

# Safeguarding & Child Protection

2026 - 2027



# Safeguarding Ethos & Commitment



## Our Ethos

LCE Academy is fully committed to safeguarding and promoting the welfare of all pupils. We recognise that pupils with Social, Emotional and Mental Health (SEMH) needs may be more vulnerable to harm, exploitation or abuse, and may find it harder to recognise risks or share concerns.

Safeguarding is therefore a shared responsibility across the whole school community.

Our safeguarding culture is trauma-informed, relational and restorative, guided by the principles of Belonging, Structure and Progression. We understand that many pupils have experienced adversity or disrupted education, and that feeling safe and supported is essential before learning can take place. Staff prioritise consistent relationships, clear boundaries and supportive environments that help pupils regulate, rebuild trust and engage positively with school life.

## Protecting Pupils:

- **Build safe, consistent and trusting relationships**
- **Recognise behaviour as communication**
- **Act promptly and proportionately on concerns**
- **Work effectively with families and external agencies**

# Statutory Framework

This policy is informed by and complies with the following statutory guidance and legislation:

- ◉ **Keeping Children Safe in Education (2025)**
- ◉ **Working Together to Safeguard Children (2023)**
- ◉ **Education (Independent School Standards) Regulations 2014 (Part 3)**
- ◉ **Behaviour in Schools (2022)**
- ◉ **Children Act 1989 and 2004**
- ◉ **Equality Act 2010**
- ◉ **Prevent Duty (Counter-Terrorism and Security Act 2015)**
- ◉ **Data Protection Act 2018 and UK GDPR**

## Important Note



This policy should be read alongside the Academy's Behaviour Policy, SEND Policy, Attendance Policy and Staff Code of Conduct, which together ensure that safeguarding is embedded consistently across all aspects of school life.

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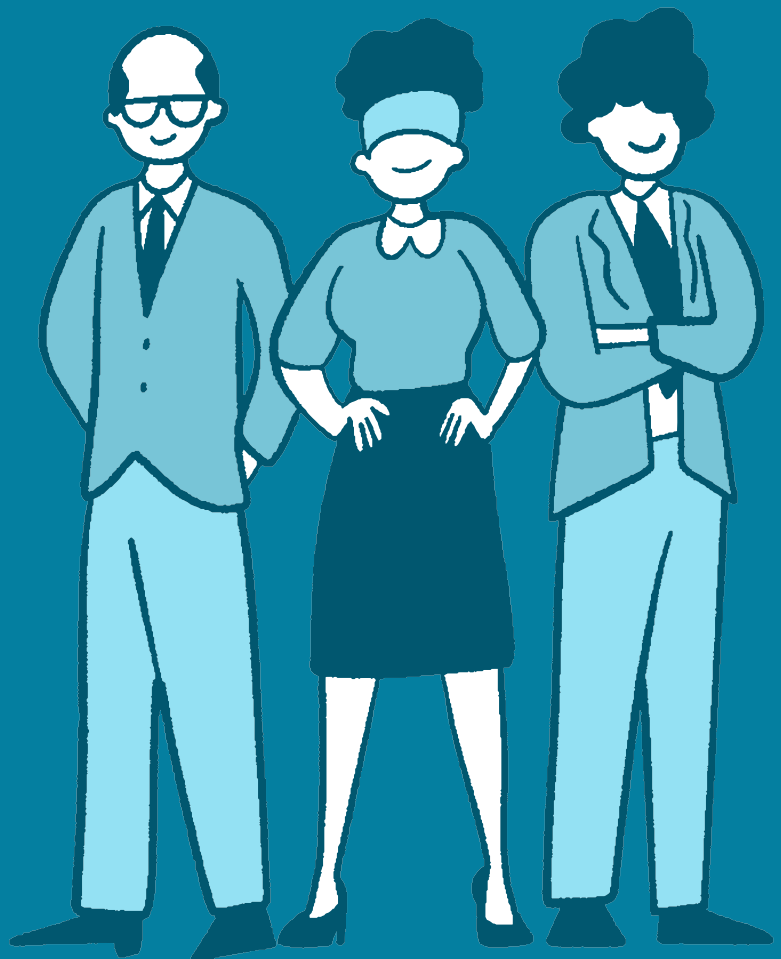
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# 01

## Safeguarding Roles & Responsibilities



## 1.1 Designated Safeguarding Lead (DSL) Team

The DSL team has overall responsibility for safeguarding strategy, oversight and case management.

