



Child Protection and Safeguarding Policy

The Blue Lighthouse ED: Child Protection and Safeguarding Policy.

This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required. This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DoF guidelines and changes.

Document Control	
Date Created	17.4.23
Date of Implementation	19.8.23
Review schedule	2.9.26
Date of next review	2.9.27
Authors and Adaptations	Lynette Willis
Version	7

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The Blue Lighthouse recognises its responsibility for safeguarding and child protection.

1. INTRODUCTION

1.1. It is essential that everybody working in a centre understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect, exploitation and harm. Our centre is committed to safeguarding children and aims to create a culture of vigilance. All staff make sure that any decisions made are in the best interests of the child.

1.2. Our pupils' welfare is our paramount concern. The Proprietors will ensure that our centre will safeguard and promote the welfare of pupils and work together with agencies to ensure that our centre has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested. <https://www.hampshirescp.org.uk/>

1.3. This policy provides the basis for good practice within the centre for Safeguarding work. It is read in conjunction with the Hampshire Safeguarding Children's partnership and the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

1.4. This policy applies to all members of staff in our centre, including all permanent, temporary and support staff, proprietors, volunteers, contractors and external service or activity providers.



2. THE LEGAL FRAMEWORK

2.1. This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures: Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018: <https://www.gov.uk/government/publications/working-togetherto-safeguard-children--2>

Keeping Children Safe in Education: Statutory Guidance for Centres and Colleges, September 2022 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

3. ROLES AND RESPONSIBILITIES

3.1. The centre's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Lynette Willis. The responsibilities of all Designated Safeguarding Lead are described in detail in Appendix A.

3.2. The Proprietors are collectively responsible for ensuring that safeguarding arrangements are fully embedded within the centre's ethos and reflected in the centre's day-to-day practice.

3.3. All staff members, proprietors, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

3.4. Our centre acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

4. SUPPORTING CHILDREN

4.1. Our centre will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.
- Ensuring all staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.



This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. It is important that centre staff observe all children for all possible signs of abuse and other signs such as behaviour. The centre must not simply rely on verbal disclosures.

- Encourage pupils to talk about feelings, deal assertively with pressures and are listened to as well as providing pupils with a range of appropriate adults to approach as needed.
- Supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness while not condoning aggression or bullying
- Liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse including Early Help and preventative services
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Having a behaviour policy that is aimed at supporting vulnerable pupils in the centre. The behaviour policy outlines measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment.
- Acknowledging the importance of 'contextual safeguarding',
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.

(Working together to safeguard children March 2026 and KCSIE September 2026).

- Alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to the centre, and at other times, the centre will be vigilant in identifying any private fostering arrangement.
- Acknowledging that a child that is looked after or has been previously looked after by the Local Authority potentially remains vulnerable and all staff have the skills, knowledge and understanding to support these children.



5. DEALING WITH DISCLOSURE AND RECORD KEEPING

5.1. Staff, volunteers and Proprietors should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. It is important that staff observe all children for possible signs of abuse and other signs such as behaviour. The centre must not simply rely on verbal disclosures. If a member of staff has a concern about a child or if a child makes a disclosure, staff will appropriately respond by listening and offering reassurance.

Staff should:

I. Make an accurate factual record as soon as possible including details of:

- Dates and times of their observations
- Dates and times of any discussions in which they were involved
- Any injuries
- Explanations were given by the child/adult
- What action was taken
- Any actual words or phrases used by the child
- Any questions the staff member asks (remembering not to ask any leading questions) The records are signed and dated by the author (or equivalent on electronic-based records). Concern forms are kept in the Blue Lighthouse office, electronic recording system is recorded onto our internal system and the students' DSL will be notified immediately.

II. Listen to the wishes and feelings of the child, but not promise any confidentiality

III. Report it to the DSL

IV. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available. (In this instance, please refer to 4 Kingdoms manager)

V. In the absence of The Blue Lighthouse ED DSL, staff will refer directly to the 4 Kingdoms' manager who is also DSL level 3 trained. They will then contact the students' school, MASH or the child's



social worker (if applicable) and the police (if appropriate) if there is a significant concern for advice and guidance.

5.2. The DSL will ensure any decisions and justifications for those decisions will be recorded in writing with clear outcomes documented following any action taken.

5.3. Our centre will discuss any concerns we have with the child's referring setting. There may be occasions when this is not appropriate and centre staff would consult with other agencies prior to involving the setting. We will record any decision not to discuss with the school and why.

5.4. Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the centre. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own centre's GDPR policy.

