

- Living in a dirty or unsafe home.
- Coming to school hungry, dirty or in unclean clothes.
- Not having adequate clothing (eg winter coat).
- Living around drugs, alcohol or violence.
- Being angry, aggressive or self-harming.
- Not receiving basic health care or receiving medical treatment when ill or injured.

OTHER SAFEGUARDING ISSUES

There are a range of specific safeguarding concerns that require a range of approaches. We use government and locally agreed guidance to support our own policies and procedures, together with advice from organisations such as the NSPCC. Some specific safeguarding concerns are expanded upon below and further details can be found on these and many other safeguarding issues in Keeping Children Safe in Education 2025.

Mental Health

In some cases, mental health problems can be an indicator that a child is suffering or has suffered from abuse, neglect or exploitation. Where we have concerns about a child's mental health, referrals will be made to relevant professionals when necessary. If a mental health concern is also a safeguarding concern, the usual child protection procedures will be followed.

Staff are trained to recognise the early signs and symptoms of mental health issues in children and would follow the same reporting procedures as they would for any other concern, which could include referral to external organisations such as CYPMHS and/or discussions with children and parents. Children are educated about mental health through the PDP programme in school.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of child abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. Children between the ages of 12-16 are most likely to suffer from CSE and CCE but it is important for us to remember that it can happen to any child at any time and we are always vigilant to the possibility of CSE/CCE happening within our settings. CSE/CCE can be both physical or online and can be a one-off occurrence or series of incidents. If any member of staff has any concerns around CSE or CCE they should speak to a DSL immediately.

Child on Child Abuse

All children can abuse other children and all staff need to recognise the indicators of child on child abuse and know how to report it. It is important to note that even if there are no reports of child on child abuse it may still be happening. It is a serious safeguarding issue and should never be tolerated or passed off as part of growing up, 'having a laugh', 'boys being boys', or 'banter'. It can happen both inside and outside of school and online. Whilst it is more likely that girls will be victims and boys perpetrators of child on child abuse, and that children with SEND could be more vulnerable, any child could be the victim of child on child abuse.

Safeguarding issues that can occur from child on child abuse include, but are not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- Abuse within intimate personal relationships between children (known as teenage relationship abuse)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In order to minimise the risk of child on child abuse as much as possible, the school has clear anti-bullying and behaviour procedures, including the prevention of cyberbullying, prejudice-based and discriminatory bullying, which are understood by staff and children and are followed consistently. The caring and open ethos of the school also means that children are encouraged to share their concerns and look out for each other. We also develop strong and open relationships with parents/carers so they feel comfortable discussing any concerns they may have regarding child on child abuse.

All staff have a duty to challenge inappropriate behaviours between children in line with the behaviour policy to ensure children are protected and child on child abuse does not become accepted or normalised. If staff have any concerns about child on child abuse they must be reported to a DSL. It is also essential to remember that a child under the age of 13 cannot consent to any form of sexual activity. If a crime is thought to have been committed, the Police will be informed, even if the child is under the legal age of responsibility of 10.

The school are also aware that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline and will provide additional support where necessary. Additional barriers in recognising abuse and neglect in this group can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further explanation
- These children being more prone to peer group isolation or bullying (include prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in reporting these challenges
- Cognitive understanding regarding understand the difference between fact and fiction in online content

The school also recognise that children who are LGBT+ or perceived to be LGBT+ may be targeted by other children and that it is important they feel they have trusted adults they can speak to. The school ensure their curriculum and actions support any children who are part of the LBGT+ community.

Child on Child Sexual Violence and Sexual Harassment

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 and includes rape, assault by penetration or sexual assault. In all cases the victim has not consented or the person committing the offence does not reasonably believe that the victim consented. Consent is about having the freedom and capacity to choose and consent can be withdrawn at any time.

Sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment can include, but is not limited to; sexual comments or jokes, physical behaviours, displaying images of a sexual nature and online sexual harassment such as the non-consensual sharing of sexual images and videos or unwanted sexual comments or messages.

Child-on-child sexual violence or sexual can occur between two children of any age and sex. Therefore, any signs, reports or concerns must always be taken seriously and be acted upon in a timely manner. This includes incidents that have occurred out of school, or online. Victims must always know that they will be supported and kept safe. Victims should never be made to feel ashamed about making a report of abuse, sexual violence or sexual harassment and should be reassured that they will be taken seriously. We take a zero-tolerance approach to sexual violence and sexual harassment, and will not tolerate any unacceptable behaviour. We recognise that even if there are no reports it does not mean it is not happening, but we do have strong relationships with all children and have strong reporting mechanisms in place. Staff must report any report of potential sexual violence or sexual harassment to a DSL who will follow reporting procedures as set out in this document.

All staff should also consider that harmful sexual behaviours (HSB) seen in young children are often, but not always, a symptom of their own abuse or exposure to abusive practices and

materials. Examples of HSBs that may be seen in the age of children in our care include, but are not limited to:

- Taking younger children to 'secret' places or hideaways or playing 'special' games with them (eg doctor and patient, removing clothing etc.).
- Insistence on hugging or kissing a child when the child does not want to.
- Frequently using aggressive or sexual language about adults or children.
- Showing sexual materials to younger children.
- Exposing their genitals to younger children.