<b>Headteacher</b>	Designated Safeguarding Lead (DSL)
<b>Deputy Headteacher</b>	Deputy DSL
<b>Assistant Headteacher (SENDCo)</b>	Deputy DSL
<b>Safeguarding Governor / Proprietor Lead</b>	Proprietor - Krystian Liptrot

## 1.2 School Leadership Structure

The Headteacher is accountable to the Proprietor for the day-to-day leadership, operational management, safeguarding and quality assurance of the school.

<b>Sam Gray</b>	Headteacher -
<b>David Jeal</b>	Deputy Headteacher
<b>Lindsey Drews</b>	Assistant Headteacher and SENDCo



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## 1.3 DSL Team Responsibilities

The DSL team ensures that:

- All safeguarding concerns are recorded on CPOMS within 24 hours
- Concerns are triaged promptly and proportionately
- Referrals are made in line with local authority thresholds
- Staff receive appropriate training and guidance
- Safeguarding records are accurate, secure and reviewed

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## 1.4 All Staff Responsibilities

All adults working at LCE Academy have a duty to safeguard pupils and must:

- Read and understand *Keeping Children Safe in Education Part 1*
- Report concerns immediately via CPOMS
- Maintain professional boundaries
- Act in the best interests of the child at all times



## 1.5 Governors / Proprietors Responsibilities

The Governing Board ensures that the school:

- **Has an effective safeguarding policy and DSL structure**
- **Monitors safeguarding practice and compliance**
- **Receives termly safeguarding reports**
- **Holds leaders to account for safeguarding culture and effectiveness**

This oversight ensures that safeguarding arrangements remain effective, transparent and consistently prioritised across the school.

# 02

## Understanding Safeguarding & Risk



## 2.1 Categories of Abuse

Safeguarding risks for pupils with SEMH needs are often complex and contextual. LCE Academy recognises both in-school and extra-familial risks.

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

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## 2.2 Contextual & Complex Safeguarding Risks

The school is particularly alert to:

- **Child Criminal Exploitation and County Lines**
- **Child Sexual Exploitation**
- **Domestic Abuse**
- **Harmful Sexual Behaviour**
- **Peer-on-peer abuse and sexual harassment**
- **Radicalisation and extremism (Prevent)**
- **Online abuse, cyberbullying and digital exploitation**
- **Honour-based abuse, FGM and forced marriage**
- **Serious youth violence and gang affiliation**
- **Substance misuse and exploitation**

Behaviour is always considered within a safeguarding context and explored as a potential indicator of harm or unmet need.

# 03

## Early Help & Continuum of Need



## 3.1 EARLY HELP AND LEVELS OF NEED

LCE Academy adopts local authority Continuum of Need frameworks and intervenes early to prevent escalation of risk. Support is provided through a graduated approach:

01



### UNIVERSAL

Strong relationships, routines and pastoral support

02



### TARGETED

Early Help, mentoring, SEMH interventions

03



### SPECIALIST

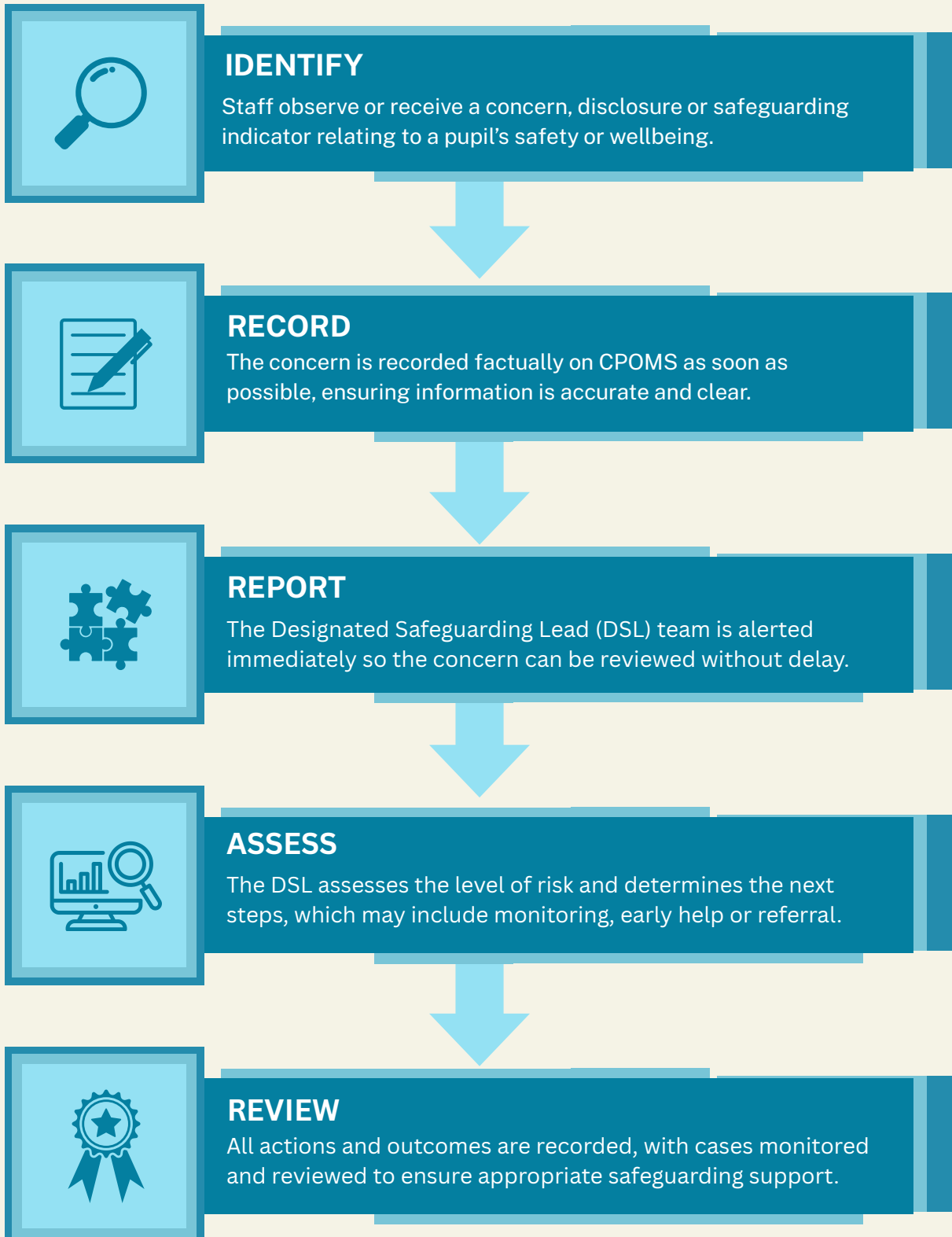
Multi-agency involvement including social care and health services

# 04

## Reporting Safeguarding Concerns



## 4.1 PROCEDURE





## 4.2 Parental Communication

Parents or carers are normally informed when safeguarding concerns arise. However, this may not occur where sharing information could place the child at further risk. In such cases, decisions are made by the Designated Safeguarding Lead (DSL) in line with safeguarding procedures and statutory guidance.

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## 4.3 Staff Responsibilities

In line with Independent School Standards Part 4.6, LCE Academy ensures that all staff understand how to identify, report and respond to safeguarding concerns, including those that may arise during first aid provision.

Safeguarding concerns may include, but are not limited to:

- **Unexplained, repeated or patterned injuries**
- **Injuries inconsistent with the explanation given**
- **Indicators of neglect, abuse, exploitation or self-harm**
- **Concerns arising from a pupil's emotional presentation or behaviour during first aid intervention**

All staff, including first aiders, have a duty to act immediately if a safeguarding concern is identified.



## 4.4 Internal Reporting Procedures

Where a safeguarding concern is identified through first aid provision:

- **The concern must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL**
- **The concern must be recorded accurately using the school's safeguarding recording system**
- **First aid records are not used in isolation but are considered alongside wider safeguarding information**

Staff understand that they must **not investigate** safeguarding concerns themselves and must follow school procedures at all times.