5.5. All safeguarding records will be transferred in accordance with GDPR to the child's receiving centre/setting. These will be given to the receiving Centre and a receipt of delivery will be obtained. We will ensure that when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new centre / school within 5 centre days and that the child's Social Worker is informed that the child has moved.

5.6. The Centre Director will be kept informed of any significant concerns by the DSL if they are not the DSL and all other staff are informed on a need-to-know basis.

6. THE ROLE OF AN APPROPRIATE ADULT IN SAFEGUARDING

6.1. The Police and Criminal Evidence (PACE) act advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

7. INFORMATION SHARING

7.1. We recognise that all matters relating to Safeguarding are confidential.

7.2. All staff members have a professional responsibility to share information with other agencies to safeguard children.

7.3. All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.

7.4. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

7.5. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.



8. MULTI-AGENCY WORKING

8.1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care.

8.2. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children

8.3. We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by Hampshire Children's Safeguarding. We will ensure a clear process for gathering the evidence required for reviews and audits, embed recommendations into practice, and compile required actions within agreed timescales.

9. SAFER RECRUITMENT

9.1. The Blue Lighthouse ED is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

9.2. The Proprietors and Leadership Team are responsible for ensuring that the centre follows safe recruitment processes outlined within the guidance.

9.3. The Blue Lighthouse ED is responsible for ensuring that the centre maintains an accurate Single Central Record (SCR) in line with statutory guidance.

9.4. The Proprietors will ensure that at least one of the people who conduct a recruitment interview has completed safer recruitment training.

9.5. We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in centres.

9.6. We will ensure that contractors and providers are aware of our centre's safeguarding policy and procedures. We will require that employees and volunteers use our procedure to report concerns. Including the staff and contractors employed by 4 Kingdoms Adventure farm and Knightsbridge productions who share the site.

9.7. We will seek assurance that employees and volunteers working with our children have been subjected to the appropriate level of safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Centres and Colleges, 2025. Permission to work with our children or use our centre premises may be refused if assurance is not obtained.



9.8. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

9.9. We advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.

10. TRAINING

10.1. All staff in our centre are expected to be aware of the signs and symptoms of abuse and are able to respond appropriately. Including the 4 Kingdoms Adventure farm staff.

10.2. Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team undergo their DSL training every 2 years through the training centre to enable them to fulfil their role.

10.3. Training is provided for all staff to a generalist level annually, and regular updates around safeguarding are shared with staff regularly.

10.4. Separate training is provided to all new staff on appointment as part of their induction process which would also include Online Safety.

10.5. We will ensure that staff members provided by other agencies and third parties, e.g., supply staff and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-centre training if it takes place during their period of work for the centre.

10.6. The Designated Safeguarding Lead will provide briefings to the centre on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2018. These will occur annually or more frequently when necessary.

10.7. The centre will maintain accurate and up-to-date records of staff induction and training.

11. WHISTLEBLOWING IN A SAFEGUARDING CONTEXT

11.1. While the centre has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly. This does not replace the whistleblowing policy and should be read in conjunction with the centre policy.

11.2 Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems. There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns. Within The Blue Lighthouse ED the senior management is responsible for all staff. If you are



concerned that any member of staff within the centre is not following safeguarding processes or behaving in a way that is placing children at risk, you should, in the first place, make the owners/managers aware.

11.3 Child Protection and Safeguarding Policy:

If your concern is about the owners, you should raise this with the 4 Kingdoms adventure farm owner.

If you would prefer to raise your concerns outside of the centre, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations or make contact with Hampshire County Council.

If you believe that a member of the centre staff is harming a child (an allegation) and this has been reported to the owner and no / insufficient action has been taken, or the member of staff you have concerns about is the owner, then you are able to contact the **Hampshire Designated Officers team (LADO)** on **01962 876364**. or email lado.safeguardingchildren@hampshire.gov.uk

If you believe that a child is being abused by individuals outside the centre, you can make a referral to Children's Social Care by calling the MASH on **0300 555 1373 (Basingstoke) 01344 351 999 (Newbury)** (office hours)

Further guidance for staff can be accessed through:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

12. SITE SECURITY

12.1 We are a working farm and as such, our main entrance to the farm is not staffed. We have a visitor signing in book at reception and the mobile numbers for the relevant departments are displayed clearly alongside this. **ALL** visitors to the farm **MUST** sign in using this visitor book, and call the relevant number. They **MUST** then wait by reception to be collected by a Blue Lighthouse/4 Kingdoms member of staff. At no point should visitors to the farm be left to walk around the site unsupervised when The Blue Lighthouse has students onsite, between the hours of 10-4 during term time.

