

Illuminate Care KCSIE Safeguarding and Child Protection Policy

Section 1: Introduction

Illuminate You, Learning for Life Lodge is dedicated to creating a secure and nurturing learning environment where all students feel safe, respected, and supported. Our safeguarding culture is embedded across all areas of school life and aligned with our Love-Led ethos and TCI-informed practice. Safeguarding is a shared responsibility involving all staff, governors, volunteers, parents, and external partners.

This policy outlines our statutory responsibilities in line with:

- [*Keeping Children Safe in Education \(KCSIE\) 2024*](#)
- [*Working Together to Safeguard Children 2023*](#)
- [*Education \(Independent School Standards\) Regulations 2014*](#)
- [*Children Act 1989 and 2004*](#)
- [*Human Rights Act 1998, Equality Act 2010, and Data Protection Act 2018 \(UK GDPR\)*](#)
- [*Prevent Duty Guidance 2023*](#)

The school's safeguarding practices are trauma-informed, underpinned by natural interactions, and designed to promote trust, healing, and well-being. We recognise that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding is not just about protecting children from deliberate harm, neglect, exploitation, or failure to act, it relates to broader aspects of care and education. This policy therefore complements and supports a range of other school/college policies, such as:

- Children's health and safety and well-being, including their mental health
- Behaviour policy
- Use of reasonable force/physical intervention TCI, including the increased vulnerability of children with special education needs and/or disabilities (SEND) and equality duties

- School attendance, including unexplainable and/or persistent absences from education, not in receipt of fulltime education or go missing from education, home, or care
- Meeting the needs of learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Emotional well-being
- Online safety, including use of mobile and smart technology, AI, online safety at school and at home and other associated issues, including sharing nudes and semi-nudes, use of mobile phones/devices in school, appropriate filtering and monitoring, and how children can be kept safe from terrorist and extremist materials
- Safer recruitment and selection, including single central record
- Staff behaviour (code of conduct), including low level concerns, managing allegations against staff, including supply staff, contractors and volunteers incorporating 'duty to refer' and whistleblowing, acceptable use of technologies/mobile devices, staff/learner relationships and communications, including the use of social media
- School security and visitors
- Relationships education (RE)/relationships and sex education (RSE) and health education (physical and mental well-being)
- Love Lead practices and Natural interactions
- Complaints procedure
- Data protection policies and privacy notices, including record keeping and retention
- Information sharing

Section 2: What is Abuse?

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. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online or through technology.

Types of Abuse:

1. Physical Abuse

- Hitting, shaking, throwing, poisoning, burning, drowning, suffocating
- Fabricated or Induced Illness (FII)

2. Emotional Abuse

- Persistent emotional maltreatment

- Conveying worthlessness, preventing participation, bullying (including cyber), witnessing domestic abuse

3. Sexual Abuse

- Forcing or enticing participation in sexual activities
- Physical and non-contact abuse, online grooming, exploitation

4. Neglect

- Persistent failure to meet basic needs: food, shelter, safety, medical care, emotional nurture

Other Safeguarding Risks:

- Child-on-child abuse
- Bullying (including cyber and prejudice-based)
- Missing from education
- CSE / CCE
- Domestic abuse
- Fabricated illness
- FGM (mandatory reporting)
- Forced marriage, virginity testing, hymenoplasty
- Radicalisation / Prevent
- Modern slavery
- Online abuse and exploitation
- Upskirting
- Sharing of nudes/semi-nudes (“sexting”)
- Private fostering

Section 3: Staff Roles and Responsibilities

All staff have a responsibility to safeguard and promote the welfare of children. This includes being alert to signs of abuse and neglect, being aware of school procedures, and knowing how to respond to concerns.

Governing Body:

- Strategic leadership on safeguarding
- Ensures policy compliance and practice effectiveness
- Designates safeguarding governor

Headteacher:

- Ensures implementation of safeguarding policy
- Allocates DSL time/resources
- Promotes whole-school safeguarding culture

Designated Safeguarding Lead (DSL):

- Strategic and operational lead on safeguarding
- Oversees referrals, case management, training, and information sharing
- Liaises with multi-agency partners

Deputy DSLs:

- Trained to DSL level
- Support and act in DSL's absence

All Staff:

- Read and follow KCSIE Part 1 or Annex A and Annex B
- Attend regular safeguarding training
- Report all concerns to the DSL without delay

Safer Recruitment:

- Enhanced DBS checks and barred list checks
- Reference checks
- Safer recruitment trained interviewers
- Maintains the Single Central Record

Induction and Training:

- Safeguarding induction for all new staff
- Annual updates and refresher training
- Coverage includes Prevent, online safety, child-on-child abuse, SEND, LGBTQ+, and mental health

Section 4: Key Safeguarding Contacts

Clear safeguarding roles and responsibilities must be maintained and communicated to all staff, students, parents, and partners. These contacts are displayed prominently around the school and form part of induction training.

Designated Safeguarding Lead (DSL):

Name: Rob Wardale

Role: DSL – Lead for Safeguarding, Child Protection, and Online Safety

Email: rob@illuminatecaregroup.co.uk

Deputy Designated Safeguarding Lead(s):

Name: Nat Masters

Role: Deputy DSL

Email: Natalie.masters@illuminatecare.co.uk

Designated Governor for Safeguarding:

Name: Nicola Ward

Role: Safeguarding Link Governor

Email: Nicola.ward@illuminatecare.co.uk

Headteacher:

Name: Derrick

Role: Strategic Lead for Safeguarding Implementation

Email: education@illuminatecaregroup.co.uk

Local Authority Designated Officer (LADO):

LADO Contact Information:

- **Lincolnshire County Council:**
 - **Email:** LSCP_LADO@lincolnshire.gov.uk
 - **Phone:** 01522 554674
 - **Alternate Email (SaferNEL):** lado@nelincs.gov.uk
 - **Alternate Phone (SaferNEL):** 01472 326118
- **North Lincolnshire:**
 - **Email:** lado@northlincs.gov.uk
 - **Phone:** 01724 298293

Children's Social Care (Local Authority Contact):

First Contact: 01522 782111

Out of Hours: 01522 782333

Police (Non-emergency): 101

Emergency Services: 999 (in immediate danger)

NSPCC Whistleblowing Advice Line: 0800 028 0285

Email: help@nspcc.org.uk

Key National Contacts

Organisation	Description and contact details
NSPCC helpline for adults	Helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on: • Text 88858 • 0808 800 5000 • help@nspcc.org.uk
NSPCC helpline Report Abuse in Education	Bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance including for non-recent abuse: • 0800 136 663 • help@nspcc.org.uk
NSPCC Whistleblowing Advice	Free advice and support for professionals concerned about how child protection issues are being handled in their organisation: • 0800 028 0285 • help@nspcc.org.uk
UK Safer Internet Centre professional advice line	Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care: • 0844 381 4772 • helpline@saferinternet.org.uk
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by Refuge , Helpline 0808 2000247
Operation Encompass	Resources for schools include free advice from an Education Psychologist about how best to support children via National Helpline 0204 513 9990

Report harmful online content	• UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online • CEOP – to report online sexual abuse or the way someone has been communicating online • Report online material promoting terrorism or extremism
Report Abuse in Education helpline	• Young people who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education helpline on 0800 136 663 or email help@nspcc.org.uk
Harmful Sexual Behaviour Support Services	• SWGfL Harmful Sexual Behaviour Support Service for the children's workforce 0344 2250623 or email hsbsupport@swgfl.org.uk • Stop it now! For worries about a child's sexual behaviour, 0808 1000 900. Includes Shore which provides a safe and anonymous place for young people to get help and support. The aim is to prevent harmful sexual behaviours among young people.

