Rainford Brook Lodge Primary School
Safeguarding and Child Protection Policy
2026-2027

Policy Owner	**Head of School**
Scope of the Policy	This policy applies to all of the school community
Last reviewed by Governors	**September 2026**
Next review due	**September 2027**
Summary of key changes	Policy re-written to be in line with Keeping Children Safe in Education and EYFS Statutory Guidance. All sections reviewed and refreshed.

Rainford Brook Lodge Primary School

Designated Governor: Emma Mills
Designated Safeguarding Lead: Kathryn Hodkinson
Deputy Designated Safeguarding Lead: Luke Moore

Status & Review Cycle: Statutory Policy to be reviewed annually

All staff, including those who do not work directly with children, are required to read **Part 1 of Keeping Children Safe in Education (KCSIE) 2026** and follow the school's safeguarding procedures.

We maintain a child-centred approach to safeguarding. The child's wishes, feelings, lived experience and best interests will be considered when responding to safeguarding concerns, alongside the need to take appropriate protective action. Rainford Brook Lodge provides Early Year Foundation Stage (EYFS) provision for pupils age 3-5. We will ensure compliance with the safeguarding and welfare requirements of the EYFS statutory framework. We will ensure that staff working within the EYFS setting receive safeguarding training appropriate to their role and that all EYFS safeguarding requirements are implemented and reviewed in line with statutory guidance. (EYFS Statutory Framework 2026).

1.0 Statutory Guidance

The school will have regard to, and comply with where applicable, the following statutory guidance:

- **Keeping Children Safe in Education 2026 (KCSIE)** – Department for Education
- **Working Together to Safeguard Children 2026** – Department for Education
- **Prevent duty guidance: for England and Wales** – Home Office
- **Multi-agency statutory guidance on female genital mutilation** – HM Government
- **Multi-agency practice guidelines: Handling cases of forced marriage** – HM Government
- **Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism** – HM Government
- **Working together to improve school attendance – July 2026** – Department for Education
- **Children missing education: statutory guidance for local authorities and schools** – Department for Education
- **Disqualification under the Childcare Act 2006** – Department for Education, where applicable
- **Academy Trust Handbook** – Department for Education, where applicable
- **Supporting pupils at school with medical conditions** – Department for Education
- **Allergy safety in schools** – Department for Education
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement** – Department for Education
- **Use of reasonable force and other restrictive interventions in schools** – Department for Education
- **Mobile phones in schools** – Department for Education
- **Statutory framework for the Early Years Foundation Stage (EYFS) July 2026** – Department for Education
- Relevant statutory guidance and safeguarding procedures issued by the **St Helens Safeguarding Children Partnership** and **St Helens Council**.

Non-statutory guidance and advice

The school also has regard to relevant non-statutory guidance and professional advice, including:

- **What to do if you're worried a child is being abused: Advice for Practitioners** – Department for Education
- **Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers** – Department for Education, May 2024
- **Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation** – Department for Education
- **Behaviour in schools: advice for headteachers and school staff** – Department for Education, February 2024
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people** – UK Council for Internet Safety
- **When to Call the Police: guidance for schools and colleges** – National Police Chiefs' Council
- **Guidance for safer working practice for adults working with children and young people in education settings** – Safer Recruitment Consortium
- **Teachers' Standards** – Department for Education
- **Meeting digital and technology standards in schools and colleges** – Department for Education
- **Recruit teachers from overseas** – Department for Education, where applicable
- **Virginity testing and hymenoplasty: multi-agency guidance** – Department of Health and Social Care
- **PACE Code C**, where relevant to safeguarding and police investigations
- Relevant safeguarding advice issued by the Department for Education, Home Office, Department of Health and Social Care, UK Council for Internet Safety, National Police Chiefs' Council and other relevant national bodies
- Relevant local safeguarding procedures, protocols and practice guidance issued by the **St Helens Safeguarding Children Partnership**.

1.1 Safeguarding Definition:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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 the 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;
- Taking action to enable all children to have the best outcomes.

Abuse, neglect and exploitation

Abuse is 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. Harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment of others. This can be particularly

relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

We recognise that abuse, neglect and exploitation are rarely standalone events and that safeguarding concerns may overlap. A child may experience more than one form of harm, and concerns may arise both within and outside the family, within and outside the school or other community settings, and online as well as face to face.

The school recognises the following forms of abuse, neglect and exploitation, including but not limited to:

Physical abuse – a form of abuse which may involve hitting, 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.

Emotional abuse – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may include persistent criticism, belittling, name-calling, making a child feel worthless or unloved, deliberately silencing them, inappropriate expectations, serious bullying or causing a child to feel frightened or in danger.

Sexual abuse – involving forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Sexual abuse can take place online and may involve technology being used to facilitate both online and offline abuse.

Neglect – the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Exploitation – children may be exploited for the benefit of another person or group. Exploitation may be sexual, criminal or financial and can occur within or outside the family, online or offline. Children may be vulnerable to multiple forms of exploitation and associated harms.

Domestic abuse – children can be victims of domestic abuse in their own right. A child may experience domestic abuse by seeing, hearing or experiencing its effects, including where the abuse occurs between adults in the child's household or within the child's own intimate relationships.

Child-on-child abuse – children can abuse other children. This can include physical, sexual and emotional abuse, bullying, sexual violence and sexual harassment, including online forms of abuse.

Extra-familial harm – children may be vulnerable to harm outside their family, including sexual abuse and exploitation, criminal exploitation, serious youth violence, county lines, domestic abuse within intimate relationships, stalking and radicalisation.

The school recognises that technology is a significant component in many safeguarding and wellbeing issues. Children may be at risk of abuse and other harms online as well as face to face, and in many cases abuse and other risks will occur concurrently both online and offline.

Behaviour as an Indicator of Concern

Staff should be alert to changes in a child's behaviour, presentation, attendance, engagement, emotional wellbeing, relationships or conduct, including any sudden deterioration. Behaviour should not be viewed in isolation, and staff should consider whether it may be linked to an underlying safeguarding concern.

Rainford Brook Lodge staff should recognise that changes in behaviour may indicate that a child has experienced, or is experiencing, abuse, neglect, exploitation, trauma, mental health difficulties, or other safeguarding concerns. Behavioural changes may be a sign that a child needs early help, support or protection.

All staff receive safeguarding training that includes understanding behaviour as a potential indicator of need, vulnerability or risk. When responding to behavioural incidents, staff will demonstrate professional curiosity, consider the wider context, and explore whether there may be underlying safeguarding concerns contributing to the child's behaviour.

Where concerns arise, the Designated Safeguarding Lead (DSL) will consider the child's experiences and circumstances both within and beyond the school or college, including factors relating to their home life, peer relationships, community experiences and online activity, where appropriate. Information will be considered as part of a wider assessment of the child's needs and vulnerability.

Any action taken in response to behaviour will be proportionate, support the child's welfare and safety, and take account of any identified safeguarding needs. Behaviour management approaches, interventions and sanctions will be applied fairly and will not place a child at increased risk of harm, re traumatisation, exclusion from support, or further vulnerability.

1.2 The Board of Trustees and Local Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 We recognise that **all adults**, including temporary staff, volunteers, governors and trustees, have a full and active part to play in protecting our pupils from harm, and that every child’s welfare is our paramount concern.

1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, mental, physical and moral development of the individual child.

1.5 **The Aims of this policy are:**

- To promote the welfare of every child and support their development in ways that foster security, confidence, resilience and independence.
- To provide a safe, secure, inclusive and supportive environment in which children feel valued and respected, are able to speak openly about their concerns, and know who they can approach for help and support.
- To ensure that children are listened to, that their wishes and feelings are taken seriously, and that the school acts in the best interests of the child.
- To ensure that safeguarding is recognised as everyone's responsibility, with all members of the school community understanding their individual and collective responsibilities for safeguarding and promoting the welfare of children.
- To ensure that all staff are able to recognise indicators of abuse, neglect, exploitation and other safeguarding concerns, including concerns arising online and outside the home, and know how to respond to and report concerns promptly.
- To provide a clear, consistent and effective system for responding to safeguarding concerns, making referrals and recording, monitoring and reviewing concerns, including where a child is already known to be receiving support from other services.
- To ensure that the school provides help and support to meet children's needs as soon as problems emerge and contributes appropriately to assessments, plans and support provided by safeguarding partners and other agencies.
- To promote effective communication and appropriate information sharing between members of staff and with parents, carers, safeguarding partners and other agencies, in accordance with safeguarding requirements and data protection legislation.
- To develop and maintain effective working relationships with relevant safeguarding partners and agencies, including children's social care, the police, health services, the local authority and other appropriate services.
- To ensure that safer recruitment and safeguarding procedures are followed so that appropriate checks are undertaken to establish the suitability of staff and volunteers to work with children, including verification of identity, qualifications and appropriate Disclosure and Barring Service (DBS) checks, and that required records are maintained.
- To recognise and respond to the full range of safeguarding risks faced by children, including abuse, neglect, exploitation, child-on-child abuse, sexual violence and sexual harassment, domestic abuse, extra-familial harm, serious violence, criminal and sexual exploitation, online harm, radicalisation and extremism.
- To ensure that safeguarding arrangements recognise that children may be at risk of harm both within and outside the home, within and outside the school, and online and offline.
- To promote a whole-school culture in which safeguarding is embedded across the school's curriculum, policies, procedures and daily practice, and where children are supported to understand how to keep themselves and others safe.

1.6 The Safeguarding Team structure

Safeguarding Team

The safeguarding team is made up of two members of staff who will be referred to as Designated Safeguarding Officers (DSOs). The team includes a Designated Safeguarding Lead (DSL) and a Deputy Designated Safeguarding Lead (DDSL).

The Designated Safeguarding Lead (DSL) is Kathryn Hodkinson, a member of the Senior Leadership Team. The safeguarding team also includes the Deputy Designated Safeguarding Lead (DDSL), Luke Moore. The Trust DSL is Joe Kenyon.

The DSL has undertaken appropriate safeguarding and child protection training, which is refreshed at least every two years, with regular updates to their knowledge and skills. The DDSL has been trained to the same standard as the DSL.

The responsibilities of the Designated Safeguarding Lead are outlined in Section 3.1. In the absence of the DSL, the Deputy Designated Safeguarding Lead will act in the DSL's absence and will be able to discharge the responsibilities of the DSL. The DSL will be supported by Joe Kenyon, Trust DSL.

Please see Appendix for contact details.

1.7 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing abuse. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children receive appropriate safeguarding protection, taking account of their individual needs and any additional barriers they may face.

We will give special consideration to children who:

- have special educational needs (SEN) or disabilities (see Section 4.5);
- are young carers;
- may experience discrimination due to their race, ethnicity, religion, sex, sexual orientation, gender reassignment or other protected characteristics;
- have English as an additional language;
- are known to be living in difficult circumstances, for example temporary accommodation, or where there are issues such as substance misuse or domestic abuse;
- are at risk of female genital mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, radicalisation or other forms of abuse, neglect or exploitation;
- are asylum seekers, refugees or otherwise new to the country;
- are at risk due to their own or a family member's mental health needs;
- are looked after or previously looked after;
- have a social worker;
- are experiencing or are at risk of extra-familial harm; or
- may face additional barriers to accessing help, communicating concerns or disclosing abuse.

The school recognises that all children have a right to equal protection from harm, but that some children may require additional or alternative support to ensure that safeguarding arrangements are accessible and effective.

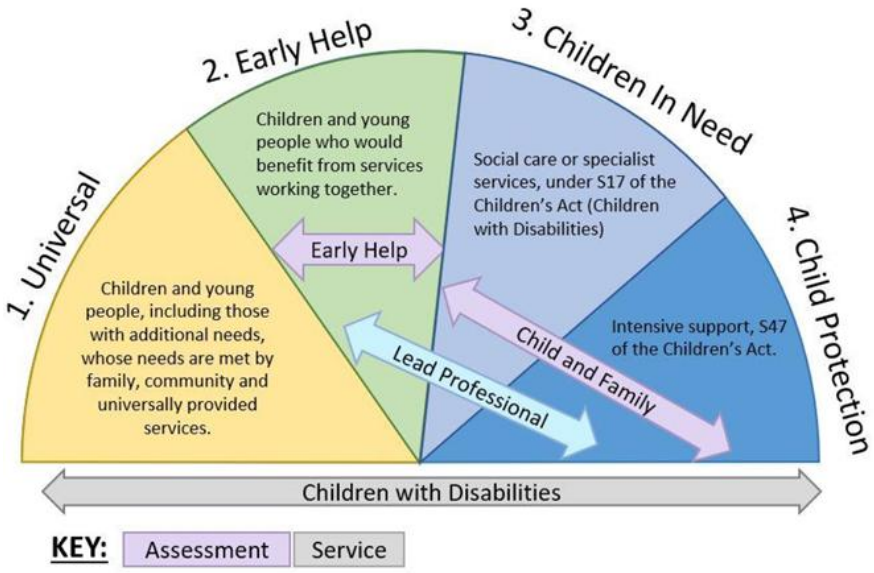
1.8 Early Help

St Helens Continuum of Need

At Rainford we adhere to the St Helens continuum of need or the equivalent from the home authorities of pupils who do not reside in St Helens

St Helens Description of Need Document

Diagram 1: Summary of the four levels of need



We follow the St Helens Safeguarding Children Partnership and St Helens Council early help and safeguarding arrangements, alongside the relevant safeguarding procedures of the local authority in which the child lives or receives services. We understand the need to be alert to the potential need for early help for children who:

- are disabled or have certain health conditions and have specific additional needs;
- have special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- have a mental health need;
- are young carers;
- are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- are frequently missing from education, home or care;
- have experienced multiple suspensions, are at risk of permanent exclusion, or are in alternative provision or a pupil referral unit;

- are at risk of modern slavery, trafficking, sexual exploitation and/or criminal exploitation;
- are at risk of being radicalised or exploited;
- have a parent or carer in custody, or are affected by parental offending;
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- are misusing alcohol or other drugs themselves;
- are at risk of so-called 'honour'-based abuse, such as female genital mutilation or forced marriage;
- are privately fostered;
- have a social worker;
- are experiencing, or are at risk of, extra-familial harm; or
- are experiencing other circumstances that may affect their welfare, safety or development and where early help may prevent the situation from escalating.

The school recognises that early help is intended to provide support as soon as a problem emerges. We will work with children, parents and carers and relevant agencies to identify needs, assess risk and provide or coordinate appropriate support.

Where a child is resident in, or receiving services from, another local authority, the school will work with the relevant local authority and safeguarding partners and follow the appropriate local procedures.

Where concerns indicate that a child may be at risk of harm or may require a statutory safeguarding response, the school will follow the appropriate local safeguarding procedures and make a referral to the relevant Children's Social Care/Multi-Agency Safeguarding Hub (MASH) or other designated referral point, as appropriate.is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

Young Carers

Rainford Brook Lodge will be alert to the needs of young carers, recognising that caring responsibilities can impact attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure that young carers receive timely and appropriate support, including support from Early Help, Family Help and relevant partner agencies where required.

Children in Need and Child Protection

Where a child may require additional support to achieve or maintain their health or development, the school will work with the child, family and relevant agencies through the local **Children in Need (CiN)** arrangements.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the school will make an appropriate referral to **Children's Social Care** in accordance with local safeguarding procedures. This may result in a **Section 47 child protection enquiry** and, where appropriate, a child protection plan.

The school will work proactively with Children's Social Care and other agencies for children subject to a CiN or Child Protection Plan, providing relevant information, attending meetings and contributing to plans and reviews. The child's voice wishes and feelings will be considered throughout.

Staff should report concerns to the DSL/DDSL without delay and follow the school's safeguarding procedures. Where immediate protection is required, the school will contact the appropriate emergency services.