12.2 All staff members have a responsibility to ensure our buildings and grounds are safe, this includes ensuring the safety of any visitors to the centre.

12.3. Our visitor policy is held in the Blue Lighthouse office

12.4. The centre will not accept the behaviour of any individual, parent or anyone else, that threatens centre security or leads others, children, or adults, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the centre site.



13. QUALITY ASSURANCE

13.1. We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

13.2. The centre's senior management and the owners will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

14. MONITORING AND REVIEW

14.1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle

14.2. The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers, are made aware of any amendments to policies and procedures

This policy will be reviewed annually to ensure it remains current, effective, and aligned with organisational objectives. An earlier review will be undertaken if there are changes in relevant legislation or regulations that impact its content or application.



APPENDIX A:

A.1 The role of the Designated Safeguarding Lead Managing referrals:

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- Act as a source of support, advice, and expertise to staff members on matters of child protection and safeguarding, including Contextual Safeguarding.
- To ensure that the Local Authority is notified if children are persistently absent or missing from education

A.2 Record keeping:

- Keep written (or online) records of safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- Centres should have at least two emergency contacts for every child in the centre in case of emergencies, and in case there are welfare concerns at the home.
- Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.

A.3 multi-agency working and information sharing

- When a child leaves our centre, the Designated Safeguarding Lead will contact the Designated Safeguarding Lead at the new centre and will ensure that the safeguarding file is forwarded to the receiving centre within 5 centre days. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving centre and/or evidence of recorded delivery.
 - Where a parent elects to remove their child from the centre roll to home education, the centre will make arrangements to pass any safeguarding records to the Education Social Welfare Service.
- Multi-agency working and information sharing:
- The DSL recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.
 - Our Centre is not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. We recognise the importance of multi-agency working and will support attendance at relevant safeguarding meetings,



including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

A.4 Training

The DSL will ensure all staff undertake appropriate annual updates in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention, e.g., OSCB thresholds of need, preventative education, and the local offer
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
 - be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.
- Ensure each member of staff has read and understands the centre's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the centre's behaviour policy and the centre's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy, dealing with disclosures and managing allegations processes.
- Organise face-to-face whole-centre Safeguarding training for all staff members at least every three years.
- The DSL will ensure their training remains in date (every 2 years)
- All staff should be aware of key policy and systems within their centre which support safeguarding, and these should be explained to them as part of staff induction.
- Ensure the centre allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.
- Maintain accurate records of induction, ongoing training, and continual professional development (CPD) relating to safeguarding. Awareness raising:

A.5 Awareness raising

- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the centre takes to protect them.
- Ensure our centre's child protection policies are known, understood, and used appropriately.



- Ensure our centre's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with governing bodies regarding this.
- Ensure our safeguarding policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the centre in this.

A.6 Quality assurance:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).
- Provide regular reports, to the owners detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

A.7 Support for staff:

- The centre will have a framework for providing an opportunity to staff who are working directly with vulnerable young people to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

APPENDIX B:

B.1 Safeguarding Procedures Definitions:

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.
- Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post-16 education as set out in the Education and Training (Welfare of Children) Act 2021.
- Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm or significant harm is suggested.
- Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to the teenage years.
- Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.



- Safeguarding children is the action we take to promote the welfare of children and protect them from harm.
- Safeguarding and promoting the welfare of children is defined as:
 - protecting children from maltreatment
 - preventing the impairment of children's mental health, physical health, or development
 - ensuring the children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
- Centre staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating (KCSIE 2022) A bespoke helpline for children and young people who've experienced abuse at centre, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk
- Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

B.2 Vulnerable children:

- Any child may benefit from early help, but all centre staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs.
 - has special educational needs (whether they have a statutory Education, Health and Care Plan or not).
 - is a young carer.
 - is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
 - is frequently missing/goes missing from care or from home.
 - is at risk of modern slavery, trafficking, or exploitation.
 - is at risk of being radicalised or exploited.
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- <https://www.gov.uk/government/collections/domestic-abuse-bill>



- is misusing drugs or alcohol themselves.
- has returned home to their family from care; and is a privately fostered child.

B.3 CATEGORIES OF ABUSE:

• Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveys that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning,
- preventing the child from participating in normal social interaction.
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse.

Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing, and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Educational neglect is also considered:



<https://www.nspcc.org.uk/what-is-childabuse/types-of-abuse/neglect/>

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.
- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities 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 noncontact 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2022).

B.4 MENTAL HEALTH:

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

<https://www.gov.uk/government/publications/promoting-children-and-young-people-emotional-health-and-wellbeing>

- The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Centres). In addition, Public Health England has produced a range of resources to support secondary centre teachers to promoting positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Every Mind Matters for links to all materials and lesson plans.