Section 5: Identifying, Reporting, and Recording Concerns

Safeguarding is everyone's responsibility. All staff must be alert to potential indicators of abuse or neglect and must know how to respond to concerns. Illuminate You, Learning for Life Lodge expects all safeguarding concerns, including those related to peer-on-peer abuse, mental health, and online risks, to be taken seriously and responded to swiftly and appropriately.

5.1 Recognising Abuse and Neglect

All staff must be able to identify signs and symptoms of abuse and neglect as outlined in Section 2. Staff are trained to remain professionally curious and report even minor or emerging concerns. They are also trained in recognising safeguarding risks associated with children who:

- Are missing from education
- Present with behavioural changes
- Experience or disclose peer abuse, self-harm, or exploitation
- Engage in inappropriate online activity

5.2 Responding to Disclosures or Concerns

If a child discloses abuse or a staff member has a concern:

- Stay calm, listen actively, and reassure the child.
- Do not promise confidentiality; explain you have a duty to report concerns to protect them.
- Do not ask leading questions; only clarify if necessary using open-ended prompts (e.g. "Tell me...").
- Report the concern immediately to the DSL or a Deputy DSL.

5.3 Reporting Procedures

Staff should:

- Use the school's safeguarding recording system [Insert system name] to log the concern on the same day.
- Speak in person with the DSL or Deputy DSL without delay.
- Follow up in writing if the concern was raised verbally.
- Keep all notes factual, objective, and dated with a clear chronology.

5.4 What the DSL Will Do

Upon receiving a concern, the DSL or Deputy will:

- Review all available information
- Assess the level of risk and need
- Consider early help or referral to children's social care
- Consult external agencies where needed (e.g. LADO, Prevent team, Police, CAMHS)
- Record actions, decisions, and outcomes

Where there is an immediate risk of harm or if a crime has been committed, the DSL will make a referral to social care and/or the police without delay.

5.5 Confidentiality and Information Sharing

- Staff should never promise a child to keep a disclosure secret.
- Information will only be shared on a need-to-know basis, in accordance with GDPR and data protection principles.
- Records will be stored securely and separately from the main pupil file.

5.6 Safeguarding Records Statement

At **Illuminate You, Learning for Life Lodge**, all safeguarding records are securely maintained on **ClearCare**, our designated digital safeguarding and case management system.

ClearCare enables real-time, confidential, and auditable safeguarding practice and is accessible only to authorised Designated Safeguarding Leads (DSLs) and senior leadership. Our records include:

- Chronologies of safeguarding concerns
- Child protection concern forms
- Referrals to external agencies (e.g. Children's Services, CAMHS, Prevent)
- Records of disclosures, meetings, and multi-agency plans
- Risk assessments (e.g. contextual safeguarding, peer-on-peer, online safety)
- Body maps and injury reports (where applicable)
- Allegations and low-level concern logs
- Incident reports related to online safety or digital harm
- Early help assessments and intervention plans

Records are retained in accordance with **statutory guidance, local authority protocols, and ClearCare's secure data governance protocols**, and are transferred to new provisions or archived as required by law.

Section 6: Safer Recruitment and Managing Allegations Against Staff

Illuminate You, Learning for Life Lodge is committed to ensuring that people who pose a risk to children are prevented from working with them. Our recruitment processes are robust, compliant with KCSIE 2024 and safer recruitment guidance, and promote the welfare of children.

6.1 Safer Recruitment

We follow a structured recruitment and selection process that includes:

- Job descriptions and person specifications that clearly state safeguarding responsibilities.
- Advertising that reflects our commitment to safeguarding.
- Scrutinising applications and verifying identity, qualifications, and employment history.
- Conducting face-to-face interviews with safeguarding questions.
- Undertaking enhanced DBS checks with barred list checks for staff working in regulated activity.
- Checking references prior to appointment.
- Maintaining a Single Central Record (SCR) of pre-appointment checks.

Staff involved in recruitment receive Safer Recruitment training, refreshed at least every 3 years.

6.2 Induction

All new staff, volunteers, and governors receive a safeguarding induction which includes:

- Reading and understanding Part 1 and Annex B of KCSIE 2024
- Understanding the school's safeguarding policies and code of conduct
- Training on reporting concerns and whistleblowing procedures

6.3 Managing Allegations Against Staff

Allegations or concerns about a member of staff, volunteer, or contractor must be taken seriously. They may relate to someone who has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child

- Behaved towards a child in a way that indicates they may pose a risk of harm
- Behaved in a way that indicates they may not be suitable to work with children

Reporting Process:

- Concerns must be reported immediately to the Headteacher.
- If the concern involves the Headteacher, it must be reported to the Chair of Governors.
- The school will contact the Local Authority Designated Officer (LADO) within one working day.

The DSL and LADO will:

- Assess the nature and context of the allegation
- Advise on initial action
- Consider whether suspension is appropriate

Low-level Concerns: We maintain a culture of openness, trust, and transparency. Low-level concerns (that do not meet the harm threshold) are logged and reviewed by the Headteacher or DSL. Patterns of behaviour may lead to further action.

Whistleblowing: All staff can raise concerns about poor or unsafe practice through our Whistleblowing Policy. This is reinforced in training and our school culture.

Section 7: Curriculum and Supporting Children

At Illuminate You, safeguarding is embedded across all aspects of our curriculum and school life. Our Love-Led, trauma-informed approach and use of Therapeutic Crisis Intervention (TCI) underpin our support for students' emotional, social, and academic development.

7.1 Safeguarding Through the Curriculum

Our curriculum actively promotes safeguarding awareness and resilience through:

- **Personal, Social, Health and Economic (PSHE) education** that includes lessons on relationships, health, emotional regulation, personal safety, and consent.
- **Relationships and Sex Education (RSE)** tailored to developmental stage and SEN needs, teaching boundaries, respect, and recognising abuse.
- **Online safety** delivered throughout the curriculum and via dedicated workshops that teach safe, responsible internet use, digital consent, and online reputation management.

- **Assemblies and themed days** covering topics such as anti-bullying, healthy relationships, radicalisation awareness, and mental health.
- **Therapeutic programmes** including CBT, music therapy, horticultural therapy, and life skills, which develop emotional literacy, self-care, and personal safety.

Students are taught how to:

- Keep themselves safe, including online
- Understand their rights and responsibilities
- Recognise unsafe relationships or situations
- Access help and support from trusted adults

7.2 Pastoral and Therapeutic Support

- Each student has a key adult who knows them well and advocates for their well-being.
- Therapeutic interventions are available through internal and external professionals, including counselling, CBT, and mentoring.
- Students have regular emotional check-ins, and wellbeing plans are developed where needed.
- Staff use TCI techniques to de-escalate distress and manage behaviour restoratively and safely.

7.3 Supporting Children Who May Be More Vulnerable

We recognise that some children face additional safeguarding risks due to their experiences or identities. These include:

- Children with SEND
- Children looked after or previously looked after
- Young carers
- Children who have experienced trauma, abuse, or neglect
- Children who are LGBTQ+
- Children with mental health difficulties

These children receive additional support and monitoring. Their views are sought regularly, and they are supported to access advocacy and mental health services where appropriate.

Section 8: Online Safety and Filtering & Monitoring

Illuminate You, Learning for Life Lodge recognises the risks associated with digital technology and is committed to promoting a safe online environment for all students and staff. Our approach to online safety is proactive, educational, and integrated throughout school life.