Keeping Children Safe in Education 2025 provides detailed guidance on reporting and managing reports of sexual violence and harassment which will be followed should any incidences occur.

Serious Violence

Whilst the risk of children between the ages of 0-11 being drawn into serious violent crime and county lines are low, it is important to still be aware of the indicators which may suggest this is happening. Indicators may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- A significant decline in performance and/or wellbeing
- Signs of self-harm or signs of assault or unexplained injuries
- Unexplained gifts or new possessions

CIRCUMSTANCES WITHIN THE FAMILY AFFECTING CHILDREN

Children can be subject to abuse or neglect from other circumstances, particularly those within their family. These circumstances can be just as damaging for a child's wellbeing and development as direct abuse. If you suspect any of these activities are occurring in a child's life, DSLs must be informed immediately. It is important to note that the signs of these forms of abuse can be for many different reasons and may not be an indicator of these activities occurring.

Domestic Abuse

Abusive behaviour between two adults who are personally connected. This includes being physically or sexually abusive, violent or threatening behaviour, controlling or coercive behaviour, preventing the other person from accessing, spending, or earning money, or psychological, emotional and other abuse. Exposure to domestic abuse can have a serious long-lasting impact on children and we have a duty to act if we are aware of or suspect domestic abuse in families. Parents being domestically abused may display injuries, be

frequently absent or late, wear clothes to cover injuries (for example fully covered in hot weather, wearing scarfs round face) or display fear, particularly when discussing home life.

Radicalisation

When a person develops support for, belief in or involvement in extremist views; sometimes leading to terrorism. Extremism includes right-wing extremism, white supremacy such as Neo-Nazi groups and religious based extremist such as Islamic extremism. Signs of parents or siblings involved in extremism or being radicalised include family members sharing extreme views, children using extreme language or families displaying materials or symbols related to extreme ideologies (for example swastikas).

County Lines

Gangs and organised criminal networks moving illegal drugs from big cities to smaller towns, often using 'drug runners'. County Lines usually refers to children but can also include vulnerable adults. Families involved in County Lines may have a sudden change in financial circumstances, be frequently absent or late, children may use inappropriate language or disclose that family members are often missing from the home.

Cuckooing

Part of the County Lines network where drug dealers take over the home of a vulnerable person to use the house as a base for drug dealing. Signs of cuckooing may include families who become more withdrawn, children who disclose multiple unknown people in their home or frequent absence from school.

Homelessness

When someone has no available accommodation to live or stay in. Children at risk of homelessness, or who are homeless, can suffer significant impact on their physical and mental wellbeing, and development. Signs that families may be homeless can include children and families repeatedly wearing the same clothes, being particularly disorganised, late or dirty, or parents showing signs of significant stress.

CHILDREN MORE AT RISK FROM ABUSE

Whilst all children can be victims of abuse, some children are more vulnerable. These groups include:

- Non-verbal children
- Children with SEND
- Children with a family member in prison, or affected by parental offending
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health issues or domestic abuse

- Looked After Children, or previously Looked After Children
- Children who are privately fostered

PROCEDURES TO FOLLOW REGARDING CONCERNS ABOUT A CHILD

Procedures

If a member of staff or other member of the school community has a concern about a child relating to safeguarding, no matter how small the concern, the following steps must be followed.

1. Write down the concerns straight away, or if a child has made a disclosure, write down word for word what the child has said or shown the staff member. Where possible, this should be recorded directly on CPOMS, however if this is not possible, the information should be transferred to CPOMS as soon as possible. More guidance is given below.
2. Inform a DSL immediately so relevant action can be taken.
3. DSL should discuss further with staff team and visit the child in class straight away if needed, for example if there is an injury to the child.
4. If the Deputy DSL has taken the initial concern, refer on to the DSL.
5. DSL take appropriate action, providing suitable feedback to the staff team.

The DSL may carry out any of the following actions as appropriate:

- Internal support with the family, including providing advice and holding meetings.
- Supporting the family to access external support, either informally or through an early help assessment as appropriate.
- A referral to Children's Social Care with the consent of the family if it is felt the child needs further support.
- A referral to Children's Social Care without the consent of the family if it is believed the child has suffered significant harm or is at risk of suffering significant harm.
- Report to the Police if it is reasonably believed a crime has been committed.

Staff members should note that anyone can make a referral to external agencies, not just DSLs.

Any member of staff who feels that appropriate action has not been taken by the Designated Senior Lead has a duty to refer to another DSL or Children's Social Care.

In line with legislation, we work within local procedures as promoted by Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) and meet our duty to inform our regulatory bodies and refer to Children's Social Care, and where relevant the LADO, the Police or the local Prevent Lead who have a duty to investigate any concerns we have about a child.