2.0 Safe School, Safe Staff

We will ensure that:

2.1 All members of the Board of Trustees and Local Governing Bodies understand and fulfil their responsibilities, namely to ensure that:

- there is a Safeguarding and Child Protection Policy together with a staff behaviour (code of conduct) policy;
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training;
- the school follows St Helens local authority procedures for dealing with allegations of abuse against staff and volunteers and makes a referral to the DBS (Disclosure and Barring Service) where the legal criteria for referral are met, including where a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
- a senior leader has Designated Safeguarding Lead (DSL) responsibility;
- on appointment, the DSL undertakes appropriate inter-agency safeguarding and child protection training and other relevant training provided by the Local Authority and refreshes their knowledge and skills through continued CPD each year. The DSL attends DSL networking and CPD events through the Local Authority;
- all other staff have safeguarding and child protection training twice annually, plus safeguarding curriculum training and updates. See Appendix 5 for more information;
- any weaknesses in safeguarding and child protection arrangements are remedied immediately;
- a member of the governing body is nominated to liaise with the Local Authority on Child Protection issues and, in the event of an allegation of abuse made against the Head of School, acts in accordance with the relevant local authority and LADO procedures;
- Safeguarding and Child Protection policies and procedures are reviewed annually and the Safeguarding and Child Protection Policy is available on the school website or by other means;
- the Board of Trustees and Local Governing Body considers how children may be taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and/or, for maintained schools, through relationships and sex education. Please read this in conjunction with our Relationships and Sex Education Policy;
- enhanced DBS checks are in place for all governors and trustees, in accordance with the relevant requirements.

2.1.2 - The DSLs who are involved in recruitment, the Senior Leadership Team and at least one member of the Board of Trustees/Governing Body will also complete Safer Recruitment training, which will be renewed every 5 years in accordance with the school's local arrangements.

2.1.3 - All members of staff and volunteers are provided with safeguarding and child protection awareness information at induction, including in their arrival pack, together with the school's safeguarding statement so that they know who to discuss a concern with.

All members of staff are provided with a copy of the latest Keeping Children Safe in Education document in September of each academic year. Staff sign for receipt of the document and confirm that they have read Part One and any other sections identified by the school as appropriate to their role.

2.1.4 - All members of staff are trained in and receive regular updates in online safety and reporting safeguarding concerns.

2.1.5 - Details of Safeguarding Procedures are included in the Staff Handbook.

2.1.6 - All other staff, governors and trustees have child protection awareness training, arranged by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse, neglect and exploitation and other safeguarding concerns.

2.1.7 - All members of staff, volunteers, governors and trustees know how to respond to a pupil who discloses abuse or where they have another safeguarding concern, through the delivery of safeguarding training.

2.1.8 - All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy on the school website.

2.1.9 - Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and that appropriate safeguarding arrangements are in place.

2.1.10 - We will ensure that child protection concerns or allegations against adults working in the school are referred to the LADO (Local Authority Designated Officer) for advice and are managed in accordance with the relevant St Helens local authority procedures and Part Four of Keeping Children Safe in Education.

The school will make a referral to the Disclosure and Barring Service (DBS) where the legal criteria for referral are met, including where an individual has been removed from regulated activity because they pose a risk of harm to children, or would have been removed had they not resigned or otherwise ceased to provide their services.

The LADO contact details are in Appendix 3.

2.1.11 - Visitors to Rainford Brook Lodge are provided with safeguarding information on arrival so they know our expectations and how to report any concerns.

2.1.12 - The school has procedures for dealing with concerns about the behaviour of adults working in or on behalf of the school that do not meet the harm threshold, including low-level concerns. These procedures are set out in the school's staff behaviour/code of conduct policy and safeguarding procedures.

2.2 - Our procedures will be regularly reviewed and updated.

2.3 - The names of the designated members of staff for Child Protection, including the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Designated Safeguarding Officers, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.4 - All new members of staff will be provided with a copy of our safeguarding statement and Safeguarding and Child Protection Policy, with the DSO names clearly displayed, as part of their induction into the school.

New members of staff are provided with a copy of the latest Keeping Children Safe in Education document and it is made clear that they must read Part One of this document.

2.5 - The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school newsletter/website.

2.6 Curriculum and Safeguarding

We are committed to delivering a relevant and responsive curriculum, including:

- A proactive approach to updating Relationships, Sex and Health Education (RSHE) content in line with current statutory requirements and guidance.
- The integration of DfE guidance on generative artificial intelligence (AI) to ensure responsible and safe use of emerging technologies in the classroom.
- The teaching of safeguarding through a broad and balanced curriculum, including age-appropriate teaching about online safety, online harms and other safeguarding risks.

2.7 Attendance Monitoring

The following criteria is applied to all pupils, including 3–5-year-olds attending nursery provision.
We follow the statutory guidance Working Together to Improve School Attendance (July 2026). We:

- Monitor attendance rigorously as a safeguarding priority.
- Share daily attendance data with the Department for Education (DfE), in accordance with statutory requirements.
- Work closely with the local authority and/or police (welfare check) when persistent absence or patterns of non-attendance raise safeguarding concerns.
- Take prompt action when a child is absent without explanation, in line with our first-day calling procedures.
- Recognise that attendance concerns, including persistent or severe absence and unexplained or prolonged absence, may be indicators of safeguarding concerns and will respond appropriately where concerns arise.
- Work with pupils, parents/carers and relevant agencies to identify and address barriers to regular attendance, using a support-first approach where appropriate.
- Support for Pupils with SEND and Disabilities

We acknowledge that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and may experience additional barriers to recognising, communicating or disclosing abuse or other safeguarding concerns.

Staff are trained to:

- Recognise indicators of abuse that may be masked by a child's additional needs or communication difficulties.
- Work with external agencies and support networks, including:
- SEND Code of Practice;
- Supporting Pupils with Medical Conditions;
- SENDIASS;
- NSPCC: Safeguarding Disabled Children;
- Mencap.
- Provide appropriate support and reasonable adjustments to ensure safety, wellbeing and inclusion.
- Ensure that appropriate communication methods and adjustments are used to enable pupils with SEND to communicate concerns and access safeguarding support.
- Work with parents/carers, the pupil and relevant professionals where additional safeguarding support is required.

2.8 Current Safeguarding Priorities 2026–2027

Our key priorities for safeguarding are:

- Strengthening processes
- Child-on-Child Abuse
- Mental Health and Well-being
- Online Safety
- Neglect

These priorities are in line with local area priorities and our school's safeguarding priorities and focus areas. We recognise that pupils may be exposed to safeguarding risks both within and outside of school, including risks within the community and online.

We address these priorities through our safeguarding curriculum, staff training, pastoral support and wider safeguarding arrangements.

We recognise that barriers can exist when recognising, communicating or disclosing abuse and neglect among pupils, particularly those with special educational needs and/or disabilities (SEND). We therefore ensure that appropriate consideration is given to individual pupils' needs and circumstances and that reasonable adjustments and appropriate communication methods are used where required.

The Designated Safeguarding Lead (DSL) and SENDCO work closely with Learning Support Assistants to support the recognition and reporting of safeguarding concerns affecting pupils with SEND. The Designated Safeguarding Lead also provides supervision to the SENDCO as part of the school's safeguarding arrangements.

We recognise that safeguarding risks can change and will regularly review our safeguarding priorities in response to emerging risks, local safeguarding intelligence, incidents, concerns identified within school and the needs of our pupils.

2.9 Radicalisation and Extremism

The National Prevent Strategy

Rainford Brook Lodge has due regard to the need to prevent people from being drawn into terrorism in accordance with the **Counter-Terrorism and Security Act 2015** and the current **Prevent Duty Guidance for England and Wales (2023)**.

Prevent forms part of the UK Government's wider **CONTEST counter-terrorism strategy**, which aims to reduce the risk to the UK from terrorism. CONTEST has four objectives:

- **Prevent** — to stop people from becoming terrorists or supporting terrorism.
- **Pursue** — to stop terrorist attacks by disrupting terrorist activity and bringing those responsible to justice.
- **Protect** — to strengthen protection against a terrorist attack.
- **Prepare** — to mitigate the impact of a terrorist attack where an attack cannot be stopped.

The current Prevent strategy has three objectives:

- to tackle the ideological causes of terrorism;
- to intervene early to support people who are susceptible to radicalisation; and
- to enable people who have already engaged in terrorism to disengage and rehabilitate.

The Prevent duty is an integral part of Rainford Brook Lodge's wider safeguarding responsibilities. The school recognises that children may be susceptible to extremist ideology and radicalisation and that early identification, appropriate safeguarding intervention and partnership working are essential.

Rainford Brook Lodge will maintain an environment in which pupils are encouraged to discuss and challenge extremist ideas and are supported to develop resilience, critical thinking, respect for others and an understanding of democratic values.

Identifying and Responding to Radicalisation

Children may become **susceptible to extremist ideology and radicalisation** for a range of social, personal and environmental reasons. There is no single profile of a person who becomes radicalised and there is no single pathway to radicalisation. Staff must therefore use professional curiosity and judgement and consider concerns in the context of the individual child and their circumstances.

Possible indicators may include:

- changes in friendship groups, social isolation or withdrawal;
- significant or concerning changes in behaviour, appearance or expressed views;

- expressions of sympathy for extremist causes or the justification or glorification of violence;
- possession, creation or distribution of extremist or illegal material;
- use of extremist slogans, symbols or narratives;
- association with extremist individuals or groups;
- increased secrecy or concerning online activity;
- attempts to impose extremist beliefs or intolerance on others; and
- exposure to, engagement with, or promotion of extremist or terrorist content online.

These indicators should not be considered in isolation and do not, individually or collectively, demonstrate that a child has been radicalised. Staff should consider the wider circumstances, the potential risk of harm and any other safeguarding concerns.

Staff should report concerns promptly through the school's safeguarding procedures. The **Designated Safeguarding Lead (DSL)** will consider the concern, make appropriate safeguarding enquiries and determine whether further action or referral is required.

Where appropriate, the school will use the **notice, check, share** approach and the national Prevent referral process. Where a concern indicates that a child may be susceptible to becoming involved in terrorism or supporting terrorism, the DSL/Prevent lead will consider whether a referral to the appropriate Prevent/police arrangements is required.

Where a Prevent referral is made, the police will assess the concern and determine the appropriate response, which may include consideration for support through the **Channel programme**. Rainford Brook Lodge will cooperate with the relevant multi-agency arrangements where a pupil is referred to or supported through Channel.

Training and Awareness

- All staff complete **Prevent training** as part of safeguarding induction and ongoing professional development, with refresher training and updates provided as appropriate.
- The DSL and relevant members of the safeguarding team receive appropriate additional training to enable them to identify and respond to concerns relating to radicalisation and extremism and to understand local Prevent referral arrangements.
- All staff maintain appropriate awareness of pupils who may be susceptible to extremist ideology and radicalisation and ensure concerns are considered within the school's wider safeguarding processes.
- Subject leaders and teachers embed opportunities, where appropriate, to promote the fundamental British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**, and to develop pupils' resilience, critical thinking and ability to challenge extremist narratives.
- Rainford Brook Lodge recognises that positive relationships, inclusion and a strong sense of belonging can contribute to reducing risks associated with marginalisation and susceptibility to radicalisation.
- Staff are reminded that concerns about radicalisation should be treated as safeguarding concerns and should not be dismissed because the concern relates to an ideology or belief that appears unfamiliar or controversial.

Reporting Concerns

Concerns related to radicalisation or extremism should be reported **immediately** using the school's safeguarding process and referred to the DSL without delay.

This includes, but is not limited to:

- pupil disclosures of exposure to extremist or terrorist views;
- graffiti, artwork or other material promoting extremist or terrorist messages;
- accessing, sharing or promoting extremist or terrorist material online or through social media;
- parental or carer reports of concerning behavioural or attitudinal changes;
- information received from other schools, local agencies or the police about a pupil who may be susceptible to radicalisation;
- pupils expressing extremist, terrorist or hate-related views;
- attempts to impose extremist beliefs or intolerance of difference on others; and
- concerns about a pupil's engagement with extremist individuals, groups, networks or online communities.

All concerns will be treated as safeguarding matters. Staff should **not attempt to investigate or assess the level of Prevent risk themselves** and should not delay reporting while seeking to establish whether a concern meets the Prevent threshold.

The DSL will consider the concern alongside other relevant safeguarding information and will determine the appropriate response, including whether a referral to Children's Social Care, the police or Prevent is required.

Working with External Agencies and Online Safety

Rainford Brook Lodge works closely with **St Helens MASH**, relevant St Helens safeguarding partners, **Merseyside Police Prevent Team** and other agencies as appropriate to safeguard pupils who may be susceptible to extremist ideology or radicalisation.

The school's safeguarding arrangements recognise that radicalisation may occur online as well as offline. Appropriate filtering and monitoring systems are therefore maintained to help protect pupils from illegal, inappropriate and harmful online content. The effectiveness of filtering and monitoring arrangements is reviewed in accordance with the school's online safety and safeguarding arrangements.

Pupils are educated about online risks through the PSHE, Computing and wider curriculum, including risks associated with extremist and terrorist content, manipulation, harmful online communities and radicalisation. Pupils are given clear and age-appropriate advice about how to report concerns and seek help.

Records relating to safeguarding and Prevent concerns will be securely maintained in accordance with the school's safeguarding recording procedures, information-sharing requirements and data protection obligations.

Where a concern requires external referral, the DSL will use the appropriate local safeguarding and Prevent referral route. This may include:

- **St Helens MASH / Children's Social Care**, where the concern relates to a child's safeguarding or welfare and meets the relevant threshold;
- **Merseyside Police / Prevent**, where there is a concern that a person may be susceptible to becoming involved in terrorism or supporting terrorism;
- **Police — 101** for non-emergency matters and **999** where there is an immediate risk of harm or an emergency; and
- other relevant safeguarding or Prevent partners where appropriate.

The DSL will maintain awareness of current St Helens safeguarding and Prevent referral arrangements and will ensure that staff have access to the school's current internal reporting procedures and relevant local referral information.

Rainford Brook Lodge will cooperate with multi-agency partners, including any **Channel panel** where appropriate, and will share relevant information lawfully and proportionately to support the safeguarding of pupils.

2.10 Child-on-Child Abuse

Understanding Child-on-Child Abuse

Staff should be aware that safeguarding issues can manifest themselves through **child-on-child abuse**. This can happen to any child and can occur between children of any age and sex, both online and offline, inside and outside of school.

Child-on-child abuse may include bullying, physical violence, sexual violence, sexual harassment, harmful sexual behaviour, abuse linked to misogyny or violence against women and girls, and online abuse. The school will consider the individual circumstances, including the age and developmental stage of the children involved, any power imbalance, vulnerability and the potential impact on those affected.

Child-on-child abuse can include, but is not limited to:

- bullying, including cyberbullying and discriminatory or prejudice-based bullying;
- physical abuse and violence;
- abuse in intimate personal relationships between peers, sometimes known as teenage relationship abuse;
- harmful sexual behaviour;
- sexual violence and sexual harassment;
- sexualised, misogynistic or misandrist language and behaviour;
- causing someone to engage in sexual activity without consent;
- the creation, possession, receipt or sharing of nudes and semi-nudes, including images generated or manipulated using artificial intelligence;
- upskirting;
- initiation or hazing-type violence and rituals; and
- other behaviour which causes, or has the potential to cause, harm

We recognise that racism, discrimination and other forms of prejudice can affect children’s safety, wellbeing and inclusion. Concerns will be taken seriously, challenged appropriately and managed through our safeguarding, behaviour, anti-bullying and other relevant procedures.

At Rainford Brook Lodge we have a **zero-tolerance approach to child-on-child abuse, sexual harassment and sexual violence**. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".

We recognise that harmful sexual behaviour, sexual harassment and sexual violence exist on a continuum and that inappropriate behaviour, sexism and misogyny can escalate if concerns are not identified and addressed at an early stage.

There is no single profile of a child who may experience or display child-on-child abuse. Staff should therefore remain vigilant and maintain an attitude of **"it could happen here"**. A lack of reports does not mean that abuse is not happening.

Staff should consider the wider circumstances of the child and report any concern promptly through the school's safeguarding procedures.