8.1 Whole School Approach

Online safety is embedded within our safeguarding, behaviour, PSHE, computing, and pastoral support frameworks. It reflects our trauma-informed, Love-Led ethos by ensuring students are not only protected but empowered to navigate digital spaces safely.

Our strategy includes:

- Clear acceptable use agreements for students and staff
- Filtering and monitoring systems to prevent access to harmful content
- A curriculum that teaches digital literacy, respectful online communication, and critical thinking
- Parental engagement through workshops and guidance materials

8.2 Filtering and Monitoring

Illuminate You uses a managed system to filter and monitor internet usage in line with KCSIE 2024 and UK Safer Internet Centre standards. This includes:

- Filtering that blocks harmful content (e.g. pornography, extremism, self-harm, hate speech)
- Monitoring systems that alert designated staff to risky behaviours or search terms
- Weekly review of logs by the DSL or nominated online safety officer

Filtering and monitoring systems are:

- Age-appropriate
- Transparent to staff and students
- Regularly tested and reviewed

8.3 Roles and Responsibilities

- The **DSL** is the strategic lead for online safety and coordinates staff training and incident response.

- The **ICT lead** ensures technical systems are functioning effectively and reviewed regularly.
- **All staff** are trained to recognise signs of online harm and must report concerns as with any safeguarding issue.
- **Students** are taught how to report concerns and seek support if they encounter online risks.

8.4 Education and Support

We teach students to:

- Evaluate online information and spot misinformation
- Recognise grooming, radicalisation, and cyberbullying
- Understand online privacy and data protection
- Report and block inappropriate content or contacts

Our therapeutic support team is available to assist students who have been affected by online incidents.

8.5 Responding to Incidents

Online safety concerns (e.g. sharing of nudes, cyberbullying, online coercion) are treated as safeguarding issues. Staff should:

- Record and report the concern to the DSL
- Avoid viewing or forwarding inappropriate images
- Follow school and DfE guidance for managing incidents

We engage parents where appropriate and liaise with police or other agencies as necessary.

Section 9: Whistleblowing and Escalation Procedures

Illuminate You promotes a culture of transparency, trust, and accountability. All staff and volunteers are expected to report any safeguarding concerns, including poor or unsafe practices, without fear of reprisal.

9.1 Whistleblowing

- Whistleblowing is the mechanism for reporting concerns about practices and behaviours within the school that may put children or staff at risk of harm.
- All staff are encouraged to report:
 - Safeguarding failures

- Unsafe or unethical conduct
- Cover-ups or failure to follow procedures
- Concerns can be raised with:
 - The Headteacher
 - The Chair of Governors
 - The Local Authority Designated Officer (LADO)
- If staff feel unable to report internally, they may contact the **NSPCC Whistleblowing Advice Line: 0800 028 0285**

All whistleblowing matters are handled sensitively, in line with the school's Whistleblowing Policy.

9.2 Escalation Procedures

If a member of staff feels a safeguarding concern is not being addressed appropriately:

- They should escalate their concern to a more senior member of staff or the Headteacher.
- If the concern remains unresolved, they should contact the Chair of Governors.
- Staff may also report directly to the Local Authority or Ofsted.

Staff are protected by law when making disclosures in good faith and should never suffer any detriment for doing so.

Section 10: Safeguarding Record-Keeping and Confidentiality

Illuminate You maintains accurate, secure, and confidential safeguarding records in accordance with statutory guidance, the Data Protection Act 2018, UK GDPR, and KCSIE 2024.

10.1 Record-Keeping Principles

- Records are factual, objective, and use the child's own words when possible.
- Chronologies are maintained for each student with concerns, including actions taken and decisions made.
- All records are dated, signed, and stored securely.
- Safeguarding records are stored separately from the main student file in a restricted-access system.

10.2 Access and Confidentiality

- Access to safeguarding records is limited to the DSL, Deputy DSLs, Headteacher, and designated safeguarding governors where appropriate.
- Confidentiality is maintained at all times unless there is a risk of harm that justifies sharing.
- Information is shared with relevant professionals on a need-to-know basis, in line with the seven principles of information sharing.

10.3 Transfer of Records

- When a student transfers to another setting, the DSL ensures that the safeguarding file is securely transferred (electronically or by hand, never by post).
- A record of the transfer is kept, including the date and name of the receiving school/setting.

10.4 Retention and Disposal

- Safeguarding records are retained in line with statutory guidance and local authority protocols.
- Files are securely disposed of once no longer required.

Section 11: Monitoring, Evaluation, and Policy Review

Illuminate You, Learning for Life Lodge is committed to maintaining high standards in safeguarding and continuously improving practice across the school. This policy is a living document that reflects changes in law, guidance, and school practice.

11.1 Monitoring Safeguarding Practice

The Designated Safeguarding Lead is responsible for:

- Monitoring the implementation of this policy across the school.
- Maintaining and analysing safeguarding data to identify patterns and improve response.
- Reviewing case management, referrals, and outcomes.
- Coordinating regular audits with the leadership team.

The governing body:

- Reviews safeguarding reports from the DSL at least once per term.
- Conducts an annual safeguarding review, including compliance with the Independent School Standards and KCSIE 2024.

11.2 Policy Evaluation and Improvement

- Feedback is gathered from staff, students, and external partners to inform future revisions.
- Lessons are learned from safeguarding incidents and near-misses.
- The school uses Local Safeguarding Children Partnership (LSCP) guidance to benchmark effectiveness.

11.3 Policy Review Schedule

- This policy is reviewed annually by the Headteacher and DSL and approved by the Governing Body.
- It will be updated sooner if there are changes to legislation, national guidance, or significant events that impact safeguarding policy or procedure.

Environment statement

Our school provides a safe environment where children can learn and develop. This is an essential part of our whole school/college approach to safeguarding which incorporates a culture of vigilance where children's welfare is promoted, timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer harm.

The school environment is safe and secure and protects our learners from harm or the risk of harm. Positive behaviours are consistently promoted, and abusive or inappropriate behaviour challenged. A positive and supportive environment is promoted which gives learners a sense of being valued.

Vulnerable children

We recognise that some groups of children are potentially at greater risk of harm (both online and offline) than others and have agreed arrangements to ensure the safety of these children:

- **Children who need a social worker (Child in Need and Child Protection Plans).** As a matter of routine, the designated safeguarding lead will hold and use the information that the child has a social worker to ensure that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. In addition, the school will work with the virtual head as appropriate, regarding the educational attendance, attainment, and progress of children with a social worker.
- **Children who are absent from education.** The school proactively manages and take steps to improve attendance across our community. Attendance is the essential foundation to positive outcomes for all our learners and is everyone's responsibility in school.

The school response to children who are absent from education, particularly on repeat occasions and/or prolonged periods, supports identifying a range of safeguarding issues, abuse, exploitation, and neglect; it also helps prevent the risk of absent children becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community. We support and monitor attendance and absence carefully to identify learners or cohorts that require support with their attendance and put effective strategies in place.

This includes:

- Building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them.
- Sharing information and work collaboratively with other schools in the area, the local authority, and other partners when absence is at risk of becoming persistent or severe.