In all cases we follow the advice given by Children's Social Care, CASP, LADO and the Police. However, if we feel appropriate action is not being taken by external agencies, we will be persistent in making referrals until we are satisfied that an appropriate response is being made.

Listening to Children and Recording Disclosures

If a child makes a disclosure the staff member should listen and write down everything that has been said to them. Key points include:

- Write what the child has said word for word where possible
- Write down any non-verbal communication such as children crying, showing marks on their body.
- Write down the exact position and type of any marks seen.
- Include the child's name, any names the child has disclosed and the names of anyone else either present at the alleged abuse and/or present when the disclosure was made.
- Take as long as a child needs to make a disclosure, ask another staff member to remove other children from the area if possible.
- Provide comfort and reassurance to the child but don't promise to keep a secret.
- Avoid showing shock or upset or asking leading questions.
- Scan original notes into CPOMS when the disclosure is later typed onto CPOMS.
- Never take pictures, videos or audio recordings of children's injuries or disclosures.

Reporting for Specific Safeguarding Issues

In addition to normal reporting procedures, some safeguarding issues require different or additional action.

Sharing of nudes or semi-nude images and/or videos

If an incident of sharing of nudes or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) is reported or suspected, the school follows the following procedures:

- Incident referred to a DSL as soon as possible who will discuss the concern with any relevant staff members.
- Parents will be informed unless there is a good reason to believe that doing so would put the child at risk of harm.
- Discussions will be held with the child(ren) involved and their parent(s) to resolve the situation.
- If at any point it is thought that a child has been harmed or is at risk of harm a referral will be made to Children's Social Care through the usual process.
- If necessary, in order to protect children, the Police will be informed immediately, including for children under the age of criminal responsibility.

- Under no circumstance should the image(s)/video(s) be viewed by staff or other children, copies of the image(s)/video(s) be taken for evidence or the image(s)/video(s) shared with anyone, including parents/carers.

Child on Child Sexual Harassment, Violence or other Harmful Sexual Behaviours
If child on child sexual harassment, sexual violence or incidents of other harmful sexual behaviours are reported or suspected, the school follows the following procedures:

- Incident referred to a DSL as soon as possible who will discuss the concern with any relevant staff members.
- DSL carries out a risk assessment considering the severity of the allegation and the people involved.
- Parents will be informed unless there is a good reason to believe that doing so would put the child at risk of harm.
- Discussions will be held with the child(ren) involved and their parent(s) and normal safeguarding and referral procedures will apply, with specific consideration given to the age and developmental stages of the child(ren) involved, any SEND needs and any wider contextual concerns as appropriate.
- Consideration will be given as to whether there may have been any other victims.
- If at any point it is thought that a child has been harmed or is at risk of harm a referral will be made to Children's Social Care through the usual process.
- If it is thought a crime has occurred the Police will be informed immediately, including for children under the age of criminal responsibility.
- Any incidents are recorded on the serious incident log which is monitored by the Headteacher or Lead DSL. The headteacher or DSL will also consider if the incident has occurred due to wider cultural issues in the school and take action if required.
- In the case of unsubstantiated, unfounded, false or malicious reports, consideration should be given to whether the child may be in need of help or may have been abused by someone else.

Child on Child Abuse
In the case of any child on child abuse, both the perpetrator and victim will be supported by providing them with staff to talk to, referring to counselling or other services if appropriate and meeting with parents if required. Each case will be considered on an individual basis to ensure the children involved receive the most suitable support for them. Both perpetrator(s) and victim(s) would be treated as having a safeguarding concern and we would follow procedures accordingly as set out in this policy.

Radicalisation
In the case of children suspected of being at risk of radicalisation, the member of staff and DSL

must consider the most appropriate form of action, which may be Children's Social Care or Channel. This is detailed further in the Prevent Duty policy.

Female Genital Mutilation

If a girl informs a member of staff that an act of Female Genital Mutilation (FGM) has been carried out on them, or if a member of staff observes physical signs that suggests an act of FGM has been carried out, there is a specific legal duty for anyone carrying out teaching activity, whether a qualified teacher or not, to personally report the act to the Police. This includes teachers and teaching assistants. As a company we follow all mandatory procedures as set out in government guidance. Support from DSLs would always be provided and the incident should be reported to them as well as the Police.

Children Absent from Education

In the case of children being absent from education, we follow procedures as set out in our Attendance Policy and Recording Procedures and Children Missing Education Policy which have been written in accordance with government guidance relating to Children Missing Education and Working Together to Improve School Attendance. This includes reporting to the local authority if a child has been absent without authorisation for more than 10 days.

Sharing Information to Destination Settings

When a child who has/is being monitored under child protection, or had/has involvement from Children's Social Care leaves Ashbridge, a CPOMS file transfer is undertaken as soon as possible to allow the new setting/school to continue supporting the child and have support in place for when they arrive. In addition to this, the DSLs will consider if there is any other relevant information which could be shared with the child's new setting/school in advance to them leaving Ashbridge and will liaise with the new setting as required.