Prevention and School Culture

Rainford Brook Lodge believes that all children have a right to learn in a safe environment and should be free from harm by adults and other pupils.

We work proactively to minimise the risk of child-on-child abuse and promote a culture in which pupils feel safe, respected and able to report concerns.

This includes:

- Expanding the Safeguarding Team
- Using appropriate assessment and intervention tools for harmful sexual behaviour, in accordance with current St Helens safeguarding arrangements and professional guidance.
- Developing and maintaining a reporting system for pupils to report concerns.
- Ensuring inclusion and equality at all times.
- Developing the personal development, RSE and PSHE curriculum.
- Educating pupils about healthy and unhealthy relationships, consent, respectful behaviour, online safety, and the risks associated with sharing information online.
- Challenging sexism, homophobia, biphobic, transphobic, racist, discriminatory and other derogatory language and behaviour and promoting acceptance in a suitable age-related manner using ‘No Outsiders’ programme
- Ensuring pupils know how to report concerns and who the Safeguarding Team are.
- Monitoring safeguarding concerns, behaviour incidents and pupil feedback to identify patterns and trends and inform preventative action.

Staff understand that a child who harms another child may themselves be experiencing abuse, exploitation or other safeguarding concerns. Such children will therefore be considered within the school's safeguarding procedures as well as through appropriate behaviour management processes.

Responding to Child-on-Child Abuse

All concerns or disclosures relating to child-on-child abuse must be reported to the **Designated Safeguarding Lead (DSL)** or a Deputy DSL without delay.

The DSL will consider the circumstances of each concern and the needs and wishes of the children involved. The wishes and feelings of the child who has experienced harm will be listened to and taken seriously but will not override the school's responsibility to safeguard that child or others.

The DSL and/or DDSL will complete or coordinate an appropriate safeguarding risk assessment. This will consider:

- the immediate and ongoing safety of all children involved;
- the age and developmental needs of the children;
- any imbalance of power or vulnerability;
- whether the behaviour may constitute a criminal offence;
- whether other children may be at risk;
- whether there is a pattern of behaviour or evidence of escalation;
- online or social media involvement;
- SEND or other additional needs;
- the wishes and feelings of the children involved; and
- whether external safeguarding or specialist support is required.

Where appropriate, measures will be put in place to maximise safety. These may include supervision arrangements, changes to timetables or lessons, break and lunchtime arrangements, wrap around care and maintaining a reasonable distance between pupils on school premises.

Risk assessments will be reviewed as circumstances change.

Rainford Brook Lodge will provide appropriate support to children who have experienced harm and to children who have caused harm. Support may also be provided to witnesses, siblings, friends and other pupils affected by an incident.

Where appropriate, the school will work with parents/carers and relevant external agencies. This may include **St Helens Children's Social Care, the police, Early Help/Family Help and specialist services**, in accordance with local safeguarding arrangements.

Other school policies, including the Behaviour Policy and Suspension and Exclusion Policy, may be applied alongside safeguarding procedures where appropriate.

Incidents and safeguarding concerns will be regularly reviewed to identify trends, strengthen practice and inform safeguarding curriculum, staff training and school culture.

Clear and accurate records will be maintained of concerns, decisions, risk assessments, referrals, actions taken and outcomes.

Harmful Sexual Behaviour and Sharing Nudes and Semi-Nudes

Rainford Brook Lodge recognises that harmful sexual behaviour can range from inappropriate or problematic sexualised behaviour through to sexual harassment and sexual violence. All concerns will be taken seriously and responded to in a proportionate, child-centred and safeguarding-focused way.

Staff must challenge sexualised, misogynistic or harmful behaviour and should not minimise or normalise such behaviour.

Any concern involving the creation, possession, receipt or sharing of **nudes or semi-nudes** must be reported immediately to the DSL and treated as a safeguarding concern.

This includes consensual and non-consensual sharing and images which have been generated or manipulated using artificial intelligence.

Staff must **not**:

- view, copy, print, save, store or share an image or video;
- ask a pupil to send or download an image or video;
- forward an image or video to another person; or
- investigate the incident themselves.

Staff should not ask pupils to show them the image or provide copies of it. If a member of staff accidentally views an image, they should report this immediately to the DSL and explain what has occurred.

The DSL will consider the circumstances, including consent, coercion, pressure, threats, age and developmental factors, SEND, the relationship between the children, the extent of sharing, the impact on the child and any wider safeguarding concerns.

The DSL will consider whether the incident requires referral to **St Helens Children's Social Care, the police or another appropriate safeguarding agency**. Decisions will be proportionate to the circumstances and focused on safeguarding the children involved.

Parents/carers will normally be informed at an appropriate stage unless there is good reason to believe that doing so would place the child at greater risk of harm. The reasons for any decision not to inform parents/carers will be recorded.

Rainford Brook Lodge will follow the current **UK Council for Internet Safety (UKCIS)** guidance on *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.

Signposting Support – Harmful Sexual Behaviour

The school will also seek advice from and refer to relevant specialist services in accordance with St Helens safeguarding arrangements.

2.11 Mobile Phones and Cameras

Mobile phones, cameras and other electronic devices, including smart watches with image - capturing functionality and smart glasses, can present safeguarding risks, including inappropriate photography or recording, the sharing of images or information, online abuse and breaches of professional boundaries.

Staff

Staff may bring personal mobile phones to school for their own use but must not use personal mobile phones, cameras, or other personal devices to photograph, video or record pupils. As per policy, personal mobile phones and other electronic devices can only be used in defined areas namely, offices, reception area and the staff room. Staff may use phones to authenticate IT entry at appropriate times.

Where photographs, videos or recordings of pupils are taken for legitimate school purposes, this will be undertaken using appropriate school equipment and in accordance with the school's safeguarding, data protection and acceptable use arrangements.

Any safeguarding concern arising from the use of a mobile phone, camera or other electronic device must be reported to the **Designated Safeguarding Lead (DSL)** in accordance with the school's safeguarding procedures.

Pupils

Rainford Brook Lodge recognises that the misuse of mobile phones and other electronic devices can contribute to safeguarding concerns, including bullying, harassment, sexual harassment, sharing of nudes and semi-nudes, recording incidents without consent and the sharing of harmful or inappropriate content.

In accordance with the **Department for Education's statutory guidance on Mobile Phones in Schools**, Rainford Brook Lodge operates a **mobile-phone-free environment by default**. Pupils are not permitted to use mobile phones or other smart technology with similar functionality during the school day, including during lessons, between lessons, breaktimes and lunchtime, except where an agreed and appropriate exception applies. Older pupils (year 5 & 6 pupils) may bring a phone to school however; they will be kept secure for the duration of the school day. The same rules apply to school trips, residentials and events that take place outside of the school day e.g., school disco.

The school will make appropriate exceptions where required to meet a pupil's individual needs, including where this is necessary because of medical conditions, special educational needs or disabilities, or other safeguarding or welfare considerations.

Pupils will be taught about the risks associated with mobile phone use and other online activity and will be expected to use technology responsibly and in accordance with the school's policies.

Any misuse of mobile phones or other electronic devices will be addressed through the school's safeguarding and behaviour procedures, as appropriate.

The detailed arrangements for the use, storage, permitted exceptions and consequences relating to mobile phones and other electronic devices are set out in the **Mobile Phone and Other Electronic Devices Policy**.

2.12 LGBTQ+ and Gender-Questioning Children

Inclusion and Safeguarding

Rainford Brook Lodge is committed to providing an inclusive environment in which all pupils are valued, respected and safeguarded.

We recognise that pupils who are lesbian, gay or bisexual (LGB), or who are questioning their gender, may be vulnerable to bullying, harassment, abuse, discrimination and other safeguarding concerns. Any concerns about the safety or wellbeing of an LGBTQ+ pupil will

be taken seriously and responded to in accordance with the school's safeguarding procedures.

The school will:

- promote an inclusive environment, using the 'No Outsiders' programme, in which pupils are treated with dignity and respect;
- challenge homophobic, biphobic and transphobic language, bullying, harassment and discriminatory behaviour;
- ensure that concerns about LGBTQ+ pupils are considered as safeguarding concerns where appropriate;
- provide pupils with appropriate opportunities to develop understanding of respectful relationships, equality, diversity and difference;
- ensure that preventative education addresses bullying, prejudice, discrimination and other derogatory behaviour;
- provide appropriate pastoral support and signposting to pupils who may require additional help;
- provide pupils with appropriate ways to report concerns, including concerns relating to bullying, harassment or discriminatory behaviour; and
- monitor safeguarding and behaviour information to identify patterns or concerns affecting LGBTQ+ pupils.

Staff are expected to maintain a culture in which discriminatory or derogatory language is challenged and pupils feel able to report concerns.

LGBTQ+ Inclusive Practice

Rainford Brook Lodge seeks to ensure that school policies and practices promote equality, inclusion and safeguarding.

This includes:

- providing appropriate training and information for staff to support LGBTQ+ pupils and respond appropriately to safeguarding concerns;
- developing an inclusive curriculum which promotes understanding, respect and equality;
- providing age-appropriate and developmentally appropriate Relationships, Sex and Health Education (RSHE);
- ensuring that LGBTQ+ issues and experiences are addressed appropriately within the wider curriculum where relevant;
- providing appropriate support, information and signposting for pupils who require additional help;
- maintaining multiple routes through which pupils can report bullying, harassment or discriminatory behaviour;
- monitoring and recording incidents of homophobic, biphobic and transphobic language and bullying;
- ensuring that assemblies, projects, displays and wider school activities promote inclusion and respect for difference; and
- maintaining an appropriate range of resources within the school library and wider curriculum that reflect diversity.

Rainford Brook Lodge will continue to promote a culture in which pupils are encouraged to respect difference and where discriminatory behaviour is challenged consistently.

Gender-Questioning Children

Rainford Brooke Lodge recognises that some children may question their gender. Any request for support from a child who is questioning their gender will be considered carefully on an **individual, case-by-case basis**, with the child's wellbeing and safeguarding at the centre of decision-making.

The school will consider the **best interests of the child**, alongside its safeguarding duties and its legal obligations, including those arising under the Equality Act 2010 and Human Rights Act 1998.

Where a child is questioning their gender or requests support in relation to gender identity or social transition, the school will:

- listen to the child and take their views and wishes seriously;
- consider the child's age, maturity, developmental stage and individual circumstances;
- consider any safeguarding concerns or risks to the child or to other pupils;
- consider the potential impact of any proposed arrangements on the child's wellbeing and safety;
- involve parents/carers in decision-making wherever possible and appropriate;
- consider relevant professional or clinical advice where available and appropriate; and
- ensure that decisions are recorded, reviewed and kept under review as circumstances develop.

Rainford Brooke Lodge recognises that pupils may express their gender in different ways and will seek to ensure that all pupils are treated with dignity and respect. The school will take a careful and individualised approach to requests relating to social transition, including requests concerning names, pronouns, uniform or other aspects of school life. There will not be a one-size-fits-all approach.

Uniform

Rainford Brook Lodge operates a **gender-neutral uniform policy**. Pupils are able to select from the school's available uniform options without those options being restricted according to gender.

Toilets and Changing Facilities

Rainford Brooke Loade provides appropriate toilet and changing facilities to safeguard the privacy, dignity and safety of all pupils.

In accordance with the school's safeguarding duties and the requirements relating to single-sex facilities, pupils are expected to use the toilet and changing facilities designated for their **biological sex**.

Rainford Brook Lodge provides a **gender-neutral private toilet facility** for pupils who require greater privacy. The provision of these facilities does not affect the school's arrangements for maintaining single-sex toilets.

Any individual circumstances, including medical, SEND, safeguarding or welfare needs, will be considered appropriately.

Any safeguarding concern relating to a child who is questioning their gender will be referred to the **Designated Safeguarding Lead (DSL)** in accordance with the school's safeguarding procedures.

The school will keep arrangements for supporting gender-questioning pupils under review and will respond to relevant changes in statutory guidance, legislation and safeguarding practice.

2.13 School Culture and Support

Rainford Brook Lodge recognises that a pupil's experience of bullying, discrimination, isolation or difficulties within relationships or family circumstances may affect their wellbeing and may indicate wider safeguarding concerns.

Staff should remain alert to any safeguarding concerns affecting LGBTQ+ or gender-questioning pupils and should report concerns to the DSL in accordance with the school's safeguarding procedures.

The school will provide appropriate pastoral support and, where necessary, seek advice or support from relevant external agencies and specialist services.

Rainford Brook Lodge will regularly review its practice, policies and curriculum to ensure that LGBTQ+ and gender-questioning pupils are appropriately supported and safeguarded.

3.0 Responsibilities

3.1 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection, including online safety and understanding the school's filtering and monitoring systems and processes.

The DSL has appropriate status and authority within the school and has the skills, knowledge and experience required to carry out the role effectively. The school has appropriate arrangements in place to ensure that safeguarding concerns are responded to without delay when the DSL is unavailable, including trained Deputy Designated Safeguarding Leads (DDSLs).

The DSL is responsible for:

3.1.1 Referrals and safeguarding concerns

Ensuring that appropriate referrals are made to the **relevant local authority Children's Social Care/MASH service**, the police or other relevant agencies where there are concerns that a child may be suffering, or is likely to suffer, harm.

For pupils whose home local authority is **St Helens**, Rainford Brook Lodge will work with **St Helens Children's Social Care/MASH** and follow the relevant St Helens safeguarding procedures.

Where a pupil's home local authority is outside St Helens, the DSL will liaise with the **relevant home local authority Children's Social Care service** and follow the appropriate local safeguarding procedures for that authority.

The DSL acts as a focal point for staff to discuss safeguarding and child protection concerns and provides advice and support to staff in relation to concerns about children.

Referrals will be made in accordance with the relevant local safeguarding procedures. Where appropriate, referrals will be made following a telephone discussion and confirmed in writing using the relevant local authority referral process or form. For referrals to St Helens Children's Social Care/MASH, the **CYPS Service Request Form** will be used where appropriate.

The DSL will ensure that concerns are acted upon without delay. Staff are reminded that safeguarding is everyone's responsibility and that they should report concerns to the DSL or a DDSL immediately. If a DSL or DDSL cannot be contacted, staff should follow the school's safeguarding procedures and take appropriate action without delay.

3.1.2 Safeguarding records

Safeguarding records will be clear, accurate and contemporaneous and will include the concern, action taken, decisions made, rationale for decisions and outcomes where known. Records will be shared securely with relevant agencies or education providers where necessary to safeguard the child.

Rainford Brook Lodge uses **CPOMS** for secure safeguarding record keeping.

Staff receive **annual training on safeguarding record keeping** ensuring that everyone understands the school's expectations.

Staff are trained to:

- record all concerns, discussions, decisions and actions;
- use the child's own words or language where possible;
- provide a clear and comprehensive summary of the concern;
- record how the concern was followed up and resolved;
- record all actions taken and decisions reached;
- record the rationale for significant decisions; and
- record the outcome and any further action required.

Records should be factual, objective and contemporaneous and should distinguish clearly between fact, observation, information received and professional opinion.

3.1.3 Confidentiality, security, retention and transfer of safeguarding records

Ensuring that child protection records are kept confidentially and securely and are accessed only by those who need the information to safeguard the child.

Child protection files will be maintained in accordance with the school's record-keeping, data protection and information-sharing arrangements.

Child protection files will be retained until the child's **25th birthday**, unless a longer retention period applies, including where the file relates to child sexual abuse.

Where a child transfers to another school, the DSL will ensure that the child's child protection file is transferred to the new school or college as soon as possible and in accordance with the requirements of KCSIE 2026.

Rainford Brook Lodge will use **CPOMS as the preferred secure method for transferring safeguarding and child protection records where the receiving school or college is able to receive information through CPOMS**. Where CPOMS cannot be used, the information will be transferred using another secure method in accordance with data protection and safeguarding requirements. Confirmation of receipt will be obtained where appropriate.

The child protection file will be transferred **separately from the main pupil file**.