- **Build Trusting Relationships First**
 - Every student is greeted with warmth and care.
 - Staff act as consistent, predictable adults who model regulation and empathy.
- **Understand the 'Why' Behind Absence**
 - Use TCI's "Underlying Needs" framework to explore emotional, social, or environmental barriers.
 - Respond with curiosity, not judgment.
- **Create Safe, Predictable Routines**
 - Reduce anxiety about coming to school by making the environment structured, calm, and trauma-sensitive.
 - Use visual timetables, morning check-ins, and key adult support.
- **Make School Feel Like a Secure Base**
 - Celebrate attendance with genuine connection—not prizes or pressure.
 - Use the classroom to co-regulate and affirm students' sense of belonging.
- **Work in Partnership with Families**
 - Engage caregivers early and respectfully.
 - Frame discussions around shared goals for the child's emotional well-being and development.
- **Flexible and Compassionate Responses**
 - Offer phased returns or soft landings when anxiety is high.
 - Use re-entry meetings that focus on support, not punishment.
- **Recognise Attendance as a Safeguarding Issue**
 - Treat persistent absence as a potential sign of unmet need.

- Escalate through the DSL pathway where required, with documented support.
- **Celebrate Growth, Not Perfection**
 - Acknowledge every step forward—an extra hour, a full morning, a week without lateness.
 - Use praise, reflection, and relational connection to maintain momentum.

The school also recognises that when children are not in school, such as when a learner is on a reduced timetable, suspended or excluded, they miss the protection and opportunities that education can provide, and can become more vulnerable to harm. Learners who have a social worker, including looked-after children, and previously looked-after children, are especially vulnerable. The school/college proactively supports learners in the school environment and decision-making processes about reduced timetables, suspension or exclusion and operate in the best interest of children as outlined in local and national guidance.

Love-Led | Trauma-Informed | TCI-Aligned

At Illuminate Care, we believe all behaviour is communication. Our approach to behaviour is not punitive, but relational, reflective, and rooted in understanding the needs behind the behaviour. We strive to create nurturing environments where young people feel safe, respected, and empowered to thrive.

Our Core Beliefs

- **Relationships are the foundation** of change and growth.
- **Every behaviour has meaning** and is an opportunity for connection and support.
- **Consistency with compassion** builds trust and promotes emotional safety.
- **Young people need connection, not correction**, when in crisis.

Our Practice is Guided by:

- **Love-Led Care:** We respond with empathy, warmth, and unconditional positive regard. Staff lead with heart, patience, and attuned presence.
- **Natural Interactions:** Staff engage in real, respectful communication—no scripts or power games. Boundaries are clear but relational.
- **TCI (Therapeutic Crisis Intervention):** We use preventative strategies to reduce escalation, and respond to crisis using de-escalation, emotional first aid, and post-crisis learning.

Key Strategies We Use

1. Proactive Support, Not Reactive Sanctions

- Create predictable routines, personalised regulation strategies, and safe spaces.
- Use visual tools, sensory aids, and proactive check-ins.

2. Connect Before You Correct

- Use empathy and validation: *"I can see you're struggling—let's figure this out together."*
- Avoid shame or blame. Prioritise co-regulation over compliance.

3. Positive Behaviour Is Taught, Not Expected

- Model respect, patience, and emotional literacy.
- Teach social skills, problem-solving, and repair.

4. Relational Repair Over Punishment

- When harm occurs, we use **restorative practice** to rebuild trust.
- Staff and young people reflect together on what happened, what's needed, and how to move forward.

5. Choice, Voice, and Ownership

- Offer clear, consistent choices and involve young people in decisions about their care and routines.
- Empower young people to set goals, reflect on behaviour, and celebrate progress.

What You'll See in Practice

- Calm, attuned adults who model regulation and respond to behaviour with curiosity
- Consistent language, respectful tone, and natural consequences—not token systems or punishment charts
- Daily opportunities for repair, reflection, and resilience-building
- Strong staff-child relationships built on mutual respect and trust
- **Elective home education.** Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, the school will seek to co-ordinate a meeting with the parents/carers, Local Authority, and other key professionals where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child and is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care Plan (EHCP) the local authority should review the plan with parents/carers. Where a child is taken off roll, we will inform the Local Authority of the deletion from our admission register via the system outlined on the Lincolnshire Education Welfare webpages
- **Children who require mental health support.** The school has an important role to play in supporting the well-being and mental health of our learners. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. We have clear systems and processes in place for identifying possible emotional well-being issues and mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems.
- **Looked after children and previously looked after children.** The school/college ensures that appropriate staff have the information they need in

relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has:

- Details of the child's social worker, and
- The name and contact details of the virtual school head and the relevant support officer in the authority that looks after the child
- The name of the Personal Advisor appointed to support a child who has left care

When dealing with looked after children and previously looked after children, the school/ college will work with all local authority children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group. The school/college has a named designated teacher, who has appropriate training, relevant qualifications, and experience. They work with the Virtual School, to promote the educational achievement of learners who are looked after, have left care through adoption, special guardianship, or child arrangement orders, or adopted from state care outside of England and Wales. In addition, the school/college recognises the distinct needs of children in kinship care and will, alongside the Virtual School, seek to will promote their education outcomes.

Children with special educational needs and disabilities (SEND) or health issues. The school recognises that these children may face extra safeguarding challenges both online and offline. Additional barriers can also exist when recognising abuse, neglect, and exploitation. The designated safeguarding lead and SENCo/named person with oversight of SEND will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions. The school/college will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place

Children who are, or may be, lesbian, gay, bisexual, or gender questioning.

The school will take steps to reduce the additional barriers these children face and create a culture where they can speak out or share their concerns with staff. When supporting gender questioning children, the broad range of a child's individual needs are considered.

At Illuminate Care, we are committed to ensuring every child—regardless of sexual orientation, gender identity, or gender expression—feels seen, safe, and supported. We recognise that LGBTQ+ young people may be more vulnerable to harm, exclusion, or mental health challenges and are dedicated to providing affirming care that builds resilience and belonging.

Our Core Commitments

We see LGBTQ+ inclusion as safeguarding.

We will affirm, not question, a young person's identity.

We respond to discrimination with action, not silence.

We prioritise emotional safety, connection, and pride in identity.

Strategies We Will Use

1. Affirm Identity and Pronouns

Use correct names and pronouns—always.

Respect privacy: only share identity information with consent.

Display inclusive materials and symbols that reflect diverse identities.

2. Love-Led, Person-Centred Keywork

Regular check-ins with a trusted adult who listens, validates, and advocates.

Space to explore identity without judgement.

Empower youth to make decisions about how they want to be seen and supported.

3. Safe, Inclusive Language and Spaces

Staff model inclusive language and challenge homophobic, biphobic, and transphobic comments immediately.

Provide gender-neutral bathrooms and flexible accommodation where needed.

Celebrate diversity visibly (e.g. Pride Month, LGBTQ+ figures in curriculum, affirming posters).

4. Proactive Mental Health and Safety Monitoring

Recognise that LGBTQ+ young people may be at higher risk of anxiety, depression, self-harm, and suicide.

Offer therapeutic support (CBT, counselling) tailored to LGBTQ+ needs.

Ensure access to external specialist services if needed.

5. Staff Training and Accountability

All staff receive training on LGBTQ+ inclusion, language, and safeguarding risks.

Staff are expected to challenge prejudice and uphold inclusive values at all times.

Incidents of discrimination are logged, addressed, and followed up.

6. Family and Network Engagement

Where appropriate and safe, work with families to build understanding and reduce rejection.

Provide resources, signposting, and opportunities for learning and dialogue.

7. Positive Representation and Belonging

Celebrate diverse identities through books, displays, discussions, and role models.

Involve LGBTQ+ young people in shaping policy and practice.

Promote youth-led forums and safe peer support groups.

Private fostering

In addition to the above the school recognises the additional vulnerability of children in private fostering arrangements. A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. When such arrangements come to our attention, we will notify the local authority to check the arrangement is suitable and safe for the child. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing. See statutory guidance [Children Act 1989: private fostering](#).