ADDITIONAL CHILD PROTECTION AND SAFEGUARDING MEASURES

Safeguarding Early Help

Early concerns regarding children's development and wellbeing may be addressed by considering the Lancashire Continuum of Need (CON). All children are assessed at least annually against the Lancashire CON thresholds. The aim of early help is to support families to improve their resilience or outcomes or reduce the chance of a problem getting worse.

A DSL will lead on any early help assessment and will liaise with other staff and external agencies in the best interests of the child.

Early help procedures may include advice or support or signposting families to universal or additional services. Following this it may be appropriate to initiate a CAF (Common Assessment Framework) form to further support the family.

Online Safety and the Use of Mobile Technology including Camera Use

The Technology and Online Safety policy sets out responsibilities around online safety, including the proprietor's responsibilities and details how we work to keep children and adults safe online, based around 'content, contact, conduct and commerce' areas of risk.

Mobile phones are not permitted to be used on site except in mobile phone zones or for taking photos for personal use at parent events once approved by the SLT. Staff are not permitted to have their personal mobile devices with them in classrooms or around children and all photographs must be taken using company cameras or devices which must not be taken home by any member of staff. On trips away from the settings, school staff and senior staff may carry their personal mobile phone for emergency use only, if a company device is not available. Members of the Senior Leadership and School Leadership Team may have their mobile phones with them in the event of a Lockdown or Fire Drill for emergency communication. They may also take their phones into areas used by children in the case of medical incidents where the emergency services need to be contacted. Staff receive training and guidance relating to the safe use of mobile technology and sign an Acceptable Use Policy which sets guidelines and expectations of their conduct when using technology.

All staff members have a duty to report breaches in this policy to their line managers and are expected to challenge any person on site who is using their phone out of a mobile phone zone, including parents.

Monitoring Attendance

We monitor children's attendance patterns in line with Working Together to Improve School Attendance 2024 to ensure they are consistent and there is no cause for concern. Parents are required to inform school prior to a planned absence and to contact us by phone on the day

should a child not be attending school for an unexpected reason. If a child has not arrived at school by approximately 9:15, parents will be contacted to confirm the reason for the absence.

Teaching Children How to Keep Themselves and Others Safe

Children are taught how to keep themselves and others safe through a broad and balanced curriculum; including age and stage-appropriate relationships education, personal safety and online safety.

We recognise that good preventative education helps prepare children for life in modern Britain and by integrating preventative safeguarding throughout the curriculum throughout school we can be confident that our children grow to become tolerant, respectful and understanding individuals.

Looked After Children and Previously Looked After Children

A child is legally defined as 'looked after' by a local authority if he or she:

- Is provided with care by the local authority for a continuous period of more than 24 hours
- is subject to a care order
- is subject to a placement order

A child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being. Although some children who are 'looked after' remain in their family home, they may still experience changes in routine and expectations and may need additional support. In school we monitor this closely, working with the local authority, carers and, if appropriate, family in the best interests of the child.

One to one Care and Education

In some cases, one to one care and education may take place. In these situations, staff are always in an area that is regularly accessed by other staff and children, has CCTV (except bathrooms), and wherever possible can be seen from another room. Staff who do engage in one-to-one care and education are advised on safe practices to follow, including positioning themselves in the room or area where they can be seen by others.

Remote Education

In the event of school children being educated at home, the home learning policy will be followed to ensure all learning and communications are safe for both the children and staff team. Staff will work closely with parents to reinforce the importance of keeping children safe online and will share all learning requirements with parents so they can monitor their child's online activity during remote education.

External bodies and individuals using the site

We do not let our sites to external organisations out of hours and individuals are not permitted on site out of hours, unless on work business. However, should there be an exception to this and any organisation or individual was using the school site, they would be required to report any safeguarding concerns to the school and joint investigations would take place.

PROCEDURES TO FOLLOW REGARDING CONCERNS AND ALLEGATIONS AGAINST STAFF

There are two types of concerns that may be raised against a member of staff which need to be acted upon;

- Concerns / allegations that meet the harms threshold
- Concerns / allegations that do not meet the harms threshold – referred to as 'low-level concerns'.

Harms Threshold

The harms threshold is met if it is found that anyone working in the school, including peripatetic staff, supply staff, volunteers and or contractors has:

- Behaved in a way that has harmed a child or may have harmed a child,
- Possibly committed a criminal offence against or related to a child,
- Behaved in a way towards a child or children that would suggest that he or she may pose a risk to children and/or,
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

The last point includes behaviour that may have happened outside of the school, both in person and/or online.

Procedures if an allegation meets the harms threshold

If a member of staff believes that someone working in the school has acted in a way that meets the harms threshold, the following procedures must be followed.

1. Contact the DSL immediately, or in their absence, another DSL then Company Director Sarah Carr. The list of DSLs can be found on page 7. No other staff members can be told about the allegation.
2. Look after the welfare of the child. The assigned DSL, in conjunction with other DSLs if necessary, will ensure the child/ren are not at risk of further harm.
3. Write down anything that has happened or has been disclosed, remembering to include as much detail as possible. If written on paper, original notes should be scanned in when the incident is later added to CPOMS.
4. DSL will discuss the allegation with other DSLs and decide on the best course of action.