## 4.5 External Referrals and Professional Liaison

Where concerns meet the threshold for external intervention, the DSL is responsible for making timely referrals to appropriate external agencies. This may include:

- **Children’s Social Care**
- **The Local Authority Designated Officer (LADO)**
- **Health professionals or emergency services**
- **The police, where a criminal offence may be suspected**

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## Contact details for relevant external agencies are:

- **Maintained by the DSL**
- **Included within the school’s safeguarding procedures**
- **Updated regularly to ensure accuracy and accessibility**

Where pupils attend off-site provision or Alternative Provision, LCE Academy retains responsibility for safeguarding oversight and ensures that concerns are escalated appropriately through agreed reporting arrangements.



# 05

## Staff Training & Awareness



## 5.1 Staff Training

All staff receive safeguarding training that includes:

- **Understanding the link between first aid, injuries, and safeguarding**
- **Knowing when and how to escalate concerns**
- **Awareness of contextual safeguarding risks relevant to SEMH and Alternative Provision**

This ensures that first aid provision contributes effectively to the school's safeguarding culture and statutory duties.

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## 5.2 Safeguarding Assurance

Through clear reporting routes, DSL oversight, and established external referral pathways, LCE Academy ensures compliance with ISS Part 4.6 and maintains robust safeguarding arrangements that protect pupils' welfare at all times.

# 06

## Record Keeping & Information Sharing





## 6.1 Record Keeping and Information Sharing

The school maintains clear and secure systems to ensure safeguarding information is recorded, stored and shared appropriately.

- **All safeguarding records are stored securely on CPOMS**
- **Access is restricted to the DSL team**
- **Behaviour and attendance data are cross-referenced via Arbor**
- **Information is shared on a need-to-know basis in line with GDPR**

Records are retained in accordance with statutory guidance.



# 07

## Training & Supervision

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## 7.1 Safer Recruitment

LCE Academy follows safer recruitment procedures at all times.

- **Enhanced DBS and barred list checks**
  - **Identity and qualification verification**
  - **Right to work checks**
  - **Prohibition from teaching checks**
  - **Section 128 checks for leaders and governors**
  - **Maintenance of a compliant Single Central Record**
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## 7.2 Training and Supervision

All staff receive annual safeguarding and Prevent training, with additional safeguarding updates provided termly to ensure knowledge remains current. New staff complete safeguarding induction within their first week of employment, and Designated Safeguarding Leads (DSLs) maintain Level 3 safeguarding training in line with statutory expectations.

Reflective safeguarding supervision supports staff to manage safeguarding responsibilities and complex cases effectively. DSLs receive supervision on a half-termly basis, while pastoral and support staff receive supervision termly to ensure ongoing professional support and safeguarding oversight.

# 08

## Allegations and Low- Level Concerns





## 8.1 Allegations Against Staff

All allegations involving staff, volunteers or contractors are managed in accordance with Keeping Children Safe in Education (KCSIE) Part 4. The school follows clear procedures to ensure that concerns are taken seriously, recorded appropriately and addressed promptly to safeguard pupils and protect the integrity of the investigation process. Where an allegation meets the relevant threshold, the Designated Safeguarding Lead and Headteacher will consult with the Local Authority Designated Officer (LADO) without delay.

## 8.2 Low-Level Concerns

All low-level concerns are recorded, reviewed and addressed promptly to maintain a culture of openness, transparency and professional accountability. Recording such concerns ensures that patterns of behaviour can be identified early and that appropriate guidance, support or action can be taken where necessary to safeguard pupils and uphold professional standards.

# 09

## Multi-Agency Working & Monitoring



## 3.1 Multi-Agency Working

The school works closely with:

- Local authority safeguarding hubs
- Social care and Early Help teams
- Police and health services
- CAMHS and specialist providers

Information sharing is timely, lawful and in the child's best interests.

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## 3.2 Monitoring, Review and Governance

- Safeguarding practice is monitored continuously by the DSL team
- Termly safeguarding reports are provided to governors
- Annual safeguarding audits are completed
- This policy is reviewed annually or sooner if guidance changes



# CONCLUSION

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LCE Academy is fully committed to maintaining a strong safeguarding culture that prioritises the safety, wellbeing and protection of every pupil. Through clear procedures, effective staff training and vigilant oversight, the school ensures that safeguarding concerns are identified, reported and managed promptly and in line with statutory guidance.

This policy reflects the Academy's commitment to accountability, professional integrity and continuous vigilance. Safeguarding is embedded across all aspects of school life, ensuring that pupils are protected, supported and able to learn and develop within a safe, stable and respectful environment.

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## Contact Information

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