We also recognise that in addition to the above, other factors can increase a child's vulnerability to abuse, exploitation, or neglect such as:

- In a family circumstance presenting challenges for the child, such as parental substance (drugs and/or alcohol) use, adult mental health issues and domestic abuse
- Misusing drugs and/or alcohol
- Being an asylum seeker/refugee
- Being from our new communities
- Living away from home, including private fostering arrangements, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- Living in chaotic, neglectful, and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage/civil partnership, pregnancy/maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex, or sexual orientation
- Being a young carer
- Not speaking or not having English as a first language
- Being involved in the court system

- Children affected by parental offending or with family members in prison

At Illuminate Care, we understand that many children arrive in our settings with experiences that impact their sense of safety, trust, and well-being. Our role is to walk alongside them with empathy, structure, and unwavering belief in their potential. We do not just accommodate difference—we **celebrate, protect, and adapt** to ensure every young person feels safe, accepted, and empowered.

How We Will Support Vulnerable Children

1. Relational, Love-Led Practice

- Every child is paired with a trusted key adult for daily emotional check-ins and advocacy.
- We lead with curiosity, not judgement—“*What happened to you?*” not “*What’s wrong with you?*”
- TCI techniques are used to co-regulate and guide behaviour, not control or punish.

2. Personalised Support Plans

- Each child has a tailored safeguarding, behaviour, and well-being plan that reflects their lived experience, risks, and strengths.
- These plans are regularly reviewed with the child and relevant professionals.

3. Safe, Predictable Routines

- Consistent boundaries, routines, and responses reduce anxiety and build trust.
- Visual aids, structured transitions, and soft landings are used to support regulation.

4. Proactive Inclusion and Anti-Discrimination

- Staff are trained to recognise and challenge all forms of discrimination, including those based on race, disability, gender identity, religion, and family background.
- Displays, curriculum, and language are inclusive and affirming of all identities.

5. Therapeutic and Mental Health Support

- Access to internal therapists, CBT practitioners, and counsellors.
- Referral pathways to external services (e.g. CAMHS, youth advocacy) where needed.
- Regular emotional literacy and resilience-building sessions in group and 1:1 formats.

6. Partnership with Families and Networks

- We work collaboratively with families, social workers, and outside agencies to create a consistent and joined-up support system.
- Where family life is a challenge, we act as a protective buffer—providing stability, nutrition, love, and encouragement.

7. Crisis and Transition Support

- Enhanced support for new admissions, returns from care, asylum-seeking youth, or young people with housing instability.
- We offer key adult debriefs, advocacy, and flexible routines during crisis periods.

8. Language and Communication

- We use translation tools, visual prompts, and simplified communication strategies for non-English speakers or those with communication needs.

- Staff are trained in cultural humility and creating inclusive spaces.

9. Young Carers and Children of Offenders

- Regular wellbeing check-ins and priority access to mental health support.
- Opportunities for respite, quiet spaces, and reduced expectations where needed.
- Strong relationships with external agencies, including Young Carers teams and prison support services.

10. Legal and System Navigation

- Key workers support children involved in the court system or immigration processes with understanding, emotional regulation, and advocacy.
- Staff are trained in how to explain processes and reassure children with honesty and age-appropriate information.

Teaching safeguarding

We are committed to offering our learners age and developmentally appropriate preventative education to ensure that learners are aware of safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it. They will be taught about healthy relationships online and offline, how to keep themselves and others safe, including online. The school recognises this will need to be tailored to the specific needs and vulnerabilities of individual children, including those who have been victims of abuse and children with special educational needs and disabilities.

Our preventative education forms part of our whole school/college approach to prepare our learners for life in modern Britain, encourages open debate about different points of view and beliefs and creates a culture of zero tolerance for sexism, misogyny/misandry, disablism, racism, homophobia, biphobia and sexual violence and harassment. It is responsive to contextual, local, and national data, issues, and trends to ensure it is meeting the challenges that children are facing.

The school core values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of the school. This is underpinned by the school behaviour policy, pastoral support system and our planned evidence-based relationships education/relationships and sex education and health education and reinforced throughout the whole curriculum.

Working Together with Parents and Carers

A Love-Led Partnership Approach

At Illuminate Care, we believe that positive, respectful, and honest relationships with parents and carers are essential to the safety, well-being, and success of every child and young person we support. We recognise parents and carers as vital partners in a child's journey—and we are committed to working together, not apart.

Our Approach

We will:

- **Build trust through consistency, kindness, and transparency**
- **Listen without judgement** to understand the family's perspective and lived experience
- **Share information openly and appropriately**, keeping parents informed and involved in key decisions
- **Recognise strengths** within families and work collaboratively to overcome challenges
- **Involve parents in planning and reviews** of their child's care, education, and well-being
- **Provide regular communication**, including phone calls, updates, and in-person meetings
- **Offer practical support and signposting** to local services where needed
- **Celebrate progress** and milestones together as a team around the child

Inclusive and Respectful Practice

- We meet parents and carers where they are—culturally, emotionally, and practically.
- We adapt our communication to meet individual needs (e.g. translated materials, accessible formats).
- We create a welcoming environment where all families feel valued, regardless of background or circumstance.

When Challenges Arise

- We approach difficult conversations with care, honesty, and a focus on solutions.
- We ensure families feel heard and respected, even when we must act to safeguard a child.
- We offer restorative conversations when trust has been strained.

Female genital mutilation (FGM)

If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to local authority children's social care, the individual teacher also has a

mandatory reporting duty; see [Mandatory Reporting of Female Genital Mutilation: procedural information](#) (2015). Under this duty, 'known' cases of FGM where a girl under 18 informs the person that an act of FGM has been carried out on her, or where physical signs appear to show that an act of FGM was carried out, this must be reported to the police on 101. This is a personal responsibility in addition to the referral to local authority children's social care and the professional who identifies FGM and/or receives the disclosure should make the report by the close of the next working day.

Action following referral

The designated safeguarding lead, their deputy or other appropriate member of staff will:

- Where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours and attaching any existing assessment e.g., early help assessment. In all cases the school/college will also include information held about any place-based risks (harm outside of the home)
- Be aware that local authority children's social care should make a decision within one working day of the referral being made about what course of action they are taking and let the school/college know the outcome. If the information is not forthcoming, the designated safeguarding lead or another appropriate member of staff should follow this up
- Maintain contact with the allocated social worker and support them or other agencies following any referral
- Contribute to any strategy discussion or meetings
- Support any Section 47 enquiries or statutory assessments that are carried out
- Provide a report for, attend, and contribute to any initial and review Child Protection Conference. This includes sharing any reports with parents/carers and where appropriate, the child
- Share the content of this report with the parent/carer and if appropriate the child, prior to the meeting
- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the school/college or if there are unexplained absences from school, immediately inform the child's social worker/key worker in local authority children's social care
- If after the referral the child's situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the child's situation improves.

Confidentiality and sharing information

The school recognises the importance of information sharing between the school/college and local agencies to effectively safeguard our learners. The setting operates with regard to HM Government [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024), Information Commissioner's Office [A 10 step guide to sharing information to safeguard children](#) (2023) and DDSCP [Information Sharing Guidance for Practitioners](#) (2022).

All staff will be mindful of the seven golden rules to sharing information (See Appendix 3) and [Data Protection Act](#) (2018) and [UK General Data Protection Regulation](#) (UK GDPR) obligations. Staff are aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare, rather, they provide the legal framework under which information can, and in some cases, must be shared.