Where a child protection file is transferred, Rainford Brook Lodge will ensure that relevant information about current safeguarding concerns, ongoing support and actions is clearly identified and communicated to the receiving school or college.

Where relevant, safeguarding information indicating that a pupil may pose a risk to themselves or others will be shared appropriately with the receiving setting.

3.1.4 Recording the existence of safeguarding information

Ensuring that an appropriate indication of the existence of a separate child protection file is recorded on the child's main pupil record so that relevant safeguarding information can be identified and accessed appropriately by authorised staff.

3.1.5 Multi-agency working

Liaising with children's social care, the police, health services, the relevant Local Authority and other agencies and professionals where appropriate.

The DSL will ensure that the school works effectively with relevant agencies to safeguard and promote the welfare of children.

3.1.5a Working with local safeguarding arrangements

Rainford Brook Lodge works with the **St Helens Safeguarding Children Partnership** and relevant local safeguarding agencies and seeks advice, guidance and support as necessary.

Where a pupil's home local authority is outside St Helens, the school will work with the relevant **local authority safeguarding partnership and Children's Social Care services**, as appropriate to the child's circumstances.

The DSL will ensure that the school follows the relevant local safeguarding procedures and contributes appropriately to multi-agency safeguarding arrangements.

3.1.6 Multi-agency meetings, assessments and plans

Ensuring that the school is represented at relevant child protection conferences, core groups, strategy discussions, child in need meetings, professional meetings, reviews and other multi-agency planning meetings.

The DSL will ensure that the school contributes relevant information to assessments and plans and that appropriate reports are prepared and shared in accordance with safeguarding procedures and information-sharing requirements.

The DSL will ensure that the child's welfare remains central to the school's contribution to multi-agency planning.

3.1.7 Children subject to child protection plans

Ensuring that the school maintains appropriate oversight of children who are subject to child protection plans and responds promptly to concerns about their attendance, welfare, presentation or circumstances.

Where a child subject to a child protection plan is absent without explanation, the school will follow the appropriate **local safeguarding and attendance procedures** and will liaise with the child's allocated social worker or relevant Children's Social Care team as necessary.

Any unexplained absence which gives rise to safeguarding concerns will be acted upon without delay and will not be subject to an arbitrary waiting period.

3.1.8 Safeguarding training and staff awareness

Organising safeguarding and child protection induction and training for all school staff in accordance with the requirements of KCSIE.

All staff receive safeguarding and child protection training at induction and regular updates during the year, with additional training provided where required.

Rainford Brook Lodge also provides **annual training on safeguarding record keeping** to ensure that staff remain clear about recording expectations.

The DSL will ensure that training reflects current safeguarding risks, local procedures and the needs of the school community.

3.1.9 Reporting to the Governing Body

The Head of School will provide **regular safeguarding reports to the Governing Body** to provide assurance that safeguarding and child protection arrangements are effective.

Reports to governors will provide, as appropriate:

- significant changes to safeguarding policies, procedures and practice;
- safeguarding and child protection training undertaken by staff, governors and DSLs/DDSLs;
- relevant safeguarding and child protection data, including the number and nature of concerns and cases, presented anonymously;

- information about children subject to child protection plans, where appropriate and anonymised;
- themes, trends and emerging safeguarding risks;
- actions taken to strengthen safeguarding practice;
- the effectiveness of safeguarding training and other safeguarding activity; and
- any areas requiring further development or challenge.

Further safeguarding reports will be provided to the **Safeguarding Committee on a termly basis**.

The Governing Body will receive sufficient information to discharge its responsibility for ensuring that the school's safeguarding arrangements are effective and compliant with statutory requirements.

3.2 Raising Concerns – Staff

What should I do if I am concerned about a child?

Safeguarding is everyone's responsibility. If a pupil makes a safeguarding disclosure to you, or you have **any concern** about the safety, welfare or wellbeing of a pupil, you must report this to the **Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) without delay**.

Staff should:

- listen carefully and take the pupil seriously;
- not promise confidentiality;
- avoid asking leading questions or attempting to investigate the concern themselves;
- record the concern accurately and factually, using the pupil's own words where possible; and
- report the concern to the DSL/DDSL without delay.

Rainford Brook Lodge uses **CPOMS** for recording safeguarding concerns. Staff must record concerns on CPOMS in accordance with the school's safeguarding procedures. **Recording a concern on CPOMS does not replace the requirement to speak directly to the DSL or DDSL.**

If the DSL or DDSL is unavailable, staff should contact another appropriate member of the Safeguarding Team. If no appropriate member of staff is available, or if the concern requires immediate action, staff must take appropriate action without delay, including contacting the relevant Children's Social Care service or the police where necessary.

If a pupil is in **immediate danger**, staff should contact the police by calling **999**.

Staff should not assume that someone else will pass on a concern or take action.

If a member of staff is concerned about the **actions or behaviour of another member of staff, volunteer, contractor or other adult working with pupils**, they must follow the school's **Allegations Against Staff/Adults Safeguarding Policy and procedures**.

If a member of staff is not satisfied that appropriate action has been taken in response to a safeguarding concern, they should escalate the concern to the **DSL or Head of School** in accordance with the school's safeguarding and whistleblowing procedures.

3.3 Raising Concerns – Visitors

Visitors and volunteers have a responsibility to contribute to the safeguarding of pupils while on the school site.

If a visitor has a concern about the safety or wellbeing of a pupil, they must report this **without delay** to a member of the Safeguarding Team.

Visitors should report to the **Main Office** and alert staff that they need to speak to a Safeguarding Officer. Visitors should also refer to the school's **safeguarding leaflet**, provided when they sign into school, which explains how to report safeguarding concerns.

4.0 Supporting Children

Rainford Brook Lodge recognises that children who experience abuse, neglect, exploitation or domestic abuse, or who witness violence or abuse, may experience feelings of helplessness, humiliation, fear or low self-worth. Children may respond in different ways and may not recognise their experiences as harmful or feel able to tell someone about them.

We maintain a **child-centred approach** and ensure that children are listened to, taken seriously and supported appropriately.

Children who experience domestic abuse are recognised as victims in their own right and will be provided with appropriate support. We recognise that exposure to domestic abuse can have a significant and lasting impact on a child's safety, wellbeing, development and relationships.

We recognise that school may provide an important source of stability and support for children experiencing difficulties or who are at risk of harm. We promote a caring, safe and positive environment in which children feel able to seek help.

Rainford Brook Lodge will support children by:

- promoting self-esteem, resilience and self-assertiveness through the curriculum and positive relationships;
- maintaining a safe, inclusive and supportive school environment;
- listening to children and taking their views, wishes and feelings seriously;
- maintaining professional curiosity where there are changes in a child's behaviour, presentation, attendance or wellbeing;
- working with parents/carers and relevant safeguarding partners and agencies where appropriate;
- making appropriate referrals to Children's Social Care or other agencies when concerns indicate that a child may be suffering, or is likely to suffer, harm; and
- ensuring that safeguarding information is transferred appropriately when a child moves to another school or setting, in accordance with section 3.1.3 of this policy.

Children with SEND and Disabilities

Rainford Brook Lodge recognises that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and may experience additional barriers to recognising, communicating or reporting abuse, neglect or exploitation.

Staff should be particularly alert to:

- assumptions that behaviour, mood or injuries are related to a child's disability without further exploration;
- communication barriers and difficulties in overcoming them;
- increased vulnerability to isolation or bullying;
- children who may be disproportionately impacted by bullying or other harmful behaviour without outwardly displaying obvious signs; and
- circumstances where a child's additional needs may make it more difficult for them to disclose concerns or seek help.

Staff should maintain professional curiosity and should not assume that concerning behaviour or changes in presentation are attributable solely to a child's SEND.

Rainford Brook Lodge provides additional pastoral and safeguarding support for pupils with SEND and disabilities where required. This includes access to specialist areas and additional support from staff. Further information is contained within the school's **SEND Policy**.

Mental Health and Safeguarding

Rainford Brook Lodge recognises that mental health concerns can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Where a mental health concern is accompanied by safeguarding concerns, staff must follow the school's safeguarding procedures and report the concern to the **DSL or DDSL without delay**.

The school provides support for pupils experiencing mental health difficulties. Further information is contained within the school's **Mental Health and Wellbeing Policy**.

Where there are concerns about suicidal thoughts, suicidal behaviour or risk of suicide, staff must follow the school's **Suicide Safer Policy** and safeguarding procedures.

Hearing and Supporting Children

Children may not always feel ready or able to disclose abuse, neglect or exploitation. They may feel embarrassed, humiliated, frightened or threatened, or may face additional barriers because of their age, SEND, communication needs, language, sexual orientation or other circumstances.

Staff should maintain professional curiosity and should not wait for a child to make a direct disclosure before acting on safeguarding concerns.

Children will be supported to identify trusted adults and appropriate ways of seeking help.

Reporting Concerns

Pupils are encouraged to report concerns using one or more of the following methods:

- speaking directly to a member of the Safeguarding Team;
- speaking to any member of staff they trust; or
- sharing via worry box (this can be done anonymously)

All concerns will be taken seriously and considered in accordance with the school's safeguarding procedures. Class worry boxes **are only monitored during school hours (8:50 – 3:30pm) during term time.**

5.0 Confidentiality and Information Sharing

Rainford Brook Lodge recognises that safeguarding and child protection information is sensitive and confidential. Information will be shared appropriately and securely in accordance with safeguarding duties, data protection requirements and the best interests of the child.

The DSL, DDSLs and other appropriate staff will share safeguarding information with colleagues on a **need-to-know basis**, where this is necessary to safeguard and promote the welfare of a child.

All staff have a professional responsibility to share relevant information with the DSL/DDSL and, where appropriate, with other agencies when this is necessary to safeguard a child. **Data protection is not a barrier to sharing information where necessary to protect a child.**

Staff must not promise a child that information will be kept secret or confidential where this may compromise the child's safety or wellbeing. Staff should explain, where appropriate, that information may need to be shared with those who can help keep them safe.

When making a referral to Children's Social Care, the school will consider whether parents/carers should be informed on a **case-by-case basis**. Parents/carers will normally be informed unless doing so could:

- place the child at greater risk of harm;
- place another person at risk;
- prejudice a police investigation or criminal proceedings; or
- otherwise compromise the child's safety or the effectiveness of safeguarding action.

Where there is uncertainty, the DSL will seek advice from Children's Social Care and/or the police as appropriate.

Information Sharing
We recognise that appropriate information sharing is essential to effective safeguarding. Data protection requirements must not prevent the sharing of information where this is necessary to safeguard and promote the welfare of a child. Staff should share concerns promptly with the DSL/DDSL, who will determine what information should be shared, with whom and for what purpose, in accordance with safeguarding procedures and data protection law. Decisions about information sharing, including where information is not shared, will be recorded with the rationale.

6.0 Supporting Staff and Supervision

Rainford Brook Lodge recognises that staff involved in safeguarding and child protection work, including those supporting children who have experienced or may be at risk of harm, may find their work stressful or upsetting.

Staff are encouraged to seek support from the **DSL, DDSLs or an appropriate member of the safeguarding team** where they require advice, support or an opportunity to discuss the impact of safeguarding work.

The school will provide appropriate support to staff involved in safeguarding and child protection, including opportunities to discuss concerns, seek advice and access further support where required.

Supervision

Safeguarding staff receive appropriate supervision to support effective safeguarding practice and staff wellbeing.

Designated safeguarding staff receive a **minimum of one supervision session each half term** with the DSL or an appropriately trained safeguarding leader. The DSL will receive supervision and support from the Executive Headteacher where required.

All EYFS staff will receive regular supervision as detailed in the EYFS policy.

Additional **ad-hoc supervision and support** is available to members of the safeguarding team as required.

The school will ensure that safeguarding staff have appropriate opportunities for professional development, reflection and support in carrying out their safeguarding responsibilities.

7.0 Allegations Against Staff and Other Adults

Rainford Brook Lodge recognises that safeguarding concerns or allegations may be made about members of staff, supply staff, volunteers, contractors or other adults working with children.

All staff must report any safeguarding concern or allegation about an adult working with children in accordance with the school's **Allegations Against Staff/Adults Safeguarding Policy and procedures**. This policy sets out the detailed arrangements for responding to allegations, including consultation with the **Local Authority Designated Officer (LADO)** where appropriate.

Concerns that may meet the relevant threshold will be managed in accordance with the school's **Allegations Against Staff/Adults Safeguarding Policy**, relevant St Helens safeguarding procedures and statutory guidance.

Where a concern relates to the **Head of School**, it must be reported to the **Executive Headteacher** in accordance with the school's procedures.

Where a concern relates to the **Executive Headteacher**, it must be reported to the **CEO** in accordance with the school's procedures.

Concerns that do not meet the harm threshold but may constitute a **low-level concern** must be reported and managed in accordance with the school's **Low-Level Concerns Policy and procedures**.

Staff should refer to the **Allegations Against Staff/Adults Safeguarding Policy** for full details of the school's procedures and should not attempt to investigate allegations themselves.

8.0 Whistleblowing

Rainford Brook Lodge recognises that safeguarding is everyone's responsibility and that staff must raise concerns where they believe that safeguarding arrangements, practice or the actions of colleagues may be putting children at risk.

Staff should follow the school's **Whistleblowing Policy** where they have concerns about safeguarding practice, procedures, management or wider organisational concerns. Where concerns relate to an individual adult working with children, staff should follow the **Allegations Against Staff/Adults Safeguarding Policy**.

Staff who are unable to raise a concern internally, or who believe that their concern has not been appropriately addressed, should follow the school's **Whistleblowing Policy**, which sets out the available reporting and escalation routes.

9.0 Physical Intervention and Restrictive Interventions

Rainford Brook Lodge recognises that restrictive interventions, including the use of reasonable force, should only be used when **necessary, reasonable and proportionate**, and where other appropriate measures have been unsuccessful or would not be effective in the circumstances. Any use of force must be for the **shortest time necessary** and must take account of the individual circumstances and needs of the pupil.

Staff should prioritise **prevention, de-escalation and positive behaviour support** wherever possible.

All incidents involving restrictive intervention or the use of reasonable force will be **recorded, reported and reviewed in accordance with the school's Restrictive Interventions and Use of Force Policy**.

Where an incident raises a safeguarding concern, this must be reported to the **DSL or DDSL without delay**.

Staff who may reasonably be required to use restrictive interventions will receive appropriate training in accordance with the school's **Restrictive Interventions and Use of Force Policy**. Training will include appropriate consideration of the needs and circumstances of pupils, including pupils with **SEND and disabilities**.

Rainford Brook Lodge recognises that the use of restrictive intervention may result in a safeguarding concern, particularly where there is an allegation of inappropriate, excessive or unsafe use of force, or where a pupil is injured or distressed.

Such concerns will be managed in accordance with the school's **safeguarding procedures** and, where appropriate, the **Allegations Against Staff/Adults Safeguarding Policy**

Physical contact and touch can be appropriate in some circumstances when working with children. Staff are expected to maintain appropriate professional boundaries and ensure that any physical contact is appropriate, necessary and in the best interests of the pupil.

Further information about the school's approach to restrictive interventions and the use of reasonable force, including prevention, de-escalation, training, recording, reporting, review and post-incident support, is set out in the **Restrictive Interventions and Use of Force Policy**. Staff, parents/carers and other members of the school community should refer to this policy where further information is required. This safeguarding policy does not reproduce those procedures.

10.0 Anti-Bullying

Rainford Brook Lodge recognises that bullying, including **cyberbullying, prejudice-based and discriminatory bullying**, can be a safeguarding concern and may form part of child-on-child abuse.

Bullying is not tolerated and all concerns will be taken seriously. Staff should remain alert to the possibility that bullying may be a sign of wider safeguarding concerns and should report concerns to the **DSL or DDSL without delay**, in accordance with this policy.

Particular consideration will be given to pupils who may be at increased risk of bullying or other harm, including pupils with **SEND or disabilities** and those with protected or perceived differences.

The school's detailed arrangements for preventing and responding to bullying, including recording, monitoring, support and intervention, are set out in the **Anti-Bullying Policy**.

Where bullying involves safeguarding concerns or forms part of **child-on-child abuse**, staff should also refer to **Section 2.7 Child-on-Child Abuse** of this policy.

11.0 Racist Incidents and Hate-Related Incidents

Rainford Brook Lodge is committed to providing an **inclusive, safe and anti-discriminatory environment**. Racist behaviour, language, harassment, intimidation and other discriminatory or hate-related behaviour are not tolerated and will be taken seriously.

This includes behaviour relating to **race, religion or belief, disability, sexual orientation, gender reassignment or other protected characteristics**, as well as behaviour based on perceived or associated characteristics.

All staff have a responsibility to challenge and report racist, discriminatory or hate-related behaviour. Concerns should be reported in accordance with the school's **Behaviour Policy and Anti-Bullying Policy**. Incidents will be appropriately recorded, monitored and reviewed to identify patterns, repeat behaviour or wider safeguarding concerns.

Where an incident indicates that a child may be at risk of harm, forms part of **child-on-child abuse**, or raises concerns about the safety or wellbeing of a pupil, it must be reported to the

DSL or DDSL without delay and managed in accordance with this Safeguarding and Child Protection Policy.

The school will consider whether additional support, early help, safeguarding intervention or referral to another agency is required.

Serious incidents, including those which may constitute a criminal offence, will be considered for referral to the **police or other appropriate agencies**, taking account of the circumstances and relevant guidance.

The school will support affected pupils and take appropriate action to address harmful behaviour and reduce the risk of recurrence.

The school will use information from racist, discriminatory and hate-related incidents to inform its safeguarding, behaviour, pastoral and curriculum approaches and to promote an **inclusive and respectful school culture**.

12.0 Prevention

Rainford Brook Lodge recognises that effective safeguarding includes preventing harm by creating a **safe, inclusive and supportive school environment** where children feel able to speak to trusted adults and know how to access help.

The school will:

Establish and maintain an ethos where children feel safe, respected and listened to, and where their concerns are taken seriously.

Ensure that children know who they can approach if they are worried or need help, and provide appropriate opportunities for pupils to express their views and raise concerns.

Use pupil voice, consultation and other appropriate information to identify safeguarding concerns, emerging risks and areas where the school can strengthen its safeguarding arrangements.

Provide age-appropriate safeguarding education through the curriculum and wider school provision, including helping pupils to understand healthy relationships, consent, online safety, risks of abuse and exploitation, bullying and discrimination, and how and where to seek help.

Ensure that staff understand their safeguarding responsibilities and receive appropriate safeguarding training and updates in accordance with this policy.

13.0 Health and Safety

Rainford Brook Lodge recognises that maintaining a safe environment is an important part of safeguarding children. Our **Health and Safety Policy**, set out in a separate document, sets out the school's arrangements for protecting pupils, staff and visitors from risks within the school environment and when pupils are participating in **educational visits, trips and other activities away from school**.

Any health and safety concern that also raises a safeguarding concern will be managed in accordance with this **Safeguarding and Child Protection Policy**.

14.0 Children Missing or Absent from Education

Rainford Brook Lodge recognises that prolonged and/or repeated absence from education can be a warning sign of safeguarding concerns, including neglect, child sexual exploitation, child criminal exploitation, mental health concerns, radicalisation and other forms of harm.

The school will maintain effective attendance and safeguarding arrangements to identify concerns at an early stage and reduce the risk of children becoming missing from education.

Attendance concerns will be considered alongside the individual circumstances of the child, including known safeguarding vulnerabilities, and will be reviewed by the appropriate pastoral, attendance and safeguarding staff. Where concerns indicate that a child may be at risk of harm, the school will follow its safeguarding procedures and make appropriate referrals to Children's Social Care, the police or other agencies.

The school will follow the **Attendance Policy and relevant local authority procedures** when responding to persistent or severe absence, unexplained absence and concerns about a child's whereabouts. This may include contact with parents/carers, home visits, meetings, appropriate support and referral to relevant agencies.

Where a child is absent and there are safeguarding concerns, the school will make reasonable enquiries to establish the child's whereabouts and welfare. The response will be proportionate to the circumstances and risk presented.

Where a child leaves the school without a confirmed destination, or where the school is required to remove a child's name from the admission register, the school will follow the relevant statutory requirements and share information with the appropriate local authority where required.

The school will maintain appropriate emergency contact information for pupils and will seek to maintain **more than one** emergency contact wherever reasonably possible.

Children Missing from the School Site

If a pupil goes missing from the school site during the school day, the school will follow its established procedures which will include immediately contacting the police and parents/carers.

Children Missing from Home or Care

Where the school becomes aware that a pupil is missing from home or care, the DSL or DDSL will consider the safeguarding circumstances and ensure that the appropriate agencies are informed in accordance with local procedures.

Where the pupil is looked after, the school will ensure that the child's social worker and other relevant professionals are informed as appropriate.

Elective Home Education

Where a parent/carer indicates an intention to electively home educate, the school will work with the family where appropriate to understand and address any concerns and to support the child's continued education.

Where a child is withdrawn from school for elective home education, the school will comply with the relevant statutory requirements, including notifying the local authority where required, and will share relevant safeguarding information where appropriate.

15.0 Monitoring and Evaluation

Rainford Brook Lodge Safeguarding and Child Protection Policy and safeguarding arrangements will be monitored and evaluated through appropriate oversight by the **Governing Body/Trustees, Principal, DSL and senior leaders**.

This will include, as appropriate:

- review of safeguarding concerns, referrals and outcomes;
- analysis of attendance and safeguarding data, including patterns and emerging risks;
- review of bullying, racist, discriminatory, behaviour and child-on-child abuse incidents;
- pupil, parent/carer and staff feedback;
- safeguarding audits and reviews;
- review of safeguarding training and staff knowledge;
- scrutiny of safeguarding records and the effectiveness of information sharing; and
- review of actions arising from safeguarding audits, inspections, serious incidents and learning from practice.

The DSL will provide **regular reports to governors/trustees** on safeguarding activity, emerging risks, the effectiveness of safeguarding arrangements and areas for improvement.

The school will participate in relevant **St Helens Local Authority safeguarding audits and quality assurance processes**, including the Section 175 safeguarding audit where applicable.

The Governing Body/Trustees will provide appropriate challenge and oversight to ensure that safeguarding arrangements remain effective and are reviewed and strengthened where necessary.

16.0 Parent and Carer Support

Rainford Brook Lodge recognises that safeguarding can be a difficult and complex subject and that parents and carers play an important role in helping to keep children safe.

The school will provide parents and carers with appropriate information, advice and guidance about safeguarding risks and how they can support their child. This will include areas such as **online safety, child-on-child abuse, exploitation, healthy relationships and contextual safeguarding**, where appropriate.

The school's **Personal Development and Safeguarding Curriculum newsletters** are shared with parents and carers each half term and include information and guidance on relevant safeguarding and wellbeing topics.

Parents and carers are encouraged to contact the school if they have concerns about the safety or wellbeing of their child.

17.0 Visitor Procedures

Rainford Brook Lodge recognises that effective visitor management is an important part of maintaining a safe environment for pupils, staff and visitors.

All visitors must report to **Reception on arrival**, unless alternative arrangements have been agreed in advance. Visitors will be asked to provide appropriate details, including:

- name;
- purpose of the visit;
- person they are visiting; and
- organisation or employer, where applicable.

Visitors may be required to provide identification and will be issued with appropriate visitor identification in accordance with the school's visitor procedures.

The school will ensure that appropriate **safeguarding and safer recruitment checks** are completed where required, taking account of the nature of the person's role, their contact with pupils and the relevant statutory requirements.

Visitors who do not have the appropriate checks for their role will be **appropriately supervised** and will not be permitted to have unsupervised contact with pupils.

Where adults are working with pupils, the school will establish the appropriate safeguarding arrangements before they begin their work. This may include verification of identity, relevant safeguarding checks, supervision and confirmation of the purpose and nature of their visit.

Visitors will normally be accompanied by an appropriate member of staff unless they have been authorised to be on site without an escort in accordance with the school's procedures.

All visitors will be provided with appropriate **safeguarding information**, including how to report a safeguarding concern while on site.

Events involving visitors or external organisations will be subject to the school's appropriate planning and safeguarding arrangements. The school will consider safeguarding risks associated with external speakers, organisations and activities before they take place.

The school's visitor arrangements are overseen by the **Designated Safeguarding Lead and** the **Business Manager**.

Anyone attempting to gain unauthorised access to the school site may be asked to leave and, where appropriate, the school will contact the police and provide relevant information or CCTV footage in accordance with legal requirements.

All visitors are expected to comply with the school's safeguarding arrangements and to report any concern about a pupil's safety or wellbeing to a member of the **Safeguarding Team** without delay.

18.0 Online Safety

Rainford Brook Lodge recognises that children face a range of online risks and that effective online safeguarding is an integral part of our wider safeguarding arrangements.

We are committed to creating a **safe digital environment** for pupils and staff. Our approach considers the four areas of online risk: **content, contact, conduct and commerce**. This includes risks such as harmful or illegal content, online abuse and exploitation, cyberbullying, sexual abuse and exploitation, self-harm and suicide content, extremism and radicalisation, misinformation and disinformation, misogyny, online scams, gambling and other financial harms.

Online safeguarding will also consider emerging risks, including the creation or manipulation of images using artificial intelligence, online misogyny, harmful online communities, and other emerging forms of online abuse or exploitation. Staff will receive updates where new or emerging online risks are identified.

Online safety is embedded within the school's **Personal Development, Computing and RSE curriculum** and is supported through staff training, pastoral support and the wider safeguarding culture of the school. Pupils are taught how to recognise online risks, manage their digital safety, report concerns and seek help.

Staff receive **regular online safety training and updates** and are expected to report and record online safeguarding concerns in accordance with this policy.

The school provides parents and carers with information and support about online safety through our **Personal Development and Safeguarding Curriculum newsletters**, school communications and signposting to appropriate resources.

The school reviews its online safety provision regularly to ensure that it reflects emerging risks, changes in technology and the needs of our pupils, including pupils who may be more vulnerable to online harm.

The **Designated Safeguarding Lead** has overall safeguarding responsibility for online safety and works closely with IT support and senior leaders to ensure that online safeguarding arrangements are effective.

19.0 Online Filtering and Monitoring

Rainford Brook Lodge recognises that effective filtering and monitoring are important safeguarding measures and will maintain **appropriate filtering and monitoring systems** to help protect pupils from illegal, inappropriate and harmful online content.

The school will review the effectiveness of its filtering and monitoring provision **at least annually** and following significant changes in technology, working practices or identified safeguarding risks. Reviews will consider the school's pupil risk profile, including age, SEND and other vulnerabilities, use of school-managed devices, remote access, BYOD arrangements and emerging technologies including **generative AI**.

The annual review will include checks that filtering is working effectively on **internet-connected devices in all relevant locations**, including school-managed devices used away from school, where applicable. The school will maintain a record of filtering checks, including the date, person responsible, checks undertaken and any actions arising.

Filtering

The school's internet filtering is integrated with the school's internet connection through the **London Grid for Learning**, using **Web Screen**.

Filtering is preventative and is intended to restrict access to illegal, inappropriate and harmful content. The school carries out appropriate testing and checks of its filtering provision and works with **Agilysis** to investigate and address technical concerns.

Filtering arrangements will be reviewed to ensure they remain appropriate for the age and needs of pupils and do not unreasonably restrict legitimate teaching and learning.

Monitoring

School-managed devices are monitored using **Securus monitoring software**. This provides technical monitoring of activity on school-managed devices and can generate alerts relating to potentially harmful or concerning activity.

Technical monitoring does not prevent access to harmful content and does not replace appropriate **staff supervision, professional curiosity or safeguarding procedures**.

Monitoring alerts and reports are reviewed by appropriately authorised staff. High-risk safeguarding concerns will be escalated promptly to the **DSL or DDSL** and managed in accordance with this Safeguarding and Child Protection Policy.

Monitoring arrangements will include appropriate reporting and review of incidents, with actions and outcomes recorded where safeguarding concerns are identified.

Roles and Responsibilities

The **DSL** leads on the safeguarding aspects of filtering and monitoring, including responding to safeguarding concerns identified through monitoring and providing assurance to governors/trustees that arrangements are effective.

The relevant **SLT lead and IT support**, including appropriate third-party providers, are responsible for the technical management, maintenance, testing and reporting associated with filtering and monitoring.

Governors/trustees provide appropriate oversight and challenge regarding the effectiveness of filtering and monitoring arrangements.

All staff receive appropriate training so that they understand their responsibilities, know how to report concerns and understand how filtering and monitoring supports, but does not replace, effective safeguarding.

Use of Devices in School and at Home

The school’s arrangements for mobile phones and other smart technology are set out in the Behaviour Policy and Online Safety Policy. These arrangements support the school’s safeguarding duties and are implemented in accordance with current DfE guidance. Pupils using school-managed devices are expected to comply with the school's **Acceptable Use Policy, Mobile Phone and Other Electronic Devices Policy and Behaviour Policy**.

The school does not rely on filtering and monitoring as a substitute for appropriate parental supervision when school-managed devices are used at home. **School filtering may not operate when a school-managed device connects to a home internet connection unless the device is using the school's VPN or another school-controlled connection.**

Securus monitoring may continue to operate when a school-managed device is used at home and connected to the internet. However, parents and carers must not assume that school monitoring is continuous or that it prevents access to harmful content.

Monitoring alerts are monitored during the school's stated operational hours. Alerts received outside these hours, including evenings, weekends and school holidays, will be reviewed and acted upon as appropriate when the school next operates, unless alternative arrangements apply because of the nature of the concern.

Parents and carers are encouraged to use appropriate **parental controls, filtering and supervision** when children use devices at home.

Education and Support

Pupils receive age-appropriate education about online safety, including how to recognise and respond to harmful content, contact and conduct, how to report concerns and where to seek support.

The school considers the needs of pupils with **SEND and other vulnerabilities** when planning and delivering online safety education.

The school will continue to review and strengthen its online safety, filtering and monitoring arrangements in response to emerging risks, safeguarding incidents, technological developments and changes in DfE guidance.

20.0 Serious Violence

Rainford Brook Lodge recognises that children may be at risk from, or involved in committing, serious violence. We recognise that serious violence can be linked to other safeguarding concerns, including **criminal exploitation, abuse, gang involvement and other forms of vulnerability**.

We take a **safeguarding and child-centred approach** to concerns about serious violence. We will consider the needs and safety of the child who has been harmed, as well as the needs and circumstances of any child who has caused harm, recognising that children who display violent behaviour may themselves be at risk of harm or require support.

We will work with **parents and carers, children's services, the Police and other relevant agencies** where appropriate and will consider early help and preventative support where concerns are identified.

Where serious violence occurs, the school will take appropriate action to protect pupils and maintain a safe environment. Our **Behaviour Policy and Suspensions and Exclusions Policy** will be applied where appropriate alongside our safeguarding procedures.

All safeguarding concerns relating to serious violence will be managed in accordance with this **Safeguarding and Child Protection Policy** and local safeguarding procedures.

21.0 Child Regularly Absent due to Illness

At Rainford, Brook Lodge we recognise attendance and absence as a potential safeguarding concern. If a pupil is off our pastoral team follow their first day call procedures and they will contact parents/carers of pupils who are absent if we do not know the reason for the absence.

Pupils who are off regularly or who have been off longer term will be monitored by the safeguarding team and attendance manager. The below measures will be put into place to monitor the safety of the child:

1. Phone contact with family
2. Home visits and welfare checks
3. Regular parental meetings
4. Appropriate support to be put into place
5. Regular review of the case
6. Appropriate referrals to CAMHS, School Nurse and other agencies/support
7. Consideration of appropriate educational provision to support learning and return

Where we have continual concerns, we will consider referring to Children's Services and the Education Welfare Service for advice and support.

22.0 Children requiring mental health support

At Rainford Brook Lodge, we provide support to pupils who require mental health and well-being support. We provide access to counselling services and therapies, we make appropriate referrals to specialist services, such as CAMHS and signpost families to appropriate support e.g., Young Minds, NSPCC and Anna Freud.

We Senior Mental Health Leads.

Please see our Mental Health Policy for further information.

23.0 Asylum seekers and refugee pupils

Pupils who join us as asylum seekers or refugees will receive support from the below staff:

1. Support from the staff team
2. Mental health and well-being triage and appropriate support
3. Support from the school safeguarding team
4. Regular reviews in school
5. School will liaise with external agencies
6. Support from the senior leadership team

We will deal with each pupil on a case-by-case basis to build an appropriate level of support where possible.

24.0 Records Transfer

In the event that one of our pupils is transferring to a new school or education provider we will always ensure communication takes place to share required information in advance of their move to support the safe and effective transition.

In line with Keeping Children Safe in Education 2026, we ensure that we transfer any safeguarding and child protection records to the receiving school or educational provision within 5 school days.

We always make contact with our new pupil's old schools/providers to establish if any records will be sent to us so we have the required information.

During Year 6 to Year 7 transition the DSL will communicate with secondary schools to establish any concerns so that appropriate support can be put into place as part of the transition.

We record our interactions with other providers and when files have been transferred. The DSL and DDLS liaise closely over these processes.

We will transfer records via CPOMS record transfer if the receiving school has CPOMS. Otherwise, we will use other safe and secure methods of transfer.

Alternative Provision

As part of our safeguarding responsibilities, Rainford Brook Lodge remains accountable for the safety and wellbeing of any pupil placed in alternative provision (AP). We ensure that all placements are appropriate and meet the individual needs of the pupil.

When placing a child in AP, we:

- **Conduct due diligence** on all providers, obtaining written confirmation that all appropriate safeguarding checks (equivalent to those we would carry out on our own staff) have been completed for all individuals working with pupils.
- **Ensure ongoing communication** with the provider, including obtaining assurance that we will be notified of any staff changes or other arrangements that could pose a safeguarding risk.
- **Maintain accurate records** of where each child is located during school hours, including addresses of the main AP setting and any subcontracted or satellite sites the pupil may attend.
- **Regularly review placements**, at least on a half-termly basis, to ensure that the child is attending, the placement remains safe, and it continues to meet their educational and welfare needs.

Should any safeguarding concerns arise, we will act immediately, which may include reviewing or terminating the placement in the interests of the pupil's safety.

Support for Vulnerable Pupils

We recognise the increased vulnerability of certain pupil groups. Our safeguarding approach includes:

- Identifying and supporting children in **kinship care arrangements**, ensuring staff are aware of their needs and circumstances.

- Working in partnership with the **Virtual School Head (VSH)** to promote the educational progress and attendance of children with a social worker or in care.

Safeguarding Records and Data Protection

We follow clear and compliant procedures for safeguarding documentation:

- All decisions made by the **Designated Safeguarding Lead**—including when not to refer a concern—are recorded with a **clear rationale**.
- We comply with the **UK GDPR** and use the **DfE Data Protection Toolkit for Schools** to guide our handling of safeguarding data and records.

This policy also links to our policies on:

- Behaviour
- Staff Behaviour Policy / Code of Conduct
- Prevent
- Whistleblowing/Confidential Reporting
- Anti-bullying
- Health & Safety
- SEND
- Allegations against staff
- Attendance
- Teaching and Learning
- Child on Child Allegations
- Restrictive Interventions Policy
- PSHE and RSE Education
- Acceptable Use
- Recruitment and Selection
- Mental Health and Wellbeing Police
- Online Safety Policy
- Suicide Safer Policy
- Low level concerns policy
- Intimate care policy

Appendix 1 – Keeping Children Safe in Education

The school has regard to the current edition of **Keeping Children Safe in Education (KCSIE)**. The full statutory guidance is available on the GOV.UK website:

Keeping Children Safe in Education – GOV.UK

The school will ensure that this safeguarding and child protection policy is reviewed and updated as necessary to reflect changes to KCSIE and other relevant statutory guidance.

Appendix 2 – Keeping Children Safe in Education – Part One

All staff will be provided with and required to read the appropriate sections of **Keeping Children Safe in Education**, including Part One, in accordance with the school's safeguarding arrangements and statutory requirements.

The current version of KCSIE is available on the GOV.UK website:

Keeping Children Safe in Education – GOV.UK

Staff are expected to understand their responsibilities for safeguarding and child protection and to report concerns promptly in accordance with this policy.

Appendix 3 – Recognising Signs of Abuse, Neglect and Exploitation

All staff should be alert to the possibility that a child may be experiencing **abuse, neglect or exploitation**. Abuse may occur within or outside the home, including online, and children may experience more than one type of harm at the same time.

There is no single sign that proves a child is being abused or neglected. Staff should consider the child's individual circumstances, vulnerabilities, behaviour, attendance, relationships and wider context.

Adverse Childhood Experiences (ACEs) and Trauma

Rainford Brook Lodge recognises that children and young people who have experienced adverse childhood experiences (ACEs), trauma, abuse, neglect or other significant life events may be at increased risk of developing difficulties relating to their emotional wellbeing, mental health, relationships, behaviour, attendance, learning and development.

Staff will be supported to understand the potential impact of trauma and adversity on children and young people and will seek to consider the child's lived experiences when identifying needs and planning support.

Where a child or young person is known, or believed, to have experienced trauma, appropriate support will be considered in line with their individual needs, safeguarding arrangements and relevant guidance. This may include the provision of pastoral support, reasonable adjustments and multi-agency working with relevant professionals and services.

We recognise that some children and young people may have experienced trauma that is not known or disclosed. Staff will maintain professional curiosity, remain alert to indicators of need

and seek to build trusted relationships which enable children and young people to access help and support when required.

We acknowledge that children who have experienced adverse childhood experiences and trauma may be at increased risk of developing health and social difficulties.

All staff will be made aware of the long-lasting impact of experiencing adversity and the lasting effect trauma can have on a child's development.

Where a pupil is known to have experienced trauma, appropriate arrangements will be made to provide support based on the needs of the pupil and in line with all relevant guidance and policies. This may include close multi-agency working with external services.

Further information regarding trauma-informed practice and supporting children who have experienced adversity can be found via the UK Trauma Council resources: Guidance on creating the best environment for recovery - UK Trauma Council

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. It may also include situations where a parent or carer fabricates or deliberately induces illness in a child.

Possible indicators include:

- unexplained injuries or injuries where the explanation does not appear consistent;
- repeated injuries or injuries at different stages of healing;
- injuries that appear unusual or concerning in their location or pattern;
- reluctance to discuss injuries or unexplained delays in seeking medical treatment; and
- changes in behaviour or presentation following an injury.

Staff should not attempt to determine whether an injury is accidental or abusive. Any concern should be reported to the DSL or DDSL.

Emotional or Psychological Abuse

Emotional abuse involves the persistent emotional maltreatment of a child which may have a serious and adverse effect on their emotional development. It may include conveying that a child is worthless or unloved, excessive criticism, threats, humiliation, intimidation, controlling behaviour, or preventing a child from expressing their views.

Possible indicators include:

- low self-esteem, anxiety or lack of confidence;
- withdrawal, fearfulness or emotional distress;
- significant changes in behaviour or relationships;
- difficulties developing or maintaining relationships;
- self-harm or other concerning behaviour; and
- behaviour which may suggest that a child feels controlled, threatened, humiliated or unsafe.

Emotional abuse may occur alongside other forms of abuse, including domestic abuse and abuse within teenage relationships.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It can occur online as well as face to face and may be carried out by adults or other children.

Possible indicators include:

- age-inappropriate or concerning sexualised behaviour or language;
- unexplained changes in behaviour, mood or relationships;
- becoming withdrawn, secretive or fearful;
- distress relating to particular people, places or activities;
- self-harm or other concerning behaviour;
- unexplained gifts, money or possessions;
- concerns relating to online sexual activity, contact or coercion; and
- physical symptoms or injuries which cause concern.

Children may not disclose sexual abuse directly. Staff should remain professionally curious and report concerns promptly.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in serious impairment of their health or development.

Possible indicators include:

- inadequate food, clothing, warmth, hygiene or living conditions;
- unmet medical or dental needs;
- lack of appropriate supervision;
- persistent or unexplained absence from education;
- tiredness, hunger or poor presentation;
- failure to meet a child's emotional needs; and
- a pattern of unmet needs over time.

Neglect can be difficult to identify and concerns should be considered cumulatively.

Exploitation and Other Forms of Harm

Children may experience exploitation or other forms of harm in the home, school, community or online. This may include **child sexual exploitation, child criminal exploitation, domestic abuse, serious violence, harmful sexual behaviour, radicalisation, honour-based abuse, forced marriage, FGM and other forms of extra-familial harm**.

Possible indicators include:

- going missing from home, care or education;
- unexplained money, gifts, possessions or changes in lifestyle;
- changes in peer groups or relationships with older individuals;
- involvement in criminal activity, violence or substance misuse;

- persistent or unexplained absence;
- concerning online relationships or activity;
- coercion, threats, intimidation or controlling behaviour; and
- sudden changes in behaviour, presentation or emotional wellbeing.

Children may experience **more than one form of harm at the same time**, and exploitation may occur without physical contact.

Responding to Concerns

Staff should listen carefully to children and take what they say seriously. Staff should **not investigate or attempt to establish whether abuse has occurred themselves**.

Any concern should be **reported without delay to the DSL or DDSL** in accordance with this policy.

Staff should maintain **professional curiosity** and consider concerns cumulatively rather than relying on a single indicator.

Rainford Brook Lodge participates in **Operation Encompass** and will respond to information received from the Police regarding domestic abuse in accordance with our safeguarding procedures.

Where concerns relate to harmful sexual behaviour, exploitation, serious violence or other specific safeguarding risks, the school will follow the relevant arrangements within this policy and local safeguarding procedures.

If something does not feel right, staff must share the concern with the DSL or DDSL without delay.

Yes. I've checked this against the **final KCSIE 2026**, which comes into force on **1 September 2026**, and the 2026 *Working Together to Safeguard Children*. KCSIE 2026 specifically continues to identify CSE and CCE, including county lines, as safeguarding concerns, and the 2026 guidance places these within the wider context of extra-familial harm. (GOV.UK)

Appendix 4

Child Criminal Exploitation and Child Sexual Exploitation, including County Lines

Children may be at risk of **child criminal exploitation (CCE)** or **child sexual exploitation (CSE)**. These are forms of abuse and may occur within the home, community or online. Children may experience more than one form of exploitation or other harm at the same time.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where a child is exploited to take part in criminal activity. An imbalance of power may be used to coerce, control, manipulate or deceive a child. A child may not recognise that they are being exploited, and apparent agreement or participation does not mean that the child is not a victim.

County lines is a form of child criminal exploitation involving organised criminal networks supplying drugs, often using dedicated phone lines or other methods of communication.

Children may be coerced or exploited to transport drugs, money or other items. County lines can involve violence, threats, sexual violence, weapons, trafficking and the exploitation of vulnerable adults through practices such as **cuckooing**.

Possible indicators include:

- unexplained money, gifts, phones or other possessions;
- going missing from home, care or education;
- frequent lateness or unexplained absence;
- changes in peer groups or relationships with older individuals;
- travelling to locations outside the child's usual area;
- changes in behaviour or emotional wellbeing;
- involvement in criminal activity, violence or substance misuse; and
- concerns about coercion, threats, intimidation or controlling relationships.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It may involve physical or non-contact sexual activity and can take place online or face to face. It may involve force, coercion, manipulation, enticement or an imbalance of power.

CSE may occur as a single incident or over a period of time. Children may not recognise that they are being exploited and may believe that they are in a genuine relationship with the person exploiting them.

Possible indicators include:

- going missing or regularly returning home late;
- unexplained gifts, money or possessions;
- relationships with older individuals or concerning adults;
- changes in behaviour, mood or emotional wellbeing;
- inappropriate or concerning sexualised behaviour;
- sexual health concerns, including sexually transmitted infections or pregnancy;
- increased or concerning online activity;
- use of drugs or alcohol; and
- unexplained injuries or other indicators of harm.

Responding to Concerns

Any concern that a child may be experiencing CCE, CSE or county lines exploitation must be **reported to the DSL or DDSL without delay**.

The school will follow local safeguarding procedures and make appropriate referrals to **Children's Services, the Police and/or other relevant agencies** where required.

Where there is an **immediate risk of harm or an emergency**, the Police should be contacted without delay.

The school will consider the child's wider circumstances and any other safeguarding concerns, including missing episodes, attendance, serious violence, harmful sexual behaviour, online harm, modern slavery and trafficking.

The school will work with relevant agencies to safeguard the child and provide appropriate support.

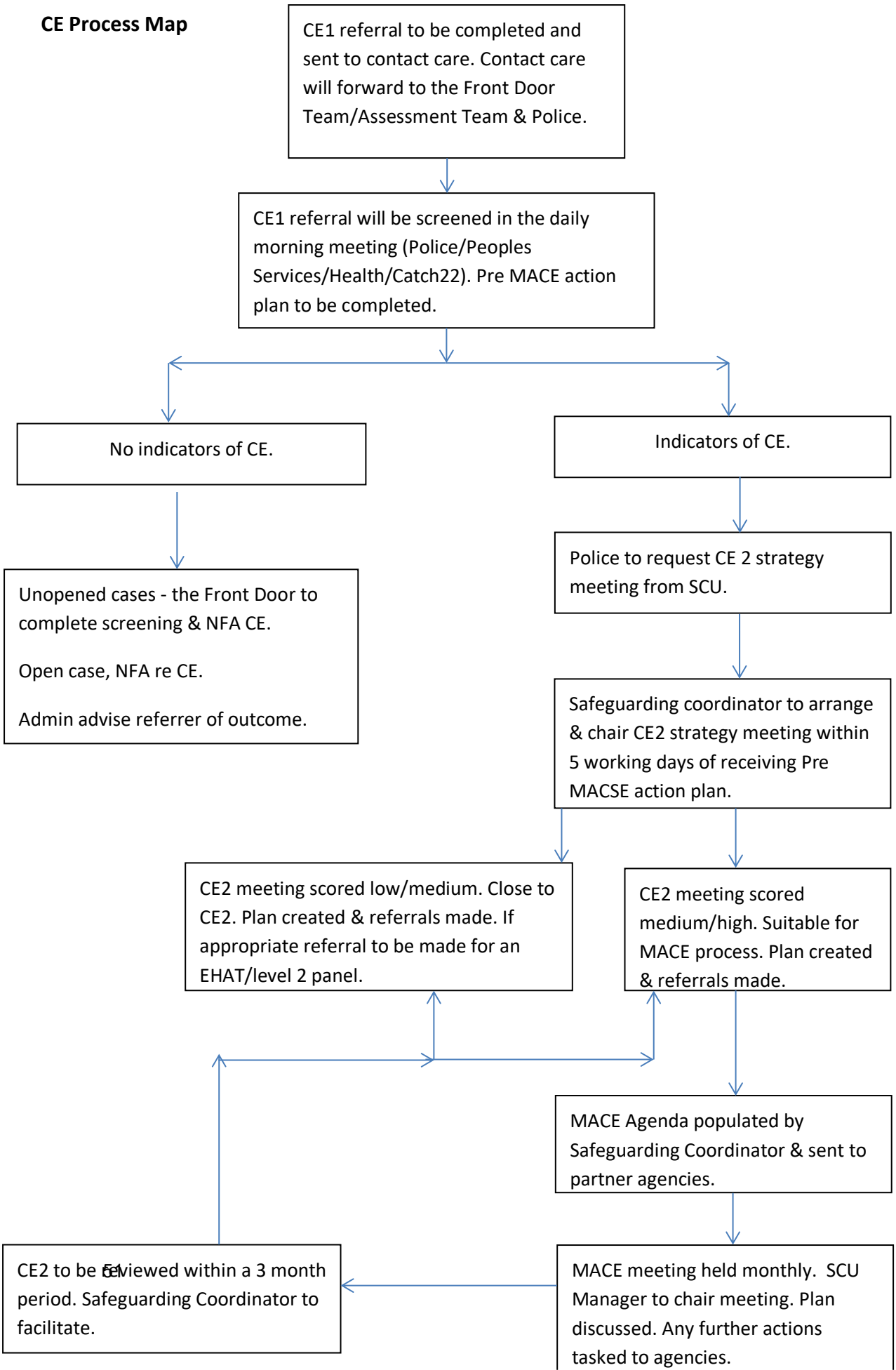
Further information and local safeguarding procedures are available through the **St Helens Safeguarding Children Partnership**:

St Helens Safeguarding Children Partnership

Staff should remember that a child involved in criminal or sexual activity may be a victim of exploitation and should not be viewed solely as an offender.

The flow chart below outlines the procedures that are followed when there are concerns that a young person may be subject to CSE – this is the Pan-Merseyside CE Protocol:

CE Process Map



Appendix 5

Children may experience a range of additional safeguarding risks. Staff should remain professionally curious and report concerns to the DSL or DDSL without delay. These concerns may occur alongside other forms of abuse, neglect or exploitation.

Child Abduction and Community Safety

Child abduction is the unauthorised removal or retention of a child from a person with legal responsibility for them. Children may also be at risk from unknown adults, individuals known to them or concerning activity within the community.

Rainford Brook Lodge provides age-appropriate personal safety education through the curriculum and will communicate relevant community safety concerns to parents/carers where appropriate.

Any concern that a child may have been abducted or is at immediate risk will be reported to the Police and the DSL without delay.

Knife Crime and Serious Violence

The school recognises that children may be affected by knife crime and serious violence as victims, witnesses or those at risk of involvement.

Knife crime and serious violence may be linked to exploitation, coercion, criminal activity or other safeguarding concerns.

The school provides age-appropriate education about personal safety, serious violence and the risks associated with carrying weapons through the curriculum and other safeguarding activity.

Any concern that a child is carrying, being encouraged to carry or is at risk from a weapon will be reported immediately to the DSL/DDSL. The school will follow its safeguarding, behaviour and **Restrictive Interventions and Use of Force** procedures and will involve the Police where appropriate or where there is an immediate risk of harm.

Forced Marriage

Forced marriage is different from an arranged marriage. A forced marriage is one where one or both people do not, or cannot, consent to the marriage and pressure or abuse is used.

Forced marriage is a form of child abuse and may also involve honour or faith-based abuse, domestic abuse and other forms of harm.

Possible indicators may include:

- a child expressing fear or anxiety about a forthcoming marriage or family event;
- a sudden or prolonged absence from education;
- plans for a child to travel overseas;
- significant changes in behaviour or relationships;
- increased family or community pressure or control; and
- concerns raised by the child, friends or family members.

If staff have a concern, they must speak to the **DSL/DDSL without delay**.

Staff must **not approach the family or attempt to intervene themselves**, as this may increase the risk to the child. The DSL will follow local safeguarding procedures and seek advice from the appropriate agencies.

Female Genital Mutilation (FGM)

FGM is a form of child abuse and involves procedures that intentionally alter or injure the female genital organs for non-medical reasons. FGM is illegal in the UK.

Possible indicators may include:

- a child talking about a special ceremony or preparation for marriage;
- plans for a child to travel overseas;
- a child expressing concern about being "cut" or similar language;
- prolonged absence from school or changes in behaviour following travel; and
- physical or medical concerns associated with FGM.

Any concern that a child may be **at risk of FGM** must be reported to the **DSL/DDSL without delay**, who will follow local safeguarding procedures.

Mandatory Reporting Duty

Teachers have a **personal mandatory reporting duty to the Police** where, in the course of their professional duties, they discover that FGM **appears to have been carried out on a girl under 18**, either through disclosure by the victim or through visual evidence.

Teachers **must not examine a pupil** in order to establish whether FGM has taken place.

Where the mandatory reporting duty applies, the teacher must make the report to the Police personally. The teacher should also inform the **DSL/DDSL** and involve Children's Social Care as appropriate.

The mandatory reporting duty **does not apply to cases where FGM is suspected or where a child is considered to be at risk**. In these circumstances, staff must report the concern to the **DSL/DDSL without delay** and the school will follow local safeguarding procedures.

Honour or Faith-Based Abuse

Honour or faith-based abuse (HBA) includes incidents or crimes committed to protect or defend the perceived honour of a family or community. It can include FGM, forced marriage, breast ironing and other forms of abuse.

HBA may involve multiple perpetrators and significant family or community pressure.

All forms of HBA are abuse and will be treated as safeguarding concerns.

If staff are concerned that a child may be at risk of HBA or has experienced HBA, they must speak to the **DSL/DDSL without delay**. Staff should not contact or challenge family or community members about the concern where doing so could increase the risk to the child.

Modern Slavery and Child Trafficking

Children may be victims of trafficking or modern slavery within the UK or internationally. Exploitation may include sexual exploitation, criminal exploitation, forced labour, domestic servitude or other forms of exploitation.

Possible indicators include:

- unexplained movements, missing episodes or changes of address;
- being controlled or accompanied by individuals who are not their usual carers;
- limited freedom of movement or unusual levels of control;
- unexplained money, possessions or employment;
- signs of physical, sexual or emotional abuse;
- involvement in criminal or sexual exploitation;
- disengagement from education; and
- fear, anxiety or reluctance to explain their circumstances.

These indicators do not, individually, prove trafficking or modern slavery. Staff should consider the child's circumstances as a whole and report concerns to the **DSL/DDSL without delay**.

The school will work with Children's Services, the Police and other relevant agencies and will consider appropriate referral through the **National Referral Mechanism (NRM)** where required.

Voyeurism and "Upskirting"

The school recognises that taking or recording an image or video under another person's clothing without consent, commonly known as **"upskirting"**, can constitute a criminal offence and is a safeguarding concern.

Concerns about voyeurism, upskirting or the sharing of intimate images must be reported to the **DSL/DDSL without delay**. The school will respond in accordance with its safeguarding, behaviour and child-on-child abuse procedures and will involve the Police or other agencies where appropriate.

Responding to Additional Safeguarding Concerns

The concerns described in this appendix are **not exhaustive**. Staff should report **any concern that a child may be at risk of harm, abuse, exploitation or neglect** to the DSL/DDSL without delay.

The school will follow local safeguarding procedures and make appropriate referrals to **Children's Services, the Police or other relevant agencies** where required.

Where a child is in **immediate danger**, the Police should be contacted without delay.

Staff should not investigate, confront alleged perpetrators or attempt to resolve safeguarding concerns themselves.

Nudes and Semi-Nudes, including images generated or altered using AI

Making, sharing or possessing nudes or semi-nudes involving children under 18 is a safeguarding concern. Images may be photographs, videos or other visual content and may be created by the child, taken by another person, digitally altered or wholly generated using artificial intelligence, including deepfakes or “deep nudes”.

Sharing nudes and semi-nudes involving children can be a safeguarding concern and may involve coercion, exploitation, bullying, harmful sexual behaviour or abuse. Where an adult is involved in creating, requesting, possessing or sharing sexual images of a child, this must be treated as a serious child protection concern and referred to the Police and/or Children’s Services as appropriate.

What staff should do

If an incident involving nudes or semi-nudes comes to the attention of a member of staff:

- **Report the concern to the DSL/DDSL immediately.**
- **Do not intentionally view, copy, print, download, save, store or share the imagery**, or ask a child to send or show it to you.
- If imagery is shown to you unexpectedly, do not view it further than is unavoidable and report the incident to the DSL/DDSL.
- **Do not delete the imagery** or ask the child to delete it.
- Do not forward or share the imagery with anyone else.
- Do not blame, shame or punish a child for reporting an incident.
- Reassure the child that they have done the right thing by telling an adult and that they will be supported.
- Do not promise confidentiality. Explain that information may need to be shared with appropriate people to keep them or others safe.

The DSL will assess the circumstances, consider the welfare and safety of all children involved, and follow the school’s safeguarding procedures and current UKCIS guidance on sharing nudes and semi-nudes. This may include considering whether Children’s Services or the Police need to be involved and whether parents/carers should be informed.

In exceptional circumstances, the DSL may determine that viewing the imagery is necessary to safeguard the child. Any such decision will be made in accordance with current UKCIS guidance and the school’s safeguarding procedures. Staff should **never view imagery simply to establish what it contains**.

The school will provide appropriate support and education to children involved and will consider the circumstances of each incident individually.

Private Fostering

Private fostering is an arrangement where a child under 16, or under 18 if disabled, is cared for and provided with accommodation by someone who is not a parent, close relative or person with parental responsibility, for **28 days or more**.

If the school becomes aware of a potential private fostering arrangement, the DSL will notify **Children’s Services** so that the arrangement can be assessed and appropriate support provided.

Further information and advice will be sought from the local authority where required.

Contextual Safeguarding

Contextual safeguarding recognises that children may experience abuse, exploitation and other risks outside the family home, including within peer groups, the community, education settings and online.

The school considers the wider context of a child's life when assessing safeguarding concerns and will work with children, parents/carers, Children's Services, the Police and other relevant agencies where appropriate.

Staff should report concerns about risks arising outside the home to the **DSL/DDSL without delay**.

Children Absent from Education and Children Missing Education

Repeated or prolonged absence from education can be a warning sign of safeguarding concerns, including abuse, neglect, sexual or criminal exploitation, county lines, mental health difficulties, substance misuse, FGM, forced marriage, so-called honour-based abuse and risks associated with travelling to conflict zones.

Staff should follow the school's **Attendance Policy and Children Missing Education procedures** and report any safeguarding concerns to the DSL/DDSL.

The school will monitor attendance and patterns of absence and will work with parents/carers and relevant agencies to identify and respond to underlying safeguarding concerns.

Domestic Abuse

The school recognises that children can be adversely affected by domestic abuse and may experience it directly or through seeing, hearing or experiencing its effects. Children are recognised as victims of domestic abuse in their own right.

Domestic abuse can include physical, emotional, sexual and economic abuse, as well as coercive or controlling behaviour. Children may also experience abuse within their own relationships.

Possible indicators include changes in behaviour or emotional wellbeing, anxiety, withdrawal, aggression, difficulties in relationships, poor attendance or other changes in presentation.

Any concern that a child may be experiencing or witnessing domestic abuse must be reported to the **DSL/DDSL without delay**. The school will follow local safeguarding procedures and work with relevant agencies to support the child and family.

Preventing Radicalisation

The Prevent Duty

All schools and colleges are subject to the **Prevent duty** under section 26 of the Counter-Terrorism and Security Act 2015. The duty requires schools to have due regard to the need

to prevent people from being drawn into terrorism. Rainford Brook Lodge incorporates Prevent within its wider safeguarding approach.

Children and young people may be vulnerable to radicalisation and extremist influences, including through online activity, peer groups and wider community influences. There is no single profile or pathway to radicalisation, and concerns will be considered on an individual basis.

Extremism is defined by the Government as the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others; undermine or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve these aims.

Radicalisation is the process by which a person comes to support terrorism or terrorist violence.

Staff should remain professionally curious where there are changes in a child's behaviour, attitudes, associations or online activity that may indicate vulnerability to radicalisation. Such indicators should always be considered alongside the child's individual circumstances and other safeguarding information.

Where a concern is identified, staff must report it to the **DSL/DDSL**. The DSL will consider the concern in line with the school's safeguarding procedures and, where appropriate, make a **Prevent referral** in accordance with local procedures.

Channel

Channel is a voluntary, confidential, multi-agency programme which provides early support to people who may be susceptible to radicalisation. Where appropriate, a referral may be assessed by the Police and considered by a multi-agency Channel panel. Channel support is voluntary and requires consent before support is provided.

Rainford Brook Lodge will work with the Police, local authority and other relevant agencies where a child is referred to Prevent or Channel, sharing information where there is a lawful basis to do so and in accordance with safeguarding and data protection requirements.

Sexual Violence and Sexual Harassment Between Children

Sexual violence and sexual harassment can occur between children of any age and sex, including online. Any concern will be taken seriously and managed in accordance with the school's safeguarding procedures and its **Child-on-Child Abuse** arrangements. The Police and/or Children's Services will be contacted where appropriate.

Serious Violence

Rainford Brook Lodge recognises the links between serious violence, exploitation, criminal networks and other safeguarding risks. Possible indicators may include increased or unexplained absence, changes in friendships or associations, unexplained gifts or possessions, significant changes in behaviour or wellbeing, unexplained injuries or involvement with weapons or violence.

Any concern that a child may be at risk of, or involved in, serious violence will be reported to the **DSL/DDSL** and managed through the school's safeguarding procedures. The Police and/or other relevant agencies will be involved where appropriate.

This section should be read alongside the school's **Behaviour Policy, Attendance Policy and Online Safety Policy**. Any safeguarding concerns arising from radicalisation, sexual violence or harassment, or serious violence will be managed in accordance with the safeguarding procedures set out within this policy.

Pupils with Family Members in Prison

Children with family members in prison are at increased risk of poverty, stigma, isolation and poor mental health. Schools will not always be informed when a family member receives a custodial sentence, but where they are informed there will be an offer of support in line with their needs and wishes.

School and college staff should be aware that children who have experienced parental imprisonment are more likely to be absent (or excluded) than their peers, to experience mental ill health and drug and alcohol misuse; they are also less likely to be in education, training or employment in later life. Staff should understand the need for tailored, trauma informed and sensitive support that can help mitigate potential harm and help encourage stability.

Families can access support from The Prisoner Family Helpline which is free and confidential for families who are in contact with the criminal justice system in England and Wales.

Pregnancy

KCSIE 2026 highlights that staff should be particularly alert to the potential need for additional support for children who are pregnant and/or are parents themselves. School and college staff should consider the individual needs, welfare, vulnerability and support requirements of these children and ensure appropriate safeguarding, pastoral and multi-agency support is in place where required.

Concealed and Denied Pregnancy

While not a specific safeguarding issue identified within KCSIE 2026, Rainford Brook Lodge recognises that concealed and denied pregnancy can present significant safeguarding concerns for both the young person and the unborn child. School and College staff should exercise professional curiosity where there are indicators that a pregnancy may be concealed or denied and should follow local safeguarding procedures, seeking advice from safeguarding leads and partner agencies as appropriate.

A **concealed** pregnancy is when:

- An expectant mother knows she is pregnant but does not tell any professional; or
- An expectant mother tells another professional but conceals the fact that she is not accessing antenatal care; or
- A pregnant woman tells another person or persons, and they conceal the fact from all health agencies.

A **denied** pregnancy is when an expectant mother is unaware of or unable to accept the existence of her pregnancy. Physical changes to the body may not be present or misconstrued; they may be intellectually aware of the pregnancy but continue to think, feel and behave as though they were not pregnant.

There may be a number of reasons why a pregnancy is concealed or denied, including but not limited to fear of stigma or shame, in cases of rape, sexual or domestic abuse, forced or sham marriage, fear of a child being removed or asylum seekers and illegal immigrants who may be reluctant to come to the attention of authorities. This may also be due to mental illness, substance misuse or as a result of a history of loss of a child or children. In some cases, the expectant mother may be truly unaware that she is pregnant, or she may be in denial of her pregnancy.

Where there is a suspicion of a concealed or denied pregnancy, Rainford Brook Lodge **will follow** the procedures set out by our local Safeguarding Children Partnership arrangements.