The DSL / Company Director may carry out the following actions as appropriate:

1. Contact the LADO for advice regarding investigation and possible suspension.

2. If supply staff provided by an agency or contractors working for a company are involved, contact the agency or company immediately to ensure full involvement.
3. Report to the Police if it is reasonably believed a crime has been committed.
4. Following advice from the LADO, investigate the allegation as either a low-level or harm threshold allegation.

DSLs will always act in line with local and national procedures. If it is felt a crime has been committed, the DSL will immediately inform the Police and the LADO. Some of the specific procedures to follow are detailed below.

If it is felt an employee may need to be suspended the decision will be considered carefully and the case manager will be guided by advice from the LADO.

Suspension is not in itself a disciplinary procedure and is done without prejudice.

If the services of an employee, contractor, supply staff, volunteer or any other relevant person working are no longer used, either through dismissal, resignation or any other reason, and the DBS criteria has been met, the company will report the person to the DBS immediately. The DBS criteria is that they have caused harm or posed a risk of harm to a child as detailed in Keeping Children Safe in Education September 2025.

Where a teacher has been dismissed, or would have been dismissed had they not resigned due to a case of professional misconduct the company will make a referral to the Teaching Regulation Agency (TRA) where necessary. The TRA work on behalf of the Secretary of State, in line with their guidance Teacher misconduct: the prohibition of teachers (February 2022).

In all cases of allegations against staff the Lead DSL will keep an accurate written record in line with local procedures.

This record will be used to provide clarification in the case of future DBS check investigations and will be kept until the accused reaches retirement age, or for 10 years if they reach retirement age before 10 years have passed.

Allegations made against teachers who are no longer teaching will be referred directly to the Police.

If an accused person resigns, or no longer offers their services as a volunteer, the allegation will still be investigated in line with procedures and relevant reports will be made.

Any allegations against staff which have been found to be malicious will be removed from personnel records.

Any allegations against the proprietor(s) will be considered in line with local procedures.

Allegations relating to DSLs

If there is a concern relating to the DSL, this must be reported to Company Director, Sarah Carr and the LADO should be informed immediately. The DSL involved must not be informed of the allegation prior to contact with the Company Director and LADO. Equally, if staff members feel there would be a conflict of interest by reporting a concern to the Company Director, the LADO should be contacted directly by the person with the concern.

Procedures relating to 'low-level concerns'

Low-level concerns and allegations are those that do not need meet the harms threshold but still need to be investigated. A low-level concern is any concern, however small, relating to anyone working in the school who has acted in a way that is inconsistent with the staff code of conduct; including inappropriate conduct outside of work. Some examples of this include, but are not limited to:

- Being over friendly with children or families
- Having favourites
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children

If members of staff, including supply staff, volunteers and contractors have any low-level concerns about another person working in the school they must inform the DSL, following the same procedures as detailed in the harms-threshold guidance. This duty extends to reporting any concerns about nursery-based staff for staff working at Ashbridge Nursery Hutton. The DSL will consider the allegation and decide whether a referral to the LADO is required or if the allegations can be considered through the company's investigation and disciplinary procedures.

Low-level concerns will always be analysed to consider if there are any wider cultural issues within the school or whether policies and procedures need to be amended or revised.

SUPPORTING CHILDREN, STAFF AND FAMILIES

Hearing an allegation or disclosure, seeing injuries on a child or being part of an investigation process can be challenging for all involved. During any child protection investigations, the DSL and company Designated Mental Health leads are available to support staff and offer guidance or direct them to suitable services. If families are finding the allegation and investigation process challenging, the DSL, together with Children's Social Care and other services as appropriate, will support families and direct them to suitable support. Children who have made a disclosure or are otherwise part of a child protection and/or safeguarding case will be supported by their key people and wider staff team, as well as their family, Children's Social Care and other external agencies as appropriate.

Staff who wish to request support or discuss a child protection or safeguarding case they have been involved in should contact their DSL as soon as they feel they need additional support.

INFORMATION SHARING AND CONFIDENTIALITY

Information sharing between staff, external agencies and relevant professionals is vital in identifying and tackling all forms of abuse and neglect. When necessary, information is shared as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

Staff must be cautious who they share information with and in usual cases, would only share information with their DSL. Colleagues, even those working in the same classroom, friends and family must not be given any information about child protection concerns or allegations against members of staff. Any breach of this confidentiality would be treated seriously in line with the company disciplinary procedures. Should a staff member feel they need to share information with anyone to support their own wellbeing, they must speak to their DSL.

Ashbridge Independent School adheres to the regulations set out through the Privacy Notice, UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018 regarding sharing of personal information, however information can always be shared with relevant people and agencies if it relates to promoting the welfare and protecting the safety of children. This includes the sharing of sensitive and personal data which can be shared without consent where there is good reason to do so or when doing so will enhance the safeguarding of a child but it is not possible or safe to gain consent. Equally, there may be rare occasions where it is in the child's best interests to withhold certain information.

Any records of allegations of abuse will be kept for duration of the independent enquiry into Child Sexual Abuse and at least until the accused has reached normal retirement age or 10 years after the allegation, whichever is longer.

When a child moves on from Ashbridge to a different school relevant information is shared with the DSL at the new school, or the local authority if no destination setting is known.

SAFER RECRUITMENT AND FURTHER TRAINING

Recruitment Procedures

Our Safer Recruitment Policy details our procedures for ensuring staff are suitable to work for us and with children. Main parts of the policy include but are not limited to:

- Thorough application and interview process including online vetting.

- Staff not starting work until references have been received, a DBS check processed and, where appropriate, a suitability check carried out.
- Staff in regulated activity not starting work until a barred list check has been carried out and, in the case of staff carrying out teaching work, a teacher prohibition check being carried out. In the case of a DBS for a member of staff in regulated activity not arriving before a member of staff starting work, a risk assessment being put in place and all other checks listed on the Single Central Register being carried out.

Regulated activity is defined as:

- Regular work in school with opportunity for contact with children.
- Unsupervised activities; teach, train, instruct, care for or supervise children, or provide advice/guidance on wellbeing, if done regularly.
- Relevant personal care, eg washing or dressing, or health care by or supervised by a professional. This applies to any child, even if only done once.

Personal care includes helping a child with eating and drinking for reasons of illness or disability, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

Health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regular, for the purpose of regulated activity, is defined as once a week or more often, on 4 or more days in a 30 day period or overnight (2am – 6am).

Induction Procedures

Comprehensive induction procedures ensure all staff and volunteers have a secure understanding of safeguarding and child protection procedures, how to listen to children and be aware of changing behaviour, arrangements for whistle blowing and how to refer on to external agencies when required.

Thorough induction procedures and training relating to safeguarding for all staff including DSLs include, but is not limited to receiving, reading and understanding:

- Safeguarding and Child Protection policy
- Safeguarding prompt cards
- Keeping Children Safe in Education Part 1
- What To Do If You're Worried a Child is Being Abused (March 2015)
- Whistleblowing policy
- Technology and Online Safety policy including filtering and monitoring
- Behaviour Strategy

- Children Absent from Education Policy
- Prevent Duty policy
- Acceptable Use policy
- Employee Code of Conduct, including low-level concerns
- Level 1 Safeguarding Training
- Paediatric Frist Aid Training (if appropriate)
- Prevent Awareness Training

These policies and trainings are further explained through the induction process and formal induction meetings.

Ongoing training

All staff who work with children read Part 1 of the most recent Keeping Children Safe in Education and their understanding of the content is confirmed through training activities. All staff, including volunteers and freelance staff receive training or information about safeguarding including Prevent on appointment and at least annually thereafter. Onsite staff who do not work directly with children such as accounts teams and grounds staff read Annex A of the most recent Keeping Children Safe in Education.

Training for staff includes Prevent Awareness to reduce the risk of radicalisation, extremism and terrorism, online safety training and level 1 safeguarding training which includes training on Female Genital Mutilation (FGM). Training relating to child-on-child sexual violence and sexual harassment, child sexual exploitation and child criminal exploitation is also included. Level 1 safeguarding training is updated at least every three years. DSLs undergo additional training as detailed further in this policy.

Safeguarding training is an item on all SLT meeting agendas and is always discussed at management and team meetings. It is covered in supervisions within the EYFS and regular updates are also issued by memo, in staff newsletters or in meetings, including monthly 7-minute briefings which are emailed to all staff members.

DSL Training

The DSLs are trained at Level 3 (inter-agency working) and training takes place at least every two years. In addition to standard DSL training, all DSLs have also undertaken Safer Recruitment and Prevent training. The safeguarding training log for all DSLs and for the company is available on request.

MANAGEMENT OF SAFEGUARDING

The Proprietorial Body, Company Directors, Headteacher and Senior Leadership Team work together to develop and maintain a culture of safety. The team manage and review safeguarding procedures to ensure that they always act in the best interest of the child, comply with all duties under legislation, ensure staff are competent to carry out their duties relating to safeguarding and promote the welfare of children, create a supportive environment for staff and ensuring school staff have regular supervision meetings and/or appraisals.

Proprietor's role

The proprietor facilitates a whole school approach to safeguarding and child protection which includes everyone working at the school and ensures safeguarding and child protection underpins all we do. They ensure that all members of the Senior Leadership Team have received appropriate safeguarding and child protection training to provide the skills and knowledge to support the delivery of the school's safeguarding approach. The proprietor also ensures DSLs have the appropriate status within the organisation to carry out their role. They ensure safer recruitment procedures are embedded and effective across the school. They ensure measures are in place for children to be taught how to keep themselves and others safe. The proprietor is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 and the local multi-agency safeguarding arrangements. In addition, the proprietor works with the SLT to ensure online safety including filtering and monitoring is a constant running theme throughout safeguarding staff training, child education and DSL responsibilities.

DSLs and their role

The main responsibilities of the DSLs are to:

- Advise on the most appropriate course of action, taking prompt action to make contact with Children's Social Care when required and the Police if the issue is a criminal matter.
- Liaise with other agencies and professionals eg CSAP, LADO and to operate in line with locally agreed inter-agency procedures.
- Collate and maintain confidential records.
- Raise awareness of safeguarding across the school and EYFS, including online safety.
- Ensure staff are kept aware of child protection procedures.
- Keep up to date with regulations and national guidance.

Staff Concerns about Safeguarding Practice

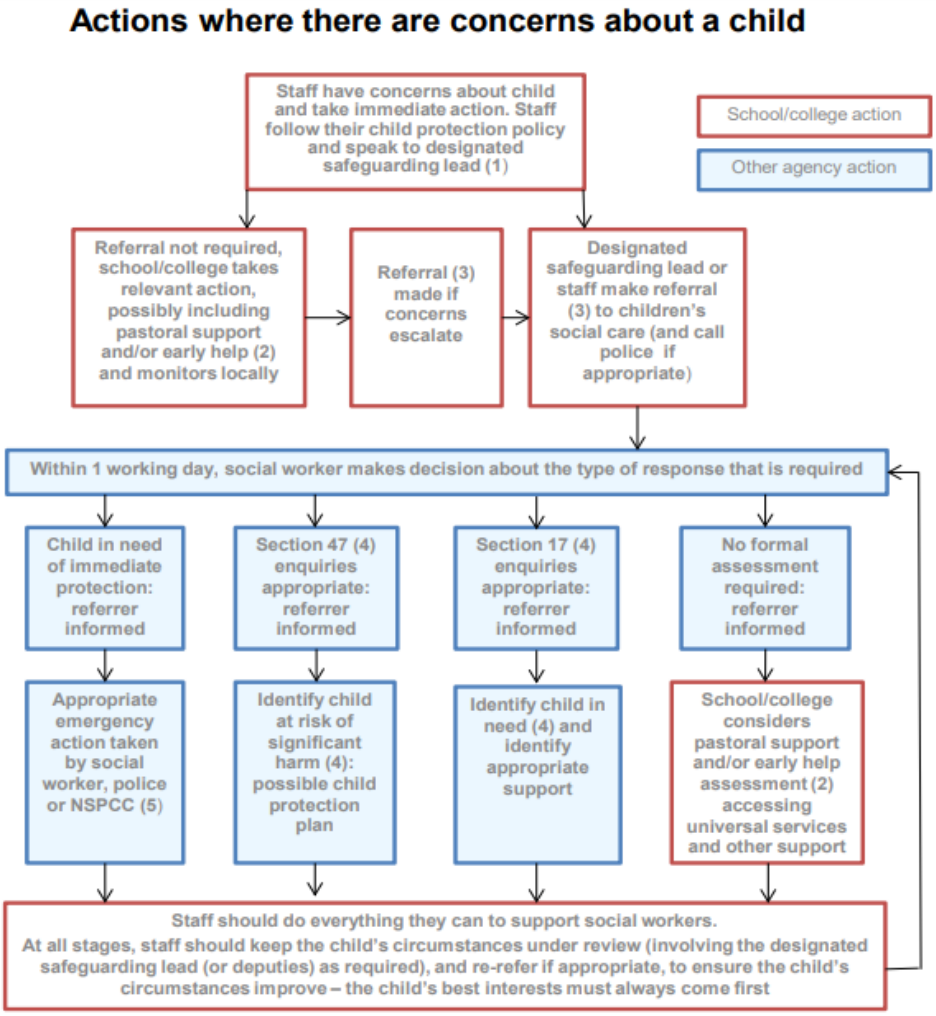
If a member of staff, student, freelance or peripatetic teacher, supply staff or volunteer has concerns about safeguarding practice at Ashbridge being poor or unsafe, or if they feel there are potential failures in the company's safeguarding procedures they should raise their

concerns with a member of the Senior Leadership Team, who will always take their concerns seriously. The company Whistleblowing policy may be used for these concerns.

APPENDIX 1- List of government guidance referred to and/or followed

- Children Act 1989
- Children Act 2004
- Education Act 2002 Section 175 (Regulatory Compliance – ISSRs and Minimum Standards for EYFS)
- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education September 2025
- What to Do If You're Worried a Child is Being Abused March 2015
- Disqualification under the Childcare Act 2006
- 'Prevent' Counter-Terrorism and Security Act 2015
- Prevent Duty Guidance 2023
- Children Missing Education 2024
- Working together to improve school attendance 2024
- Child Sexual Exploitation February 2017
- Mental Health and Behaviours in School November 2018
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019
- Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) www.lancashiresafeguarding.org.uk
- Statutory EYFS Framework September 2025
- The Education (Independent Schools Standards) Regulations 2014
- Teacher misconduct: the prohibition of teachers February 2022
- General Data Protection Regulations / Data Protection Act 2018
- When to Call the Police – National Police Chief's Council

APPENDIX 2 – Referral Flowchart (taken from KCSIE September 2025)



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 3 – General Advice for Staff

Key points for all staff to remember:

- Be vigilant
- Listen to children and observe their body language
- Observe changes in behaviours, attitude or home situation
- Complete internal recording procedures such as CPOMS records accurately and in a timely manner
- Respond to specific concerns at an early stage
- Report concerns to the appropriate designated professionals
- Do not conduct investigations but refer on to the appropriate people or external agencies
- Be prepared to whistle blow where there are concerns about colleagues or volunteers
- Recognise the potential for child on child abuse
- Understand the potential for abuse, child sexual exploitation and child criminal exploitation through online communications
- Follow procedures for reporting children missing from education

Advice for listening to children

A child making a disclosure is likely to be a difficult time for both you and the child. They may not realise their experiences are harmful or may not know how or when to disclose their experiences. It is important to remember that the child has chosen you to speak to and it is essential that you let them speak, whenever or wherever you are. Below are some pointers:

DO:

Listen to the child.

Make notes on what they say, straight after the disclosure has taken place. Include dates and time and as much word-for-word information as you can but don't ask them to repeat things unless absolutely necessary.

Provide comfort to the child and tell them it is not their fault.

Listen quietly, carefully and patiently – even if it takes a long time.

Get another member of staff to remove other children from the area if you can do so without disturbing the child's disclosure.

Tell the child that you may have to tell other people what they have said.

Refer to the DSL immediately.

DON'T:

Promise to keep a secret.

Act with shock or dismay – this may stop the child from saying any more.

Ask leading questions or make suggestions about what they may have seen or might have happened.

Try to solve the problem yourself.

Destroy your notes if you then write the disclosure up more neatly.

Discuss the case with anyone other than the DSL or relevant external agencies.

Make the child feel as though they are causing a problem by reporting their concerns.

Remember that the DSLs and DSPs are there to offer support to you as well as the child. If you are feeling upset or affected in any way after a child has made a disclosure to you, speak to a DSL or DSP who can offer you guidance and refer you to further support if necessary.

APPENDIX 4 – DSL Job Description

Ashbridge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role: Designated Senior Lead (DSL)

- To take lead responsibility for all safeguarding and child protection matters, including online safety and filtering and monitoring arising at the School and to support all other staff in dealing with any child protection concerns that arise;

- To be given the time, funding, training, resources, status and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children;

- Promoting and safeguarding the welfare of the children for whom you are responsible and with whom you come into contact;

- To be available for staff to discuss any safeguarding concerns

- to act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies. Raising awareness of safeguarding issues;

- ensure the school's child protection policy and the implementation of it, is reviewed at least annually, is up to date and liaise with the directors as part of their review about this;

implement Operation Encompass and work with families to ensure they are aware of the initiative and the reason for it;

- ensure the child protection policy is available publicly via the website;

- ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the school's role in this (see Welcome Pack and enrolment form)

- maintain links with the Lancashire Children's Safeguarding Assurance Partnership (CSAP) to ensure staff are aware of training opportunities and the local policies on safeguarding; and

- where children leave the school ensure their child protection file is transferred to the new school/setting in line with local procedures as soon as possible. This should be transferred separately from the main pupil file.

Share information about the welfare, safeguarding and child protection issues of vulnerable children with staff to help them to promote educational outcomes, identify challenges and make adjustments and create and maintain a culture of high aspirations for these children.

Main duties and responsibilities:

Managing referrals

To take lead responsibility for:

- referring all cases of suspected abuse of any pupil at the School to children's social care;
- supporting staff who make referrals to local authority children's social care;
- referring to the Local Authority Designated Officer (LADO) team all child protection concerns which involve a member of staff;
- as required, liaise with the case manager and the designated officer at the local authority for child protection concerns (all cases which concern a staff member);
- taking part in strategy discussions and inter-agency meetings and/or to supporting other staff to do so and to contribute to the assessment of children;
- referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern;
- making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
- making referrals to the police where a crime may have been committed which involves a child.
- ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school/setting.
- identifying and respond to mental health concerns which are also related to safeguarding, including record keeping and making referrals
- ensuring an appropriate adult is always present when the Police are involved with a child

Preventing radicalisation in accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance:

Protecting vulnerable people from being drawn into terrorism (2015) the DSL has the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;

- co-ordinating Prevent Duty procedures in the school;

- undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training;

- undergoing appropriate training on the Channel programme;

• assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers;

• maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees and keeping records of staff training;

• monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty;

• liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.

Line management duties and responsibilities

• the Designated Safeguarding Lead will have line management responsibility for the other DSLs and other relevantly trained members of the Nursery Management Team.

• The DSLs should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis) in order to understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff, freelance teachers and volunteers
- be alert to the specific needs of children in need, those with special educational needs and young carers
- be able to keep detailed, accurate, secure written records of concerns, discussions and decisions made, including the rationale for decisions made. This includes instances where referrals were not made to another agency.
- understand and support the school with regard to the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.