School/college staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy, who will seek advice from our Data Protection Officer if needed

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

All information sharing outside of 'business as usual', should be recorded on the appropriate logs

Staff should only discuss concerns with the designated safeguarding lead or deputy (or the most senior person on the premises if they are unavailable), headteacher or chair of governors/trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Where appropriate, consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as local authority children's social care under alternative, appropriate, lawful basis¹. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

Details of whom the school shares information with, in what circumstances and under what lawful basis can be found in our published Privacy Notices.

Peer On Peer Abuse

All staff working in or on behalf of the school/college maintain an attitude of *'it could happen here'* – this is especially important when considering child-on-child abuse. Even if there are no reports it does not mean it is not happening.

If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or their deputy

The school recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The setting will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school/college and / or online. In addition, we also recognise that children who abuse others and any other child affected by child-on-child abuse are also likely to have considerable welfare and safeguarding issues themselves.

What is child-on-child abuse?

- [Keeping Children Safe in Education](#) defines child-on-child abuse as most likely to include but not limited to:
 - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
 - Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)

¹

- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
 - Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos
 - Upskirting², which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
 - Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
 - It can also include causing someone to engage in extremist or radicalising behaviour
 - Child-on-child abuse exists on a continuum and different forms of abuse may overlap
 - It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children
 - Sometimes vulnerable children are targeted. For example:
 - Those living with domestic abuse or with intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling, or friend
 - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
 - There is recognition it is more likely that girls will be victims and boys are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g., girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
 - Evidence also shows that children with disabilities, and lesbian, gay, bisexual, or gender questioning children are at greater risk
 - It is influenced by the nature of the environments in which children/young people spend their time - home, school/college, peer group, online and community - and is built upon notions of power and consent. Power imbalances
-

related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer

- Child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible
- While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

Preventing child-on-child abuse

There is a whole school approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole school/college approach to safeguarding. The school will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school/college life.

The school provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of '*it could happen here*' and all inappropriate behaviour will be addressed.

The setting deals with a wide continuum of children's behaviour on a day-to-day basis and most cases will be dealt with via school based processes. These are outlined in the following policies:

- Illuminate Care behaviour policy, including bullying/ online bullying and prejudice-based bullying and school/college screening, searching, and confiscating powers and how they will be used safely, and appropriately, including police strip searches
- Online safety policy and other associated issues, including sharing nudes and semi-nudes and extremist material
- Attendance policy
- Relationships education/ relationships and sex education

Systems for children to report abuse

Even if there are no reports, all staff understand it does not mean it is not happening; it may be the case that it is not being reported. We recognise that children may not find it easy to tell staff about the abuse, that certain children may have additional barriers to

telling someone and children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

Safeguarding Records Statement

At Illuminate You, Learning for Life Lodge, all safeguarding records are securely maintained on ClearCare, our designated digital safeguarding and case management system.

ClearCare enables real-time, confidential, and auditable safeguarding practice and is accessible only to authorised Designated Safeguarding Leads (DSLs) and senior leadership. Our records include:

- Chronologies of safeguarding concerns
- Child protection concern forms
- Referrals to external agencies (e.g. Children's Services, CAMHS, Prevent)
- Records of disclosures, meetings, and multi-agency plans
- Risk assessments (e.g. contextual safeguarding, peer-on-peer, online safety)
- Body maps and injury reports (where applicable)
- Allegations and low-level concern logs
- Incident reports related to online safety or digital harm
- Early help assessments and intervention plans

Records are retained in accordance with statutory guidance, local authority protocols, and ClearCare's secure data governance protocols, and are transferred to new provisions or archived as required by law.

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and/or alleged perpetrator may have low level, emerging needs, complex/serious needs, or child protection concerns and follow the process outlined in Section 6. Responding to concerns about a child's welfare.

Considerations for cases where child-on-child abuse is a factor include:

- What are the wishes of victims in terms of how they want to proceed?
- What is the nature, extent and context of the behaviour including verbal, physical, sexual (including sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the time, location, duration, and frequency? Is the incident a

one off or a sustained pattern of abuse? (Remember there may be other forms of abuse in addition to what has been reported) Were other children and /or adults involved? Has a crime been committed and/or have any harmful sexual behaviours been displayed?

- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this e.g., coercion), and family and social circumstances? What is the nature of the relationship between the children involved? Are they in a current or previous intimate personal relationship, do they live in the same household or setting, attend the same school/college, classes, or transport?
- What are the relative chronological and developmental ages of the children? Does the victim or perpetrator have a disability or learning difficulty? Are there any differentials in power, social standing, or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others e.g., other children in school/college, adult students, school/college staff, in the child's household (particularly siblings or other children related to the household), extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other children involved/impacted. Where the report involves rape and assault by penetration, the alleged perpetrator must be removed from any classes they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on school/college premises (including any before or after school activities) and on transport to and from the setting.

For all other reports of sexual violence and sexual harassment and forms of child-on-child abuse, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, school/colleges premises and transport should be considered immediately.

All decisions will be made in the best interests of the children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the designated safeguarding lead taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required. The designated safeguarding lead will refer to relevant assessment tools and guidance as appropriate such as:

- [Keeping Children Safe in Education](#) part five
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Searching, screening and confiscation at school](#)
- [Behaviour in schools](#)

- [School suspension and permanent exclusion](#)
- [Stop it Now Sexual Behaviours Traffic Light Tool](#)
- [When to call the police – guidance for schools and colleges](#)

When appropriate the designated safeguarding lead may seek further advice from local or national safeguarding contacts as outlined in Section 4: Key safeguarding contacts.

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the designated safeguarding lead and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

- The victim, especially their protection and support
- Whether there have been other victims
- The alleged perpetrator/s
- All the other children (and if appropriate adult students and staff) at the school/college, especially any actions that are needed to protect them from the perpetrator/s, or from future harms
- The time and location of the incident and any action required to make the location safer
- When information can be disclosed to staff and others, including the alleged perpetrator and parents/carers

Whenever local authority children's social care and/or the police are involved, the school/college will work in collaboration to ensure the best possible support and protection is provided for both the victim and the alleged perpetrator.

All reports of child-on-child abuse (including sexual harassment and/or sexual violence) will be recorded in the child's safeguarding/child protection file. This will include all decision making, risk and needs assessment and plans recorded in writing as outlined in Section 6.

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through local authority children's social care (complex/serious needs or child protection concerns); reports to the police will be run in parallel with children's social care as outlined in the Derby and Derbyshire multi-agency safeguarding [procedures](#), in particular [Children who Present a Risk of Harm to Others](#) and [Online Safety and Internet Abuse](#) procedures.

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered.

The school uses the Contextual Safeguarding School [Beyond Referrals](#) Self-Assessment Toolkit & Guidance to self-assess our response to harmful sexual behaviour. All relevant policies will be updated to reflect the lessons learnt and consideration given to the wider cultural issues within the school/college that enabled the behaviour to occur.

Where the victim or alleged perpetrator transfers to another education setting, the designated safeguarding lead will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding/child protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other children and staff. See Section 6. Responding to concerns about a child's welfare - record keeping.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to local authority children's social care and where appropriate, the police

As part of our whole school approach to safeguarding there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment support all of our staff to discuss matters that concern them in the workplace and, where appropriate, outside the workplace (including online) which may have implications for the welfare and safety of children.

Reporting a concern about and adult

All concerns and or allegations about adults working in or on behalf of the school/college (including supply teachers, contractors, and volunteers) will be reported, recorded, and dealt with promptly and appropriately.