Appendix 6 – Support Links

Online Safety – Support for Children

Childline – free and confidential advice and support for children and young people.
Childline

UK Safer Internet Centre – Report Harmful Content – advice and support for reporting and removing harmful online content.
Report Harmful Content

CEOP Safety Centre – information and support for children and young people experiencing online sexual abuse or concerning online contact.
CEOP Safety Centre

Online Safety – Support for Parents and Carers

Childnet – Parent and Carer Toolkit – practical advice to help parents and carers talk to children about their online lives, set boundaries and access further support.
Childnet – Parent and Carer Toolkit

Common Sense Media – reviews, age ratings and information about films, games, apps and other media.
Common Sense Media

GOV.UK – Online Safety Parent Hub – government advice and resources to help parents and carers keep children safe online.
GOV.UK – Online Safety

Kids Online Safety – practical information from trusted sources to help parents and carers feel more confident about keeping children safe online.

Internet Matters – age-specific online safety advice, parental controls and practical guidance for parents and carers.
Internet Matters

London Grid for Learning (LGfL) – advice and resources for parents and carers to help keep children safe online.
LGfL ParentSafe

Marie Collins Foundation – information and support for parents and carers concerning online sexual abuse.
Marie Collins Foundation

Stop It Now! / The Lucy Faithfull Foundation – confidential information and support for adults concerned about their own or another person's sexual behaviour, including concerning sexual behaviour by children and young people.
Stop It Now! UK and Ireland

CEOP Education (Thinkuknow) – advice and resources from the National Crime Agency to help parents and carers protect children from online sexual abuse.
Thinkuknow

Parent Zone – information and advice for parents and carers about children's digital lives and online safety.
Parent Zone

Children's Commissioner for England – Online Sexual Harassment – guidance for parents and carers about talking to children about online sexual harassment.
Children's Commissioner for England

Other Safeguarding Support

Parents and carers should contact the school if they have a safeguarding concern about their child. Concerns will be managed in accordance with the safeguarding and child protection procedures set out in this policy.

For concerns about immediate danger or serious harm, parents/carers should contact the **Police or emergency services as appropriate**.

Appendix 7 - Contact details for reporting concerns

Contact Details for Designated Safeguarding Staff at Rainford Brook Lodge

Designated Safeguarding Lead:

Kathryn Hodkinson ~ Acting Head of School

Email: K.Hodkinson@emst.org.uk

Tel No: 01744 678816

Deputy Designated Safeguarding Lead

Luke Moore ~ Deputy Designated Safeguarding Lead

Email: L.Moore@emst.org.uk

Tel No: 01744 678816

Safeguarding Governor:

Emma Mills – Please contact via the school office.

Reporting Concerns to Neighbouring Authorities

Local Authority Children's Care Contact Details:

St Helens
Main – 01744 676767 Out of hours: 08450500148

Knowsley
Main – 0151 4432600 Out of Hours: 0151 4432600

Lancashire
Main 03001236720 or 03001236722

Wigan
Main 01516062008 Out of Hours: 01942828300

Warrington
Main 01925 443322 Out of Hours: 01925 444400

Liverpool
24 Hour: 0151 2333700

Sefton:
Main 03451400845 Out of Hours: 0151 9343555

Further information is available on the Gov.uk website, Reporting Child abuse to a local council:
https://www.gov.uk/report-child-abuse-to-local-council

NSPCC Whistleblowing Advice Line:
If you are worried about a child, even if you are unsure, you can speak to the NSPCC by calling 0800 0280285 or by emailing help@nspcc.org.uk

Reporting Concerns to the Local Authority Designated Officer:

The St Helens LADO: 01744 671255/671271

Appendix 8 – St Helens Safeguarding Children's Partnership – Neglect and Anti-Bullying Appendix

Introduction

For all children, learning about relationships and making friends is a key part of their development. Conflict resolution, problem solving and maintaining friendships is all part of this journey. However, unfortunately for some children, they find themselves being the victim of bullying, whether this is face to face or online.
Bullying is a complex yet real issue. As with any displayed behaviour, it is important we understand what the child or young person is trying to communicate to us. Bullying is always unacceptable, and should never be tolerated, however by addressing underlying causes, we stand a better chance of making sustainable changes and ensuring our children have happy and healthy relationships.

Context and Rationale

This appendix has been created for schools following key learning from St Helens Safeguarding Children Partnership. Neglect is a prevalent issue across St Helens and remains a key priority area for the Partnership.
Neglect can have devastating consequences on a child's life, including on their relationships. If a child has not been nurtured or had the love and care that all children deserve, they can find themselves at risk of being bullied, or displaying bulling behaviours themselves.

Victims

Neglect may increase the risk of a child becoming a victim of bullying. This could be because:

- The child looks unkempt (i.e. unclean including unclean odour, poor dental hygiene, inappropriate clothing).
- A neglected child may (but not always) come from a low-income family and therefore may not be able to keep up with social pressures of having certain clothing/items.
- The young person may not have been shown love, care or warmth. This may mean that they were not shown the appropriate way to interact with other people, making it harder for them to do so in day-to-day life.

- A child who is neglected may have low self-esteem or anxiety which may make them vulnerable to being bullied.
- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. Children with special educational needs and disabilities can be at an increased risk of being bullied.
- A child who is tired or hungry may behave differently, as their basic needs have not been met and this will affect how they can function.

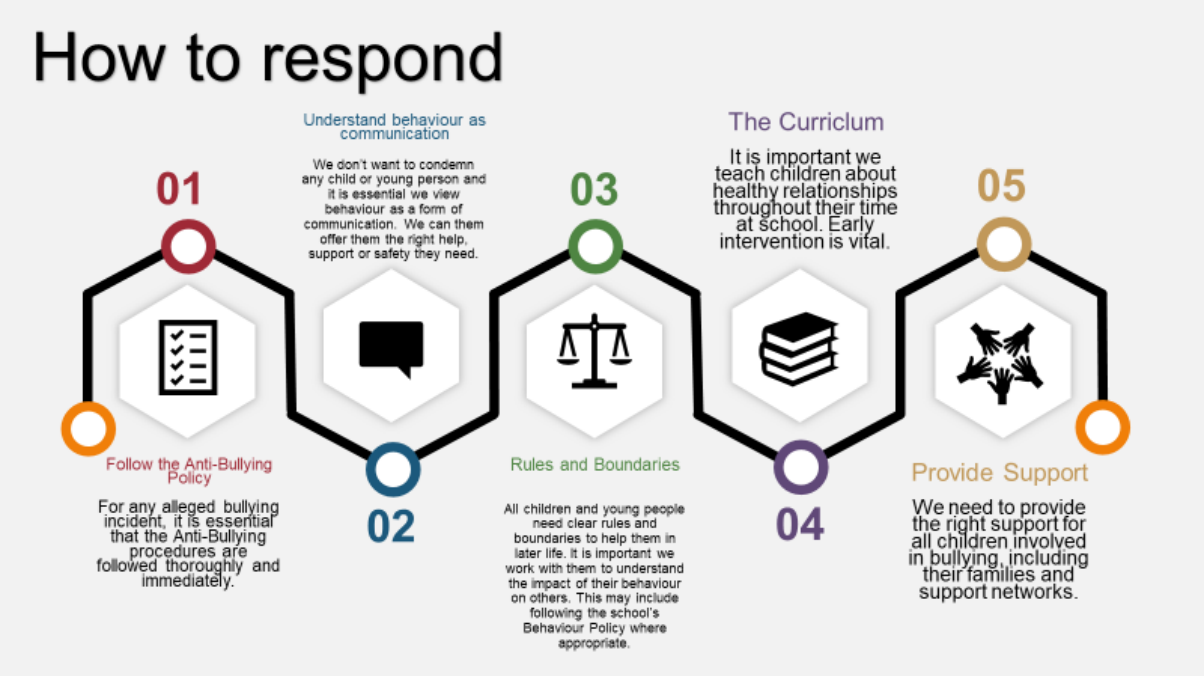
Children Who Display Bullying Behaviours

Neglect may also increase the risk of a child displaying bullying behaviours to their peers. This could be because:

- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. This could include social, emotional and communication difficulties which may impact on friendships.
- A child who has experienced neglect may lack the social skills to make friends. They may also have witnessed domestic abuse which can also distort their view on what a healthy relationship looks like.
- In addition, the consequential feeling of loneliness may cause them to present themselves as a more dominant force to other children.
- A child who has been neglected can feel anxious and out of control; they may therefore exert power over others to bring back the feeling of control.
- For any child who experiences abuse, including neglect, they may find themselves in 'survival mode'. The trauma they experience may place them in a state of heightened awareness (fight or flight) that can cause them to display instinctive irrational reactions, rather than the regulated response we often guide our children to make.

Opposing Views

There may be situations where there are opposing views as to whether a child is a victim or the one displaying the bullying behaviours. In these situations, it is important to not lose sight of the potential root causes of the behaviour. All incidents should be investigated thoroughly, and an impartial, evidence-based conclusion decided. However, it may be that following the outcome of the investigation, both the victim and the child displaying the bullying behaviour will need support.



Appendix 9 – Escalations

Escalation and Resolution

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern. Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with the local authority's Children and Young People Safeguarding Partnership's formal escalation policy to ensure a timely resolution.

https://sthelenssafeguarding.org.uk/scp/scp/workforce/useful-documents
SCPescalations@sthelens.gov.uk mash@sthelens.gov.uk

Appendix 10 - Police and Criminal Evidence Act (1984) – Code C

The Headteacher, Designated Safeguarding Lead (and deputies) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code. PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS. If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, such as seeking guidance from specially trained officers, they should ask to speak with a supervisor or contact 101 to escalate their concerns. A person about whom there are grounds to suspect of an offence, must be cautioned before being questioned about an offence, or asked further questions if the answers they provide give grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution. A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

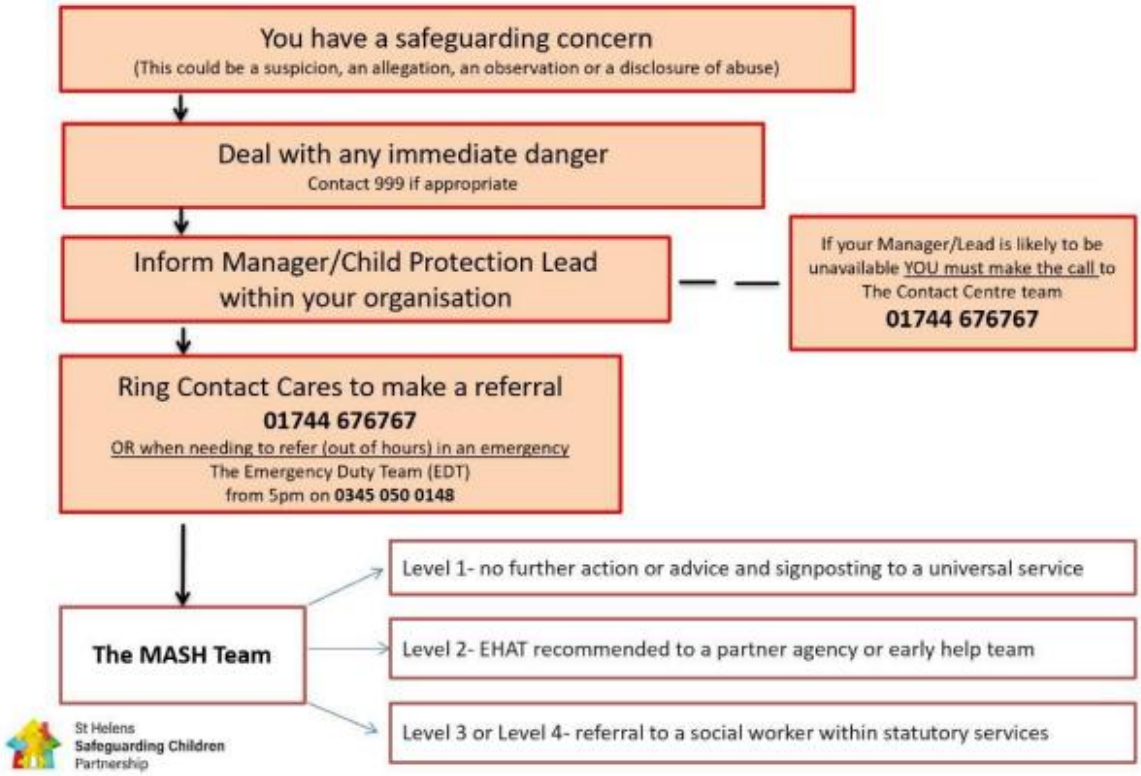
The 'appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:

    a. a police officer;
    b. employed by the police;
    c. under the direction or control of the chief officer of a police force; or
    d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions, Further information can be found in the Statutory guidance PACE Code C 2019

Appendix 11 - St Helens Process for reporting concerns about children (Under 18)

St. Helens process for reporting concerns about children (Under 18)



Chapter 1: Description of the four levels of need

The four levels of need are summarised in the diagram below. The descriptors of the levels are intended to help decision making in relation to considering levels of need and strengths; they should not be viewed as a replacement for professional judgement and line management advice. The levels are a guide; the needs of children, young people and families do not easily fit into categories or boxes.

Diagram 1: Summary of the four levels of need



Appendix 12 – Staff Training

We provide all staff with safeguarding and child protection training to ensure they have the knowledge, understanding and skills to identify and respond appropriately to safeguarding concerns.

All staff receive safeguarding and child protection training **at induction**, including online safety. All staff, including those who do not work directly with children, are required to read **Part 1 of Keeping Children Safe in Education (KCSIE) 2026** and follow the school's safeguarding procedures.

Safeguarding training is regularly updated and all staff receive safeguarding and child protection updates, including online safety, **at least annually**. Additional briefings and updates are provided throughout the year in response to emerging risks, local safeguarding issues, changes to guidance and legislation, and the needs of the school community.

Training will also address misogyny, harmful gender stereotypes and violence against women and girls (VAWG), including how these may contribute to harmful attitudes, sexual harassment, sexual violence and other forms of child-on-child abuse.

Examples of areas covered through our safeguarding training programme include:

- KCSIE and the school's safeguarding systems and procedures
- Recognising and responding to abuse, neglect and exploitation
- Early help and the local safeguarding referral process
- Listening to children and responding to disclosures
- Recording, reporting and information sharing
- The Rainford **CARE** principle: Communicate, Act, Record and Evaluate
- Child-on-child abuse, including sexual violence and sexual harassment
- Child sexual and criminal exploitation
- Domestic abuse
- Prevent and radicalisation
- Female genital mutilation (FGM), forced marriage and honour-based abuse
- Serious violence and contextual safeguarding
- Online safety, including filtering and monitoring responsibilities
- Harmful sexual behaviour and the sharing of nudes and semi-nudes
- Attendance, children missing education and safeguarding
- Mental health and wellbeing
- Safeguarding children with SEND and other vulnerabilities
- Allegations against staff, low-level concerns and whistleblowing
- Safe working practices, including safe touch, searching and restrictive intervention in line with school policy
- Behaviour, bullying, discrimination and equality
- Drugs and alcohol
- Current and emerging safeguarding risks relevant to the school and its local context

Training will be adapted to reflect the **local safeguarding context, emerging risks and the individual needs of pupils and staff**.

DSL and Safeguarding Team Training

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) receive training appropriate to their roles, responsibilities and level of expertise. DSL/DDSL training is **updated at least every two years**, with additional updates and training provided as required.

DSL/DDSL training includes the knowledge and skills required to identify, assess and respond to safeguarding concerns, manage referrals and work effectively with children's social care, the Police, health and other relevant agencies. DSLs/DDSLs also receive

appropriate **Prevent training**, including understanding extremist and terrorist ideologies, referral processes and Channel.

Members of the pastoral and safeguarding teams receive additional training appropriate to their roles, which may include child-on-child abuse, harmful sexual behaviour, exploitation, neglect, online safety, mental health, attendance, early help and other identified safeguarding risks.

Governors and Trustees

Governors and Trustees receive appropriate safeguarding training and updates to ensure they understand their safeguarding responsibilities and remain informed about relevant changes to legislation, statutory guidance and local safeguarding arrangements.

Monitoring and Review

Training needs are reviewed throughout the academic year. The school considers national and local safeguarding developments, emerging risks, incidents and learning from practice when planning and updating its safeguarding training programme.

Training records are maintained to evidence attendance, completion and required updates.