There are three thresholds for and types of referrals that need to be considered:



- is this a child with additional needs; where their health, development or achievement may be adversely affected?
- age-appropriate progress is not being made and the causes are unclear
- the support of more than one agency is needed to meet the child or young person's needs If this is a child with additional needs discuss the issues with the Early Help Assessment (EHAT) trained practitioner in your centre, the child, and parents. You will need to obtain parental consent for an EHAT to be completed. Is this a child in need matter?

Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
- their health or development is likely to be impaired, or further impaired, without the provision of such services
- they are SEND (and as such can face additional safeguarding challenges) If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral. Is this a child protection matter?

Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm
- children suffering the effects of significant harm
- serious health problems
- If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the MASH by the centre as soon as possible. Multi-Agency Safeguarding Hub (MASH) | Hampshire County Council

APPENDIX C:

Further information Female Genital Mutilation Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Harmful Practices

- Indicators - There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42- 44) focuses on the role of centre. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to



relevant persons. Once the government issues any statutory multi-agency guidance this will apply to centres and colleges.

- Actions - If staff have a concern, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.
- Mandatory Reporting Duty - From October 2015, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) placed a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the centre's designated safeguarding lead and involve the Integrated Front Door as appropriate.

Fabricated or Induced Illness / Perplexing Presentation Staff are aware of the risk of children being abused through fabricated or induced illness (FII). There are three main ways of the carer fabricating or inducing illness in a child.

These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history.
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
- induction of illness by a variety of means. Where this is identified and considered a risk a referral will be made to the MASH for support and guidance. Centre may involve other agencies in making their assessments. That could include, community paediatrician, occupational therapists for example. Gang and Youth / Serious Violence Children and Young People who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable.

Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence, and substance misuse 21 Child Protection and Safeguarding Policy

<https://www.gov.uk/government/publications/serious-violence-strategy>



Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- have been the victim or perpetrator of serious violence (e.g., knife crime).

C.4 Faith Based Abuse

Our policy recognises the ‘National Action Plan to Tackle Abuse linked to faith or belief’ which describes this abuse as: ‘not about challenging people’s beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye, or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.’ When this type of abuse is suspected staff will make a referral to the MASH Team for support and guidance.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

C.5 Risk of Trafficking

Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices similar to slavery, servitude, or the removal of organs.
- The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.



- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in sub-paragraph (a) of this article
- “Child” shall mean any person under eighteen years of age. Children trafficked into the country may be registered at a centre for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in centres which are situated near ports of entry, but practitioners should be alert to this possibility in all centres. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller, or migrant families – who collectively go missing from centre. If a member of the centre staff suspects that a child may have been trafficked, they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children’s social care are contacted immediately.

C.6 Risks Associated with Parent/Carer Mental Health

The majority of Parents who suffer mental ill-health can care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. The centre will follow the guidance outlined in ‘working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare)’. Our approach is to recognise; seek support; instil preventive factors and monitor. Designated Safeguarding Lead should seek support through the Early Help team but escalate to the MASH Team if they are concerned that the child involved is being placed at immediate risk of harm. The link below details the Early Help services available to children, young people, and their families.

C.7 Drugs and Alcohol

Children can be at risk of drugs and alcohol directly and indirectly.

They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol and built into the year 5-6 curriculum.

C.8 Honour Based Violence and Forced Marriages

Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their ‘code of honour’. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South, and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist. ‘A forced marriage is a



marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.’ For more information see:

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/casestudies/safer-centres-partnership>

<http://www.karmanirvana.org.uk/>

C.9 Managing Allegations against staff

including supply teachers, volunteers and contractors The Local Authority Designated Officer for Allegations (LADO) are told of allegations against adults working with children and young people within 24 hours.

Proprietors should refer to this guidance if there is an allegation against the Director. This includes all cases that meet the harms threshold where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of centre that might make an individual unsuitable to work with children, and is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO)

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above)
- allegation/concerns that do not meet the harm threshold – referred to in 2022 guidance as ‘low level concerns’ Please see our low-level concern policy located in the central office. ‘Low Level Concerns’ - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of

the centre may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:



- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- 'humiliating pupils'

Such concerns must always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified

C.10 Preventing Radicalisation

Protecting children from the risk of radicalisation should be part of centres' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Centre staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme from 1 July 2015 all centres are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 ('The CTSA 2015').

Centres must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Prevent guidance are concerned specifically with centres' responsibility to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on centres in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

The Blue Lighthouse ed is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to



demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Blue Lighthouse ed have clear procedures in place for protecting children at risk of radicalisation. It is not necessary to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, our proprietors ensure that their safeguarding arrangements consider the policies and procedures of Local Safeguarding Children Board (LSCBs). Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales. The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual centres are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the centre of being drawn into terrorism. As a minimum, however, centres should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The Department for Education has also published advice for centres on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-preventduty>

C.11 Child Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory centre age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect.

Centre staff should follow the centre's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Centres should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all centres to have an admission register and, with the exception of centres where all pupils are boarders, an attendance register. All pupils are placed on both registers. An appropriated response is needed when a child has poor attendance or is regularly missing education. <https://www.gov.uk/government/publications/children-missing-education>

All centres must inform their local authority of any pupil who is going to be deleted from the admission register where they:



- have been taken out of centre by their parents and are being educated outside the centre system e.g., home education, have ceased to attend centre and no longer live within reasonable distance of the centre at which they are registered
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend centre before ceasing to be of compulsory centre age, and neither he/she nor his/her parent has indicated the intention to continue to attend the centre after ceasing to be of compulsory centre age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the centre at the end of the period
- have been permanently excluded the local authority are notified when a centre is to remove a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that centres comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory centre age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. All centres must inform the local authority of any pupil who fails to attend centre regularly or has been absent without the centre's permission for a continuous period of 10 centre days or more, at such intervals as are agreed between the centre and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

C.12 Child Sexual Exploitation & Child Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation. As well as being physical can be facilitated and/or take place online.

Child Sexual Exploitation (CSE) CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity

(a) in exchange for something the victim needs or wants, and/or



(b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners A full list of indicators can be found here: [Child Sexual Exploitation - Hampshire Safeguarding Children](#)

Child Criminal Exploitation (CCE) While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled, or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

County Lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence, and weapons, including knives, corrosives, and firearms.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults, and local communities.

Further information can be found here: [Child Criminal Exploitation - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#). [County Lines Toolkit for Professionals - The Children's Society](#) in partnership with Victim Support and National Police Chiefs' Council.



C.13 Sexual harassment, violence, harmful sexual behaviours (inc. child on child abuse, 'up skirting' and 'undressed')

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault. It is important that centre is aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of centre. When we reference sexual harassment, we do so in the context of child on child, sexual harassment.

Sexual harassment is likely to:

violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing.

DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-centre safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in centres and colleges is here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so The Lighthouse ed provide a safe space for these children to speak out and share their concerns with members of staff.

Pupils are protected from 'up skirting', 'Undressing' bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding LGFL 'Undressed' provide schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders Home Page - London Grid for Learning (lgfl.net) <https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-ofrights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response>

Our centre acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.



Centres must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own centres and make appropriate plans to reduce it.

For more guidance go to: Sexual violence and sexual harassment between children in centres and colleges (publishing.service.gov.uk)

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the centre's pastoral system and, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them. The DSL will be familiar with the full guidance from the UK Council for Internet Safety (UKCIS),

Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Child Protection and Safeguarding Policy

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12 April 2019.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

- a child under the age of 13 can never consent to any sexual activity.



- the age of consent is 16.

C.14 Digital Safety & Remote Learning

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a centre to protect and educate the whole centre community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm There is a Digital Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they're at centre using data on their phones (3G or 4G networks).

C.15 Pre-Appointment Checks and Safer Recruitment

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, are conditional on satisfactory completion of the necessary pre-employment checks. When appointing new staff, The Blue Lighthouse ed must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- centres that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in centre and outside (including online), may have an implication for the safeguarding of children in the centre. Where this is the case, the member of staff must speak to the centre (Childcare Act 2006 – as amended)
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website.
- if the person has lived or worked outside the UK, make any further checks the centre • consider appropriate and verify professional qualifications, as appropriate
- carry out prohibition check for all staff with QTS



- complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Please note even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check)
- consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.

The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education: 16-19 Academies, Special Post-16 institutions and Independent Training Providers. Single Central Record The Blue Lighthouse keep a single central record.

The single central record covers the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the centre: this means those providing education to children; and
- The information is recorded in respect of staff members (including teacher trainees on salaried route) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
 - an identity check / a barred list check / an enhanced DBS check/certificate / a prohibition from teaching check.
 - further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions.
 - a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom. For supply staff, The Blue Lighthouse ed include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Single central records

A record of staff leavers is maintained on the Single Central record. Proprietors and Directors – These nominees are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the Proprietors to apply for the certificate for any of their directors who do not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. The SCR shall be updated in the light of any further legislation.