This includes whenever the school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children.

By doing so everyone in the school will:

- Create and embed a culture of openness, trust, and transparency
- Help to identify concerning, problematic, or inappropriate behaviour at an early stage
- Minimise risk of abuse
- Ensure that school/college staff are clear about professional boundaries and act within these, in accordance with the ethos and value of the school/college

The school recognise there are two levels of allegation/concern

1. Allegations that **may** meet the harms threshold
2. Allegations/concerns that **do not** meet the harms threshold, also known as 'low level concerns'

Our response to concerns/allegations is consistent with the LSCP Safeguarding Children Partnership [Allegations against Staff, Carers and Volunteers](#) procedure.

Our form to report a concern

CONFIDENTIAL: Concern Reporting Form – Staff Member

Use this form to record any concern regarding the conduct or behaviour of a staff member that may pose a risk to children or be in breach of safeguarding policy.

1. Details of Person Raising the Concern

Name: _____

Role/Relationship to School: _____

Date of Concern: _____ Time: _____

Contact Information (if external): _____

2. Details of Staff Member Concern Relates To

Name: _____

Position/Role: _____

3. Description of Concern

Please provide a factual, detailed account of the concern or incident. Include times, dates, exact words used if known, and observations.

4. Immediate Action Taken (if any)

E.g. who was informed, safeguarding measures taken.

5. Signed and Dated

Signature of Reporting Person: _____ Date: _____

Received by (DSL/Headteacher): _____ Date: _____

****Important:**** Pass this form immediately to the DSL or Headteacher. If the concern involves the Headteacher, contact the Chair of Governors or the LADO directly.

1. Allegations that may meet the harms threshold

This is where an allegation might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. Where it is alleged that anyone working in the establishment, including supply teachers, contractors and volunteers has:

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

This includes any behaviour that may have happened outside school and is known as transferable risk.

If you have concerns about another staff member

Staff who are concerned about the conduct of a colleague (including supply staff, contractors, and volunteers) must remember that the welfare of the child is paramount.

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff then this should be reported without delay to the headteacher/principal. Where there are concerns/allegations about the headteacher/principal this should be referred to the chair of governors/chair of the management committee/proprietor. In a situation where there is a conflict of interest in reporting the matter to the headteacher/principal this should be reported directly to the Local Authority Designated Officer (LADO). The member of staff should make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated.

Looking after the welfare of the child

Where a child has been harmed, or there is an immediate risk of harm to a child or if the situation is an emergency, local authority children's social care should be contacted and where appropriate the police. It is the designated safeguarding lead's responsibility to ensure the child is not at risk and refer cases of suspected abuse to children's social care.

For further information about how concerns which may meet the harms threshold will be investigated, recorded, and managed, including non-recent allegations by a child

and referrals to the Local Authority Designated Officer (LADO) see [\(add name of school/college\)](#) staff behaviour (code of conduct) policy, which incorporates low-level concerns, managing allegations against staff and whistleblowing.

2. Concerns that do not meet the harm threshold

Allegation/concerns that do not meet the harms threshold are referred to as ‘low-level concerns’. A low-level concern does not mean it is insignificant, rather that the behaviour towards the child does not meet the harm threshold as outlined above.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is:

- Inconsistent with the staff behaviour (code of conduct) policy, including inappropriate conduct outside of work, or
- Does not meet the harm threshold or is not serious enough to consider a referral to the Local Authority Designated Officer (LADO)

The behaviour can exist on a wide spectrum. Further information about distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour can be found in the school/college staff behaviour (code of conduct) policy.

Staff should share low-level concerns in confidence.

Reporting Low-Level Concerns About Other Staff Members

Illuminate Care promotes a culture of openness, transparency, and accountability. We encourage all staff to report any low-level concerns—however minor—about the behaviour, language, or conduct of colleagues, to help safeguard children and maintain high professional standards.

A **low-level concern** might include:

- Comments or jokes that are inappropriate or insensitive
- Over-familiarity or favouritism towards a particular child
- Boundary-blurring behaviour, such as texting a pupil outside appropriate hours
- Noticing that another staff member is repeatedly ignoring a safeguarding protocol

What to Do:

- Report the concern **as soon as possible** to the **Designated Safeguarding Lead (DSL)** or a Deputy DSL.
- Use the **Low-Level Concern Reporting Form** or report it verbally and follow up in writing.
- Be specific and factual—describe what was seen or heard, without assumptions or accusations.
- If the concern relates to the DSL, report it to the **Headteacher**.
- All reports will be logged and reviewed confidentially in accordance with KCSIE 2024.

You will be supported and protected when raising concerns in good faith.

We treat low-level concerns seriously, not as disciplinary matters, but as an essential part of building a **safe and respectful culture for children and staff**.

Low-level concerns about the headteacher/principal should be reported to the chair of governors/proprietor.

Reporting Low-Level Concerns About the Headteacher/Principal

Low-level concerns about the conduct, language, or behaviour of the Headteacher or Principal that do not meet the harm threshold but may indicate a pattern or pose a risk over time must be taken seriously.

*Staff should report these concerns **directly to the Chair of Governors/Proprietor**.*

How to Report:

- *Submit your concern in writing using the **Low-Level Concern Reporting Form** or via secure email.*
- *Send it marked **CONFIDENTIAL** to the Chair of Governors:
Email: James@illuminatecaregroup.co.uk
Or Hand-Deliver in a sealed envelope marked **Private and Confidential** to the school office for the attention of the Chair.*
- *If you are unsure whether your concern meets the threshold or how to proceed, you may seek confidential advice from the **Designated Safeguarding Lead (DSL)** without needing to disclose names.*

All low-level concerns will be logged, reviewed, and responded to in line with statutory guidance and internal procedures.

Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

The headteacher/principal will be the decision maker in respect of all low-level concerns; however, this may be undertaken in collaboration with the designated safeguarding lead.

Reports about supply staff or contractors will be notified to their employers.

All low-level concerns will be recorded in writing to include details of the concern, the context and the action taken. For further information about the procedure for recording and responding to low-level concerns see school/college staff behaviour (code of conduct) policy.

Concerns about safeguarding practices within the school/college

All staff are encouraged to raise concerns about poor or unsafe practice and potential failures in the school/college safeguarding regime. These concerns will be taken seriously by the senior leadership team.

For information about how to raise concerns with the senior leadership team or other channels see staff behaviour (code of conduct) policy, which incorporates the whistleblowing routes available to staff.

Appendix 1

Example concerns form

Education settings must ensure that volunteers, staff, and governors are able to record concerns about:

- The welfare of a child or young person; and
- The behaviour of a volunteer, member of staff, governor or person connected with the school/college

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

Principles

A statement should be included on the form used in the setting that confirms:

"Any member of the staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern. If the concern is about:

- *The welfare of a child, it must be sent to the designated safeguarding lead*
- *The behaviour of any member of staff, it must be sent immediately to the headteacher, or the chair of governors/management committee or equivalent if the allegation is against the headteacher/principal or where the headteacher/principal is the sole proprietor of an independent school the allegations should be reported directly to the Local Authority Designated Officer (LADO).*

If the concerns are immediate, please inform an appropriate person straight away."

Concerns about a child or young person

Child's full name:		Date of birth:	
		Class/year/form:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Name of alleged person (s) responsible for the harm/potential harm:			
Not known		Volunteer	
Learner in this school/college		Member of staff	

Learner in another school/college, please specify		Governor/trustee	
Family member		Other, please specify	

Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?

Please provide a description of any incident/s or anything you see or have been told by a child, or another person. Record any visible injuries or ask the child/young person to point to where else it is sore/hurts. Do not remove or lift clothing for the purpose of the examination unless the injury site is freely available because of treatment or take photos of injuries. If photos of injuries are required for evidence purposes, then this should be done by the police.

Remember to make clear what is fact and what is hearsay/opinion. Note the language and terminology used by the child, or adult, and be clear about who has said what.

Continue on a separate sheet if necessary.

Has any action already been taken in relation to this concern?

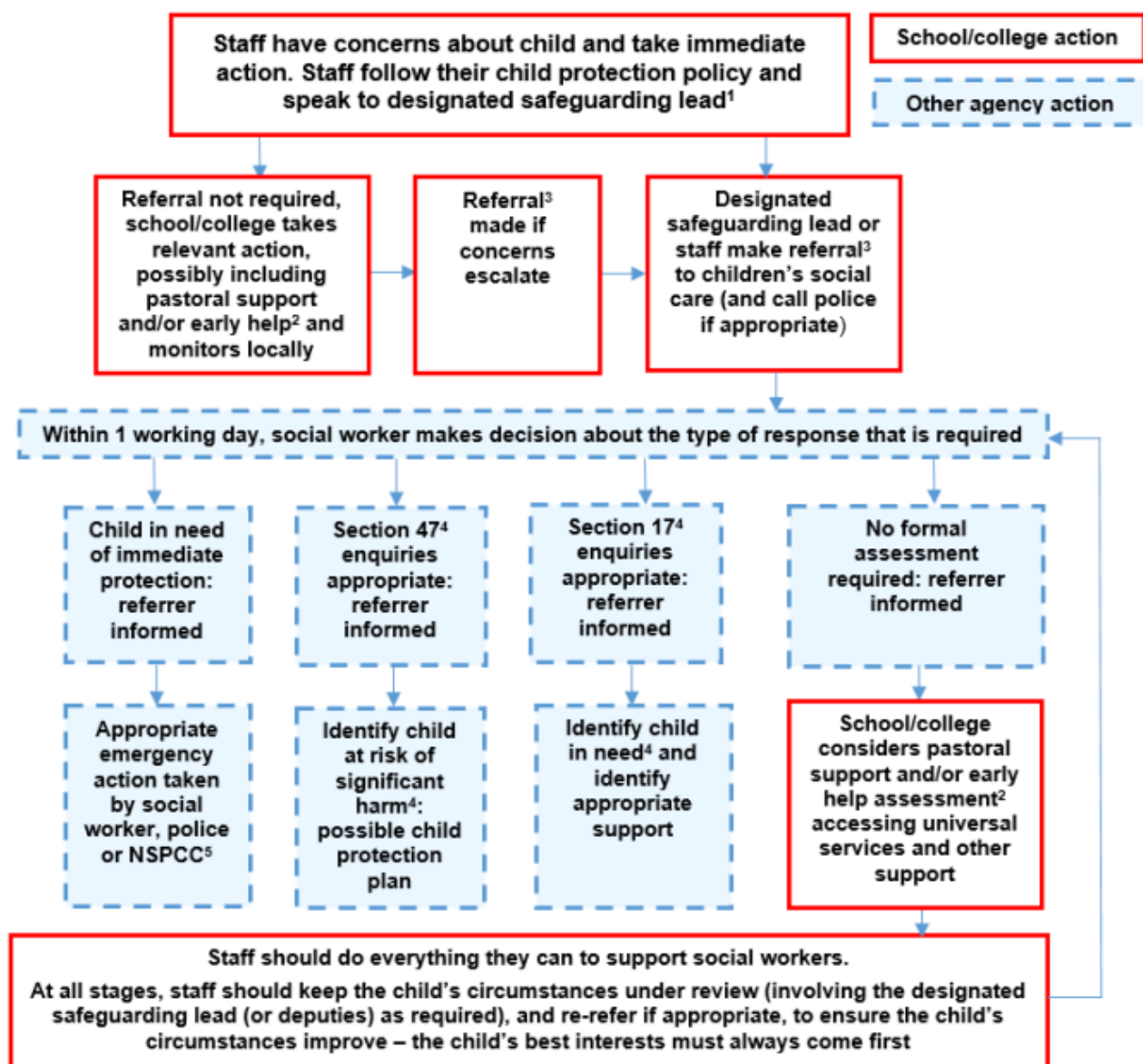
For example, child taken out of class, first aid

Name of person concerns reported to

Date

Action to be taken / recommendations from designated safeguarding lead

Name of person completing form	Signature	Date and time



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

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

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

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

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

Taken from [Keeping Children Safe in Education](#) (May 2024), DfE, page 22



Keeping you safe from all forms of harm

No adult or another child (including Terre des hommes employees, volunteers, partners or facility agent **should ever**:

Your body belongs to you:
Remember ...
You decide who can touch you,
kiss you or who can give you a hug.

You have the right to say

NO!



...ask for favours in exchange for assistance, like money or sex or anything else.

Assistance is always free



...shout at you or make you cry or feel sad

No emotional abuse



...hit you or raise their hands at you

No physical abuse



...touch your private parts or use language that would make you feel uncomfortable and upset

No sexual abuse



What can I do if I am worried?

You can talk to: your parent, Terre des hommes employee or any adult you trust. Keep in mind that speaking up will help you put an end to the abusive situation you are in. You and your family will never be punished for reporting an abusive situation. You will continue to receive the same assistance from Terre des hommes...

...or write an email to concern@tdh.ch or use the website concern.tdh.ch



...or call the Terre des hommes Safeguarding Focal Point at the following number



...or write a note and drop it in the orange box next to this poster.



What will happen next if I share it with Terre des hommes ?

Anything you tell us will always be taken seriously. Do not be afraid to report, we are here to listen to you privately and support you.

Every child in the world has the right to a childhood. It's that simple.



WHAT YOU NEED TO KNOW

KEEPING CHILDREN SAFE IN EDUCATION

A child means anyone under the age of 18.



Children need the right help at the right time to address risks.

Remember 'it could happen here' where safeguarding is concerned.



We are all responsible for the welfare of children and keeping the environment safe, whatever our job.

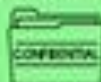


What is safeguarding?

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

What do I need to do?

ALWAYS ACT in the best interests of the child. Never promise confidentiality.



KNOW HOW to identify children who may benefit from early help.



KNOW THE TYPES of abuse and neglect, so that you can identify children who may be in need of help or protection.



Know what to do if a child tells you they are being abused or neglected.

TAKE ACTION



Know who the Designated Safeguarding Lead is and talk to them as soon as you have a concern.

Everyone must read Keeping Children Safe in Education Part 1 and Annex A and the Child Protection Policy.



Any staff member can make a referral to children's social care, but they should inform the DSL as soon as possible.



If a teacher finds Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report it to the police.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.



STAFF BEHAVIOUR

If you are concerned about the behaviour of any staff member, or have a low level concern, you should speak to the headteacher. Concerns about the headteacher should be referred to the Chair of Governors.



WHISTLEBLOWING

If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the DSL, the Executive Head, or the Chair of Governors.



KCSiE 2024

Are you ready?

Have you read Part one of Keeping Children Safe in Education 2024?

- ☒ Have you read and understood the guidance?
- ☒ Do you know how to create good records and keep information safe?
- ☒ Do you know when it is appropriate to consider Early Help?
- ☒ Know who your DSL and deputies are. If something doesn't feel right, raise any concerns with them.



safeguarding.network/kcsie



Local contact details:

