THE ALTERNATIVE SCHOOL GROUP LTD

Safeguarding & Child Protection Policy & Procedures

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Policy statement

Safeguarding is everyone's responsibility. At TAS, the welfare and best interests of the child are paramount. We maintain an attitude of "it could happen here", act on concerns promptly, listen to the child, share information when necessary to protect children, and work with families and statutory partners to secure the right help at the right time.

Our safeguarding practice is inseparable from our strengths-based and inclusive ethos. We do not ask only, "What is wrong with this young person?"; we ask, "What is strong within them?" This never reduces professional curiosity or risk awareness. Instead, it requires us to understand the whole child: their strengths, needs, communication, family and community context, attendance, relationships, online world, education, health and lived experience.

TAS works with children and young people who may have experienced disrupted education, SEND, social, emotional or mental health needs, trauma, school-based anxiety, exploitation risk, family difficulty or other barriers to learning. These factors can increase vulnerability and can also make signs of harm less obvious. Safeguarding practice must therefore be child-centred, curious, relational, evidence-informed and never based on assumptions.

For each TAS campus or delivery model, leaders will maintain a current statement of regulatory status, including whether the provision is a registered independent school, alternative provision, early years provision or another form of education, the relevant age range and the applicable regulator/inspectorate. This ensures that site-specific statutory and inspection requirements are identified and applied rather than assumed from the group-wide policy.

1. Context and rationale

The Alternative School Group Ltd (TAS) provides independent specialist education and alternative provision across a number of campuses and delivery models. Pupils may attend full-time, part-time as part of a personalised package, through alternative provision, or through virtual/remote elements where these form part of an agreed programme. TAS works with local authorities, schools, families, social care and other professionals across more than one local authority area.

Each campus has local safeguarding leadership, supported and overseen by the Group Safeguarding Lead and Group Deputy Safeguarding Lead. Where pupils live outside Lancashire, TAS follows the safeguarding arrangements, thresholds and referral procedures of the relevant child's home local authority as well as maintaining regard to Lancashire arrangements for campuses located within Lancashire.

TAS recognises that effective safeguarding is not a document or a single referral process. It is a culture: leaders know the risks in their setting; staff know pupils well; children know who will listen; concerns are recorded and acted on; patterns are identified; attendance and behaviour are treated as potential safeguarding information; and leaders test whether systems work in practice.

2. Purpose and Scope

This policy applies to all pupils and to all adults working for, with or on behalf of TAS, including proprietors, advisory board members, leaders, employees, agency and supply staff, volunteers, students on placement, contractors, visitors and external providers.

It sets out TAS arrangements for safeguarding and child protection, including prevention, early identification, Family Help, referral, multi-agency working, allegations and low-level concerns, safer recruitment, online safety, child-on-child abuse and risks that may be particularly relevant to pupils in alternative and specialist education.

For the purposes of this policy, a child is anyone under the age of 18. Where TAS supports learners aged 18 or over, adult safeguarding procedures may also apply.

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2. Statutory framework and guidance

This policy has been drafted with due regard to current legislation and statutory guidance, including:

- Keeping Children Safe in Education (KCSIE) 2026, effective 1 September 2026.
- Working Together to Safeguard Children 2026.
- Children Act 1989 and Children Act 2004.
- Education Act 2002 and the Education (Independent School Standards) Regulations 2014, as applicable.
- Safeguarding Vulnerable Groups Act 2006, as amended, the Crime and Policing Act 2026, and current regulated activity / Disclosure and Barring Service requirements.
- Sexual Offences Act 2003; Female Genital Mutilation Act 2003; Serious Crime Act 2015; Voyeurism (Offences) Act 2019.
- Counter-Terrorism and Security Act 2015 and current Prevent Duty guidance.
- Equality Act 2010, Human Rights Act 1998, Data Protection Act 2018 and UK GDPR.
- Domestic Abuse Act 2021 and Marriage and Civil Partnership (Minimum Age) Act 2022.
- Working Together to Improve School Attendance (current statutory guidance) and the School Attendance (Pupil Registration) (England) Regulations 2024, as applicable.
- Children Missing Education: statutory guidance for local authorities and schools (September 2025).
- Alternative Provision: statutory guidance (February 2025), where applicable to TAS as commissioner and/or provider.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance, effective 1 September 2026.
- Information sharing to safeguard children and young people: statutory guidance, updated September 2026, including the section 16LA Children Act 2004 Information Sharing Duty from 30 September 2026.
- Prevent Duty Guidance: England and Wales (2023), as updated, and Channel Duty Guidance, as applicable.
- DfE Filtering and Monitoring Core Standard and current online-safety technology standards.
- Statutory guidance on mobile phones in schools, effective for implementation from 1 September 2026, where applicable.
- Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective 1 September 2026, and the Early Years Foundation Stage (Welfare Requirements) Regulations 2012, where applicable to TAS early years provision.
- Local multi-agency safeguarding arrangements and threshold guidance for the local authority in which the child lives.

TAS also has regard to current Ofsted and Independent Schools Inspectorate (ISI) inspection expectations. Inspection does not replace statutory safeguarding duties; it tests whether leaders, proprietors and staff understand, implement and assure themselves that safeguarding arrangements are effective in practice.

4. Linked TAS Policies and Procedures

This policy should be read alongside the TAS policy framework. Cross-references must describe what TAS actually does in practice; staff must not rely on a linked policy unless that policy is current, accessible and consistent with this document.

- Attendance Policy and procedures for children absent from education
- Relationships, Responsibility and Community Policy/ TAS Relationship and Regulation Model arrangements, including child-on-child abuse and bullying
- Inclusion Policy and Strategy
- SEND Policy
- Online Safety / E-Safety and Acceptable Use arrangements
- Staff Code of Conduct / Staff Handbook
- Managing Allegations, Whistleblowing and Low-Level Concerns procedures
- Safer Recruitment Policy and Single Central Record procedures

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- Prevent Duty arrangements
- Data Protection and Information Sharing procedures
- Complaints Policy
- RSHE / PSHE arrangements
- Medical Conditions, First Aid and Intimate Care arrangements
- Health and Safety and Risk Assessment procedures
- Educational Visits, External Providers and Alternative Provision procedures

4.1 How Safeguarding, Inclusion, SEND and the Eight Core Policies work together
TAS does not treat safeguarding, inclusion, SEND or relationship and regulation as separate systems. They form one connected framework around the child. The Safeguarding & Child Protection Policy identifies and responds to risk and harm; the Inclusion Policy & Strategy sets the whole-group expectation that pupils should achieve, belong and thrive; the Special Educational Needs, Disability & Inclusion Policy explains how needs, barriers, reasonable adjustments and specialist support are identified and met; and the TAS suite of Eight Core Policies within the TAS Relationship & Regulation Model translates these principles into consistent curriculum, relationship, regulation, behaviour, attendance and safeguarding practice across every campus.

The Inclusion Policy & Strategy is the connecting strategic framework. It requires leaders to consider SEND, attendance, participation, safeguarding, behaviour/regulation, curriculum access and belonging together, rather than in isolation. Safeguarding decisions must therefore consider whether unmet need, communication difficulty, attendance, environment, relationships or barriers to learning are contributing to vulnerability, while never allowing SEND, trauma or behaviour to explain away a safeguarding concern.

The SEND & Inclusion Policy requires high-quality inclusive teaching, reasonable adjustments, the graduated approach and specialist advice to be visible in everyday practice. Safeguarding processes must make the same reasonable adjustments: a pupil must be able to understand safeguarding information, communicate concerns, participate in decisions and access trusted adults in ways that reflect their communication, sensory, cognitive and emotional needs.

The Eight Core Policies comprise three curriculum-led policies and five relationship/regulation-led policies. Together they provide the operational backbone for the TAS approach. Their exact controlled titles and current versions are maintained in the TAS policy register. When any core policy is reviewed or applied, leaders must consider its safeguarding and inclusion impact; equally, safeguarding reviews and case audits must consider whether the wider core-policy framework is being implemented consistently.

In practice, this means that a safeguarding concern is never considered only as a safeguarding event. Leaders look at the whole picture: the pupil's strengths and voice; SEND and communication; attendance; curriculum access; relationships and regulation; behaviour change; family and contextual factors; online activity; external or off-site provision; and the effectiveness of reasonable adjustments and support.

The shared TAS test is:

- Is the pupil safe?
- Is the pupil known and listened to?
- Are SEND, communication and other barriers understood and adjusted for?
- Is the pupil attending, participating and accessing an ambitious curriculum?
- Are relationships, regulation and behaviour being understood rather than simply managed?
- Are safeguarding, inclusion and educational decisions helping the pupil to achieve, belong and thrive?
- If not, what must change now?

5. Definitions of Safeguarding, Abuse, Neglect and Exploitation

Safeguarding and promoting the welfare of children includes providing help and support as soon as problems emerge; protecting children from maltreatment within or outside the home, including online;

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preventing impairment of mental and physical health or development; ensuring safe and effective care; and taking action to enable children to have the best outcomes.

Child protection is part of safeguarding and is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

1. Physical abuse
May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm, including fabricated or induced illness.

2. Emotional abuse
Persistent emotional maltreatment that causes severe and adverse effects on emotional development. It can include humiliation, rejection, intimidation, exploitation, silencing, inappropriate expectations and witnessing the ill-treatment of others.

3. Sexual abuse
Forcing or enticing a child to take part in sexual activities, contact or non-contact, whether or not the child understands what is happening. It can occur online and can be perpetrated by adults or children.

4. Neglect
Persistent failure to meet a child's basic physical and/or psychological needs, including food, clothing, shelter, supervision, medical care, protection from harm and emotional responsiveness.

5. Exploitation
Use of a child for another person's advantage, gratification or profit, including sexual exploitation, criminal exploitation, trafficking and online exploitation.

Abuse, neglect and exploitation rarely occur in isolation. Staff must consider overlapping harms, extra-familial contexts, online and offline behaviour, coercion, power imbalance and the possibility that a child may not recognise or be ready to describe what is happening.

6. Roles and responsibilities

Proprietor/Governance Oversight
- Ensure effective safeguarding and child protection policies, procedures and reporting systems are in place and implemented.
- Ensure the policy reflects a whole-school approach to child-on-child abuse, online safety, SEND and children absent from education.
- Ensure leaders have the knowledge, time, authority, resources and training required to fulfil safeguarding duties.
- Provide effective challenge and assurance, including scrutiny of safeguarding data, themes, referrals, attendance, low-level concerns, allegations, training, safer recruitment and filtering/monitoring.
- Ensure safeguarding arrangements meet the Independent School Standards and other applicable statutory requirements.

Headteachers/Campus Leaders
- Implement this policy consistently and create a strong safeguarding culture.
- Know the contextual safeguarding risks affecting their campus and pupils.
- Ensure concerns are acted upon without delay and that records are complete, timely and secure.
- Ensure safeguarding is considered in curriculum, staffing, timetabling, attendance, off-site activity, alternative provision, transport, premises and external-provider decisions.
- Ensure appropriate cover for DSL functions and escalation to Group safeguarding leadership.

Designated Safeguarding Leads

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The DSL is a member of the senior leadership team and is given the appropriate status, authority, time, funding, training, resources and cover to carry out the role effectively. Appropriate deputy cover is available whenever the DSL is unavailable.

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and their effectiveness.
- Provide advice, support and expertise; make and support referrals; participate in strategy discussions, conferences and multi-agency planning.
- Promote educational outcomes for children with social workers and other vulnerable pupils.
- Maintain oversight of safeguarding records, chronology, patterns and transfer of child protection information.
- Support staff to exercise professional curiosity and professional challenge.
- Ensure local safeguarding thresholds, referral routes and emergency arrangements are understood.

All staff

- Read and understand Part One of KCSIE 2026, including staff who do not work directly with children.
- Know the identity of the DSL/DDSL and how to report a concern.
- Maintain an attitude of 'it could happen here'.
- Act in the child's best interests; listen carefully; do not promise confidentiality.
- Report concerns immediately and record facts accurately.
- Understand that anyone can make a referral to children's social care and that immediate risk may require direct contact with police/children's social care.
- Recognise children who may benefit from Family Help and support early action.
- Understand the importance of information sharing, professional curiosity and challenge.
- Report concerns about adults, including low-level concerns, in accordance with TAS procedures.

7. Training, Induction and Safeguarding Culture

All staff, volunteers and relevant governance members receive safeguarding induction appropriate to role. Training is refreshed regularly and at least annually through formal training, updates, briefings, supervision, case learning and policy changes.

- KCSIE Part One and TAS reporting systems
- Child-on-child abuse, sexual violence and sexual harassment
- Online safety, AI, filtering and monitoring
- Prevent and radicalisation
- Children absent from education and attendance as a safeguarding indicator
- SEND, communication needs and barriers to disclosure
- Exploitation, domestic abuse, honour/faith-based abuse and FGM
- Low-level concerns, allegations, whistleblowing and safer working practice
- Local referral routes, Family Help and multi-agency working

Safeguarding training is checked for impact, not simply attendance. Leaders use case audits, staff discussion, pupil voice and quality assurance to establish whether staff know what to do.

8. Multi-Agency Working, Family Help and Referrals

TAS works in accordance with Working Together to Safeguard Children 2026. We recognise a shared responsibility to help, support and protect children and that education is a key safeguarding partner in practice.

Family Help should be considered as soon as needs emerge. TAS will work with children, families and partner agencies to support timely, evidence-informed intervention, while recognising that early support must never delay a child protection referral where significant harm is suspected.

A referral to children's social care will be made where a child is suffering or likely to suffer significant harm, or where statutory assessment may be required. If there is immediate danger, staff will contact

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emergency services. Any member of staff may make a referral. Where a referral is not accepted and concerns remain, TAS will escalate and challenge in accordance with local procedures.

TAS will cooperate with assessments, strategy discussions, section 47 enquiries, child protection conferences, core groups, child in need planning, Family Help plans and other multi-agency arrangements. Staff will provide clear information, professional analysis and challenge where required.

9. Information Sharing and Record Keeping

Safeguarding information will be shared lawfully, proportionately and in a timely way where necessary to protect a child. Data protection law is not a barrier to sharing information for safeguarding purposes. Staff should not allow uncertainty about information sharing to prevent necessary action.

- Record the concern, disclosure, observation or decision as soon as possible.
- Use the child's own words where relevant and distinguish fact from professional opinion.
- Record date, time, location, people present, action taken, rationale and outcome.
- Maintain a clear chronology and link related concerns so patterns are visible.
- Store safeguarding records securely and separately from the general pupil record, with access limited appropriately.
- Transfer safeguarding records securely and promptly when a child moves setting, retaining confirmation of receipt.

From 30 September 2026, TAS will comply with the statutory Information Sharing Duty under section 16LA of the Children Act 2004 and the statutory Information sharing to safeguard children and young people guidance. Relevant safeguarding information will be shared lawfully, securely, proportionately and in a timely manner where required to safeguard and promote the welfare of children. Decisions to share, or not to share, information and the rationale for those decisions will be recorded where appropriate.

10. Responding to a Disclosure or Concern

- Listen; remain calm; take the child seriously.
- Do not investigate, interrogate or ask leading questions.
- Do not promise to keep the information secret.
- Reassure the child that they have done the right thing by speaking.
- Explain what will happen next in a way the child can understand.
- Report immediately to the DSL/DDSL and make an accurate written record.
- Preserve evidence and do not view, copy, forward or store sexual imagery of children.
- Where immediate risk exists, contact police/children's social care without delay.

11. Specific Safeguarding Issues

Child-on-Child Abuse
TAS has a zero-tolerance approach to abuse between children. Abuse is never dismissed as 'banter', 'part of growing up' or an inevitable feature of SEND, trauma or alternative provision. It may include bullying, discriminatory abuse, physical abuse, sexual violence, sexual harassment, abuse in intimate relationships, hazing, up-skirting, coercion and consensual or non-consensual sharing of nudes or semi-nudes. All incidents are considered through a safeguarding lens and linked to behaviour, risk assessment and support planning.

Sexual Violence and Sexual Harassment
Victims will be taken seriously, kept safe and supported. TAS will consider the wishes of the child, the nature of the allegation, ages and developmental needs, power imbalance, coercion, risk to others, criminal thresholds and the need for social care/police involvement. Victim-blaming is unacceptable.

Domestic Abuse and Operation Encompass
Children may be victims of domestic abuse in their own right where they see, hear or experience its effects. Relevant Operation Encompass notifications and other information will be handled by trained safeguarding staff and used to provide proportionate support.

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Child Criminal and Sexual Exploitation
Staff will be alert to missing episodes, unexplained money/items, older associates, transport, debt, threats, county lines, sexual exploitation, online grooming, changes in behaviour, attendance and relationships. A child who appears to be offending may also be being exploited.

Modern Slavery and Trafficking
Where trafficking or modern slavery is suspected, TAS will work with statutory agencies and consider referral through the National Referral Mechanism where appropriate.

Honour or Faith-Based Abuse, FGM and Forced Marriage
TAS recognises that honour-based abuse can include FGM, forced marriage and other abuse linked to perceived family/community honour or belief. Teachers will comply with the mandatory reporting duty for known cases of FGM in girls under 18.

Preventing Radicalisation
TAS will identify and respond to concerns that a child is vulnerable to radicalisation or extremist influence, using Prevent and Channel procedures where appropriate while maintaining proportionate, non-discriminatory practice.

Mental Health
Mental health difficulties may be an indicator or consequence of abuse, neglect or exploitation. Safeguarding concerns are not treated solely as behaviour or mental-health matters where harm may be present.

Private Fostering
Where staff become aware that a child under 16, or under 18 if disabled, may be living for 28 days or more with someone who is not a parent or close relative, the DSL will consider notification to the local authority.

Children with Family Members in Prison
TAS recognises possible emotional, practical and safeguarding impacts and will provide or signpost support where appropriate.

Serious Violence
Staff will be alert to indicators including increased absence, changes in friendships, unexplained injuries, declining performance, self-harm, weapons, exploitation and significant changes in wellbeing.

Pregnancy, Concealed or Denied Pregnancy
Concerns will be managed sensitively and promptly with health and safeguarding partners, considering the welfare of the young person and unborn child.

Young Carers
TAS will identify and support pupils whose caring responsibilities may affect attendance, wellbeing, safety or education.

Adverse Childhood Experiences and Trauma
Trauma-informed practice supports understanding and regulation but never replaces safeguarding assessment. Harmful behaviour must not be normalised because a pupil has experienced adversity.

12. Pupils Potentially at Greater Risk of Harm

Children Absent from Education
Repeated or prolonged absence, unexplained absence, missing episodes and patterns of non-attendance can be safeguarding indicators. TAS will act promptly, follow up absence, maintain contact with placing authorities and families, consider welfare checks and referrals where required, and never allow a personalised timetable to become a reason for losing oversight of a child.

Children of compulsory school age are entitled to suitable full-time education. TAS may personalise attendance and provision to meet a child at their starting point, but any reduced or part-time timetable

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must be exceptional, in the child's best interests, have a clear educational and/or reintegration purpose, be time-limited and regularly reviewed, and must not be used as a behaviour-management measure or allow drift from education. The child's whereabouts, safety and agreed educational arrangements must always be known and reviewed.

Alternative Provision and Off-Site Education
TAS remains attentive to safeguarding responsibility whenever a pupil attends alternative provision, work experience, external tuition, vocational placements, farm, equine, outdoor, community or other off-site activity. Placement with another provider does not remove the need for active oversight.

- Complete and record due diligence before placement and obtain written confirmation of safeguarding and safer-recruitment arrangements, including relevant checks, attendance and welfare reporting, supervision, risk assessment, escalation routes and how the provider will notify TAS of any change that could place the child at risk.
- Know where the child is, who is responsible, how attendance is confirmed and how concerns are reported.
- Review the placement's suitability, quality and safeguarding effectiveness at appropriate intervals, including attendance, progress, incidents, changes in risk and pupil voice; act promptly where the placement no longer meets the child's needs or safeguarding requirements.
- Act immediately if attendance is unclear or the child cannot be located.
- Ensure any provider understands the child's relevant safeguarding and SEND needs on a need-to-know basis.

Children Attending Approved Educational Activity
Where a pupil is educated away from a TAS campus, leaders will ensure attendance coding and safeguarding arrangements accurately reflect the activity and that TAS receives timely confirmation of attendance and welfare.

Children from Black, Asian, Minorities Ethnic and Diverse Communities
TAS will challenge racism and discrimination, consider disproportionality and avoid assumptions that may minimise or misinterpret risk. Staff will consider how culture, language, discrimination and prior experiences of services may affect trust, disclosure and access to help.

Children with SEND, Disabilities or Health Issues
Children with SEND can face additional safeguarding challenges, including assumptions that indicators of abuse relate to disability or behaviour, communication barriers, isolation, bullying, dependence on adults and difficulty recognising or reporting abuse. TAS will make reasonable adjustments, use communication methods the child can access and ensure that SEND does not mask safeguarding risk.

This section should be read directly alongside the TAS Special Educational Needs, Disability & Inclusion Policy and Inclusion Policy & Strategy. The same strengths-based principle applies across all three documents: staff seek to understand what is strong, what creates barriers and what adjustments or environment enable the pupil to communicate, participate and remain safe. A safeguarding plan, safety plan or risk assessment should align with the pupil's Pupil Profile/EHCP and known reasonable adjustments where relevant.

Looked-After, previously Looked-After and Kinship Care Children
TAS will work with carers, social workers, virtual schools and relevant professionals, understand legal status and care planning, and recognise the particular vulnerability that some children may experience in care, kinship and placement arrangements.

LGBTQ+ Children and Young People
LGBTQ+ children may experience bullying, harassment, abuse or family/community rejection. TAS will provide a safe, respectful environment and respond to safeguarding concerns without discrimination or assumptions.

13. Online Safety, AI, Filtering and Monitoring

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Online safety is a safeguarding responsibility and is integrated across policy, curriculum, staff conduct, technology and risk management. TAS considers the four broad areas of online risk: content, contact, conduct and commerce.

- The DSL has lead safeguarding responsibility for online safety and understands filtering and monitoring arrangements.
- The proprietor/governance body has strategic oversight of filtering and monitoring. Named senior leadership, safeguarding and technical responsibilities are assigned clearly. Leaders review and record the effectiveness of filtering and monitoring at least annually, and sooner following significant safeguarding risks, changes in technology or working practice, or major system/configuration changes; actions arising are tracked to completion.
- Staff know how to report harmful content, unsafe searches, attempts to bypass controls and concerns arising from school-issued or personal devices. Monitoring arrangements provide for prompt escalation of high-risk concerns and regular review of monitoring information, with actions and outcomes recorded.
- Children are taught how to seek help, protect privacy, recognise grooming/manipulation, evaluate online content and use technology responsibly.
- AI-related risks include generated sexual imagery, deepfakes/deep nudes, impersonation, harmful or discriminatory outputs, grooming, misinformation, privacy risks and inappropriate reliance on AI for personal advice.

Remote Education, Virtual Lessons and Live Streaming
TAS virtual provision follows the same safeguarding expectations as face-to-face education. Staff use approved systems, professional accounts and appropriate settings; maintain suitable boundaries; know how to respond if a concern is seen or disclosed online; and record attendance and welfare concerns. One-to-one remote contact must be purposeful, authorised and conducted in line with safer working practice.

Personal Electronic Devices
Where the statutory mobile-phone guidance applies, TAS operates a mobile-phone-free school day by default: pupils do not have access to or use mobile phones or other in-scope personal interactive communication devices during the school day, except where an individual exception or reasonable adjustment is justified and authorised. The detailed arrangements, storage/hand-in procedures, searching/confiscation rules and sanctions are set out in the relevant behaviour/mobile-device policy and communicated to pupils, parents and staff. Staff use of personal devices must comply with the Staff Code of Conduct and must not compromise safeguarding, privacy or professional boundaries. Concerns about misuse are reported immediately.

Nudes and Semi-Nudes, including AI-Generated Imagery
Consensual and non-consensual sharing of nude or semi-nude imagery is treated as a safeguarding concern, including imagery digitally altered or wholly generated by AI. Staff must not view, copy, print, forward, save or ask a child to send such imagery. The DSL will follow current UKCIS/DfE guidance and involve police or social care where appropriate, while avoiding unnecessary criminalisation of children.

14. Safeguarding in the TAS Curriculum

Safeguarding is taught through PSHE/RSHE, online safety, the wider curriculum, pupil voice, mentoring and everyday relational practice. Teaching is age-appropriate, developmentally appropriate and adapted for SEND and communication needs.

Pupils are helped to understand healthy and unhealthy relationships, consent, boundaries, bullying, discrimination, exploitation, online risk, substance misuse, radicalisation, personal safety, help-seeking and how to report concerns. Leaders use pupil voice to test whether children know who to speak to and believe adults will act.

15. Attendance, Behaviour and Safeguarding

TAS treats attendance and behaviour as information, not merely compliance measures. Sudden change, persistent absence, repeated dysregulation, aggression, withdrawal, sexualised behaviour,

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self-harm, substance use, missing episodes or deterioration in engagement may indicate unmet need, exploitation, abuse or other harm.

Our relationship and regulation approach, commitment to inclusion, no routine exclusionary culture and fresh-start ethos do not mean that harmful behaviour is minimised. Safeguarding concerns are identified, recorded, risk-assessed and acted on the same day wherever possible. Support for a child who has harmed another child is considered alongside safety and support for the victim.

This reflects the TAS Inclusion Policy & Strategy and the Eight Core Policies: we do not give up on pupils, do not use exclusion or informal sending-home as an ordinary response to difficulty, seek same-day repair wherever reasonably possible, and treat every new day as a fresh start. These commitments operate within safeguarding, risk-management and legal duties. Where a child cannot safely remain in their usual environment, leaders must make a lawful, recorded, risk-assessed decision that preserves oversight, education and support rather than using absence or a reduced timetable as a behaviour strategy.

16. Managing Referrals and Escalation

The DSL will use the threshold and referral arrangements of the child's home local authority. Where a referral is made, TAS will follow up the outcome. If the response does not address the level of concern, TAS will use professional challenge and escalation procedures. Disagreement between professionals must never result in drift.

Where a crime may have been committed, TAS will consider police involvement in line with current guidance. The DSL will ensure that actions taken by the school do not prejudice a police or social care investigation.

17. Allegations Against Staff, Volunteers and Other Adults

Any allegation that an adult working with children has behaved in a way that has harmed a child, 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, or behaved in a way that indicates they may not be suitable to work with children will be reported immediately to the Headteacher/appropriate senior leader and managed under KCSIE Part Four and local LADO arrangements.

Allegations involving the Headteacher will be reported to the proprietor/appropriate governance lead. Allegations involving the proprietor will be managed through the appropriate external route. TAS will not investigate an allegation in a way that compromises LADO, police or social care processes.

18. Low-Level Concerns and Whistleblowing

A low-level concern is any concern, no matter how small, that an adult may have acted in a way inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work, even where the harm threshold is not met. TAS encourages a culture in which concerns are shared early and without fear.

Low-level concerns are recorded, reviewed for patterns and considered alongside other information. Where the harm threshold may be met, the matter is escalated immediately. Staff who feel unable to raise a concern internally may use whistleblowing routes, including external routes where appropriate.

19. Safer Recruitment and the Single Central Record

TAS follows KCSIE Part Three and current regulated activity requirements. Recruitment is designed to deter, identify and reject people who may pose a risk to children.

- At least one appropriately trained person is involved in recruitment decisions.
- Identity, right to work, qualifications where required, employment history, references and appropriate DBS/barred-list checks are completed.
- Prohibition and other required checks are completed where applicable.
- Online searches of shortlisted candidates are undertaken in line with KCSIE and candidates are informed.
- Written assurances and identity checks are obtained for agency/supply staff.

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- The Single Central Record contains the information required by KCSIE and is regularly checked and quality assured.
- Where legal criteria are met, referrals are made to the DBS and, where relevant, the Teaching Regulation Agency or other professional body.

From 1 September 2026, following the Crime and Policing Act 2026 removal of the supervision exemption, unpaid teaching, training, instructing, caring for or supervising children is regulated activity when carried out frequently or when the statutory period condition is met, even if the volunteer is supervised. TAS will ensure that any volunteer undertaking regulated activity has the required enhanced DBS check with children barred-list information before undertaking that activity and will use the current KCSIE 2026 and statutory regulated-activity definitions rather than historic supervision arrangements.

20. External Providers, Visitors, Contractors and Use of Premises

TAS will ensure that safeguarding arrangements are clear whenever external organisations provide services to pupils or use TAS premises. Due diligence, contractual expectations, supervision, safer recruitment assurances and reporting routes will be proportionate to the activity and level of access to children.

Where another organisation operates independently on TAS premises, leaders will determine whether a transfer of control or other formal agreement is required and ensure safeguarding responsibilities are explicit.

21. Educational Visits, Outdoor Learning, Farms, Equine and Vocational Activity

TAS intentionally uses outdoor, farm, equine, vocational and community environments. These opportunities can be highly protective and engaging, but they also create specific safeguarding and supervision considerations. Risk assessment must cover environment, transport, animals/equipment, lone or one-to-one working, public access, personal care, communication, emergency arrangements, missing pupils, photography and external adults.

Safeguarding expectations do not reduce because learning takes place outside a conventional classroom. Staff must remain professionally curious and maintain appropriate boundaries in informal and relational environments.

22. Transport

Where TAS provides, commissions or coordinates transport, safeguarding arrangements will address safer recruitment, driver/escort suitability, handover, attendance confirmation, missing or non-arriving pupils, behaviour and regulation needs, communication with families, one-to-one journeys, mobile phones/cameras, vehicle safety and escalation of concerns.

23. Complaints and Safeguarding

Safeguarding concerns will not be managed solely as complaints where child protection, staff conduct or LADO procedures apply. Complaints information may nevertheless reveal safeguarding patterns and will be shared with safeguarding leaders where appropriate. No complaint process will delay action required to protect a child.

24. Safeguarding in TAS Early Years / Nursery provision (ages 2–4)

This section applies wherever TAS provides early years education or childcare for children aged 2 to 4. It supplements, and does not replace, the whole-TAS safeguarding arrangements in this policy. TAS will identify the precise registration and inspection status of the nursery before opening and will comply with the EYFS statutory framework for group and school-based providers and all other requirements applicable to that provision.

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Young children's vulnerability and voice
Children aged 2 to 4 may be highly dependent on adults for care, communication and protection. Practitioners must be alert to non-verbal and developmental indicators of harm, changes in behaviour, presentation, attachment, eating, sleeping, toileting or play, and injuries or explanations that cause concern. Communication, SEND and developmental needs must never be allowed to mask safeguarding risk. Children must be supported to express wishes, feelings and concerns in developmentally appropriate ways.

Early years safeguarding leadership, training and supervision
The nursery will have clear day-to-day safeguarding leadership linked to the TAS DSL structure. All early years practitioners will receive safeguarding induction and training that enables them to identify signs of abuse and neglect, respond appropriately, record and refer concerns, understand local referral routes, manage allegations and low-level concerns, and apply the nursery's whistleblowing arrangements. Training and knowledge will be refreshed in accordance with the current EYFS and KCSIE requirements. Staff supervision will provide opportunities to discuss children, safeguarding concerns, professional practice, wellbeing and training needs.

Suitable people, recruitment and staff conduct
TAS will apply the current EYFS suitability and safer-recruitment requirements alongside KCSIE. Required identity, suitability, qualification, reference and criminal-record checks will be completed and recorded. From 1 September 2026, enhanced criminal-record requirements for volunteers will be applied in accordance with the EYFS and current regulated-activity rules, and a new employee will not commence employment before the required criminal-record check has been received. Staff must disclose information that may affect their suitability as required by the EYFS. No person under 17 will care for children unsupervised. Staff medication, alcohol or substance use must never impair their ability to care safely for children.

Attendance and unexplained absence
The nursery will maintain accurate attendance records and follow up unexplained or unexpected absence promptly, considering the child's vulnerability, family circumstances and any known safeguarding risks. Patterns or prolonged absence will be reviewed through a safeguarding lens and escalated to the DSL and statutory partners where appropriate. Emergency contacts will be kept current and used in accordance with the nursery's absence procedure.

Intimate care, toileting and personal care
Intimate and personal care will protect each child's dignity, privacy, safety and developing independence. Care will be responsive to the child's needs and any SEND, health, cultural or communication requirements. Staff will follow agreed intimate-care and nappy-changing/toileting procedures, maintain appropriate professional boundaries and report any concerning injury, presentation, disclosure or behaviour immediately.

Collection, handover, supervision and missing children
Children will be released only to parents/carers or other adults authorised under the nursery's collection arrangements, subject to any lawful safeguarding restrictions. Staffing, deployment and supervision will meet applicable EYFS ratios and be sufficient to keep children safe throughout indoor, outdoor, arrival, departure, sleep, eating and off-site activity. TAS will maintain clear procedures for a child who is missing, cannot be accounted for, or is not collected, including immediate escalation and notification where required.

Paediatric first aid, medicines, accidents and injuries
The nursery will meet current EYFS paediatric first-aid requirements, including ensuring required qualified cover is available whenever children are present and on outings. Medication, accidents, injuries and first aid will be managed, recorded and communicated to parents/carers in accordance with the EYFS and TAS procedures. Injuries or patterns that may indicate abuse will be referred immediately through safeguarding procedures rather than treated solely as health-and-safety matters.

Safer eating, allergies and choking prevention
The nursery will implement the EYFS safer-eating requirements. Children will be appropriately supervised while eating; food, seating and preparation will reflect age and developmental needs;

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allergy and dietary information will be current and accessible to relevant staff; and staff will know how to respond to choking and allergic reactions. The nursery will ensure the paediatric-first-aid arrangements required by the current EYFS are in place during eating.

Safer sleep and rest
Where children sleep or rest, TAS will follow the safer-sleep requirements in the current EYFS. Sleep arrangements and equipment will be suitable for the child's age and needs; sleeping children will be appropriately supervised and checked; and staff will respond promptly to concerns. Any individual medical or SEND-related sleep plan will be risk assessed and agreed with parents/carers and relevant professionals where appropriate.

Premises, security, risk and animals
Nursery premises, equipment and outdoor areas will be safe, secure and suitable for young children. Entry and exit will be controlled, visitors managed, and risks reviewed. Registered childcare will not be provided from premises where a banned dog breed is kept or present, in accordance with the EYFS requirements effective from 1 September 2026. Arrangements involving other animals will be appropriately risk assessed, hygienic and supervised.

Digital safeguarding, photographs and screen use
The whole-TAS online-safety requirements apply to the nursery. Images and recordings will be taken, stored, shared and deleted only through authorised arrangements. Personal devices must not compromise children's privacy or safeguarding. The nursery will have regard to the current DfE guidance on screen use in early years settings and will ensure that digital technology is used safely, purposefully and in a developmentally appropriate way.

Allegations, low-level concerns and notification to Ofsted
Any concern about an adult will be managed under sections 17 and 18 of this policy and the applicable EYFS requirements. Where TAS is required to notify Ofsted, it will do so within the statutory timescale. From 1 September 2026 the EYFS requires notification of allegations of harm (rather than only serious harm) by anyone living, working or looking after children at the premises, and of the action taken. TAS will also make any LADO, police, children's social care, DBS or other notification/referral required by the circumstances.

Key person, information sharing and partnership with parents
Each child will have a key person in accordance with the EYFS. The key person and nursery team will work with parents/carers while recognising that the child's welfare is paramount and safeguarding information may need to be shared without consent where lawful and necessary. Required child, contact, health, attendance, accident, medication and safeguarding records will be accurate, secure, accessible to authorised staff and retained/transferred in accordance with legal requirements and TAS procedures.

Early years quality assurance
Nursery safeguarding assurance will include regular checks of staff suitability and training, ratios/deployment, attendance and absence follow-up, accidents/injuries, allegations and low-level concerns, paediatric first aid, medicines, intimate care, safer eating/allergies, sleep/rest arrangements, premises security, collection arrangements, digital practice, pupil/parent voice appropriate to age, and the effectiveness of referrals and information sharing. Leaders will use the current Ofsted early years inspection toolkit where applicable and will be able to evidence that safeguarding and children's welfare arrangements operate effectively in practice.

25. Quality Assurance and Monitoring

Safeguarding is quality assured throughout the year. TAS does not rely on an annual policy review as evidence of effectiveness.

Case sampling and safeguarding audit should test whether the TAS system joins up around the child. A sample should be capable of following a pupil through referral and placement, safeguarding, attendance, SEND and other barriers, curriculum, relationships/regulation, family and commissioner communication, specialist input and outcomes. Leaders should be able to show how the Inclusion Strategy, SEND Policy and Eight Core Policies have affected decisions and what changed as a result.

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- Regular safeguarding case-file and chronology audits
- DSL supervision, peer review and Group safeguarding oversight
- Checks of referrals, outcomes, escalation and professional challenge
- Attendance and missing-pupil analysis
- Child-on-child abuse, bullying and sexual harassment trend analysis
- Low-level concerns and allegations pattern review
- Single Central Record and safer recruitment audits
- Filtering and monitoring review
- Training compliance and impact checks
- Pupil, parent and staff voice
- Review of safeguarding in alternative provision and external placements
- Governance/proprietor assurance and action tracking
- Lessons learned from incidents, complaints and local/national safeguarding reviews

For Ofsted-facing provision, leaders will be able to evidence strategic oversight, effective multi-agency working, accessible reporting systems, safer recruitment, record keeping, Prevent arrangements, pupil voice and a curriculum that helps children stay safe.

For ISI-inspected independent schools, leaders and proprietors will evidence that safeguarding arrangements meet the Independent School Standards, reflect the latest statutory guidance, promote effective partnership working, manage risk, respond effectively to incidents, keep pupils safe online and meet suitability requirements for staff, supply staff and proprietors.

26. Monitoring and Review of this Policy

This policy will be formally reviewed at least annually and sooner where legislation, statutory guidance, local procedures, inspection expectations, TAS practice or lessons learned require change. The Group Safeguarding Lead will coordinate review with senior leaders and the proprietor/appropriate governance body.

Changes will be communicated to staff and relevant stakeholders, and the current approved policy will be made publicly available.

Appendix 1 – TAS Safeguarding Reporting Pathway

1. A concern is seen, heard, disclosed or identified.

2. If there is immediate danger: contact emergency services / children's social care as required and inform the DSL.

3. Otherwise: report immediately to the campus DSL/DDSL using the TAS safeguarding recording system. Do not wait until the end of the day.

4. DSL reviews risk, history, attendance, related concerns, sibling/context information and the child's voice.

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5. DSL decides and records action: internal support / Family Help / consultation / referral / police / LADO / Prevent-Channel / other statutory route.

6. DSL follows up the outcome. If risk remains or response is insufficient, escalate and challenge.

7. Record decisions, rationale, actions and outcome. Continue to review the child's safety and educational engagement.

Appendix 2 - Safeguarding Considerations for Personalised Timetables

- The starting point for a child of compulsory school age is an entitlement to suitable full-time education. TAS's personalised timetable is a starting point to encourage back to education, in the child's best interests, agreed and regularly reviewed, time-limited, and supported by a clear purpose and plan for education/reintegration or progression towards the fullest suitable provision.
- TAS must know where the child is expected to be during agreed education time.
- Attendance must be confirmed promptly for on-site, off-site and virtual elements.
- Reduced or personalised hours must not conceal absence, drift or loss of education.
- Any unexplained non-attendance is followed up on the day.
- Safeguarding risk, SEND, transport, family circumstances and the child's voice are considered at review.
- The placing authority and relevant professionals are kept appropriately informed.

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Appendix 3 - Key contacts and campus safeguarding details

The named campus DSL/DDSL contact sheet must be maintained as a live operational document and displayed/available at each campus. Because staffing and campus arrangements can change during the year, the operational contact sheet should be updated immediately when changes occur rather than waiting for annual policy review.

Group Safeguarding Lead	Kirsty Swierkowski
Group Deputy Safeguarding Lead	Mark Walton
Main TAS safeguarding contact route	Campus DSL/DDSL or Group Safeguarding Lead
Emergency	999 where a child is in immediate danger
Children's Social Care / LADO	Use the current route for the child's home local authority / relevant employing authority

Appendix 4 - Allegations of abuse against staff and low-level concerns

There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.

All allegations against staff, supply staff, volunteers, contractors and any person who may use or hire the school premises, will be managed in line with the school's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff at induction. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns". Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Committed or 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 to children.

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- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

All staff at The Alternative School Group are aware of these procedures and aware of the following expectations and protocol:-

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff and volunteers) conduct to the Headteacher
- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the executive head teacher and / or LADO and how to contact them

LADO referrals

If a concern is raised regarding the conduct of a member of staff and it is felt that the child is at risk of or has been subjected to harm, this process needs to be followed:

- Listen and document the concern made about the member of staff
- Ask questions to determine when something has happened and seek clarity over what has been said
- Document what has been disclosed to you as soon as possible
- Inform Kirsty Swierkowski immediately

If Kirsty Swierkowski is not available, Mark Walton as deputy group safeguarding, should then be contacted.

- The person leading on the investigation will make contact with the two other members of the Safeguarding Allegations Team (KS, MW, and FH) and they will then work as a collective to ensure professional challenge and professional discussions can happen and to ensure no bias
- No LADO referral should be done in isolation

1) Listen to the pupil, clarify points and document clearly
2) Pull in the member of staff, clarify each point and document clearly
3) Explain we will have to further investigate and send staff member home if the Safeguarding Allegations Team believe it is appropriate (they must be spoken to first)
4) Call social worker/parents and update, say investigating
5) Get all the evidence together within the next hour - this is absolute priority
6) Liaise with 2 other members of the Safeguarding Allegations Team with evidence to date, get thoughts and a clear plan as to how the investigation will happen. Then the Safeguarding

The Alternative School Group recognises that children may make disclosures against someone who is in a position of trust / is working or volunteering with children, not in the school setting. This may be an adult in a place of worship, a sports coach or a club leader. After ensuring that the child is safe, we recognise that we must refer to the LADO and share information.

- **Low Level Concerns**

The Alternative School Group ensure that all staff are aware of how to recognise and report **low level concerns** around staff behaviour or conduct.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

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• does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

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

The Alternative School Group will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, contractors or those that have hired/let the premises) are dealt with promptly and appropriately. The Alternative School Group will strive to embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

The Alternative School Group will ensure that staff are encouraged and feel confident to self-refer, where, for example, 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 such a way that they consider falls below the expected professional standards.

All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the Headteacher. This can be done directly or through the anonymous reporting QR code. If concerns are surrounding the Headteacher, this must be referred to the executive head and / or LADO. Guidance from Keeping Children Safe in Education, September 2026, will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the headteacher will consult with LADO for guidance.

The advisory board will ensure low level concern procedures and staff behaviour expectations are clearly addressed within the staff code of conduct and procedures are implemented effectively, ensuring that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

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Early Help:
support as soon as problems start to emerge

At The Alternative School Trust, we naturally support our families through the TAS approach and ethos. Sometimes families need additional support and this can be assessed through an Early Help Assessment that school can complete with you.

1:1 support on request with a teacher of choice

Attendance support including daily phone calls home and home visits

Cause for concern register to monitor attendance and safeguarding concerns

Half termly reviews for the pupil with parents, carers and agencies. Extra reviews available on request

Food parcels
Support with clothing

Breakfast and lunch for all pupils

Friday Celebrations to celebrate and encourage attendance and progress

Half term safeguarding newsletters

Whole school safeguarding lead with named DSLs and DDSLs in each campus

Personalised timetables

Named teacher for each pupil

Link to local community policing team at each campus

Use of school's washing machine and showering facilities

Weekly collective reflections linked to assembly themes

Signposting posters in all school toilets

Kooth online wellbeing support

Curriculum with embedded links to PHSCE

Speech and language support
Occupational therapy support

Inclusive school trips, residentials, DofE residentials and international trips

Sexual health guest speakers

School immediately addressing bullying concerns

Support around substance misuse - links with We Are With You

Support around smoking and vaping - links with Smokefree Lancashire

Neglect Graded Care II Profile assessments

AIMS assessments for Harmful Sexualised Behaviours

School SEN leads and SENCOs

Walk and talk therapy

Lego therapy

Therapy dogs

Pastoral support
Named teacher

All staff contactable via mobile phones

Letters of support to GPs and ELCAS to request assessments

If the school offer is not enough to support a family, we can complete an Early Help Assessment and request the support of external agencies.

Family support workers
Children's Social Care

ELCAS
Counselling services
Social prescribing
Debt management

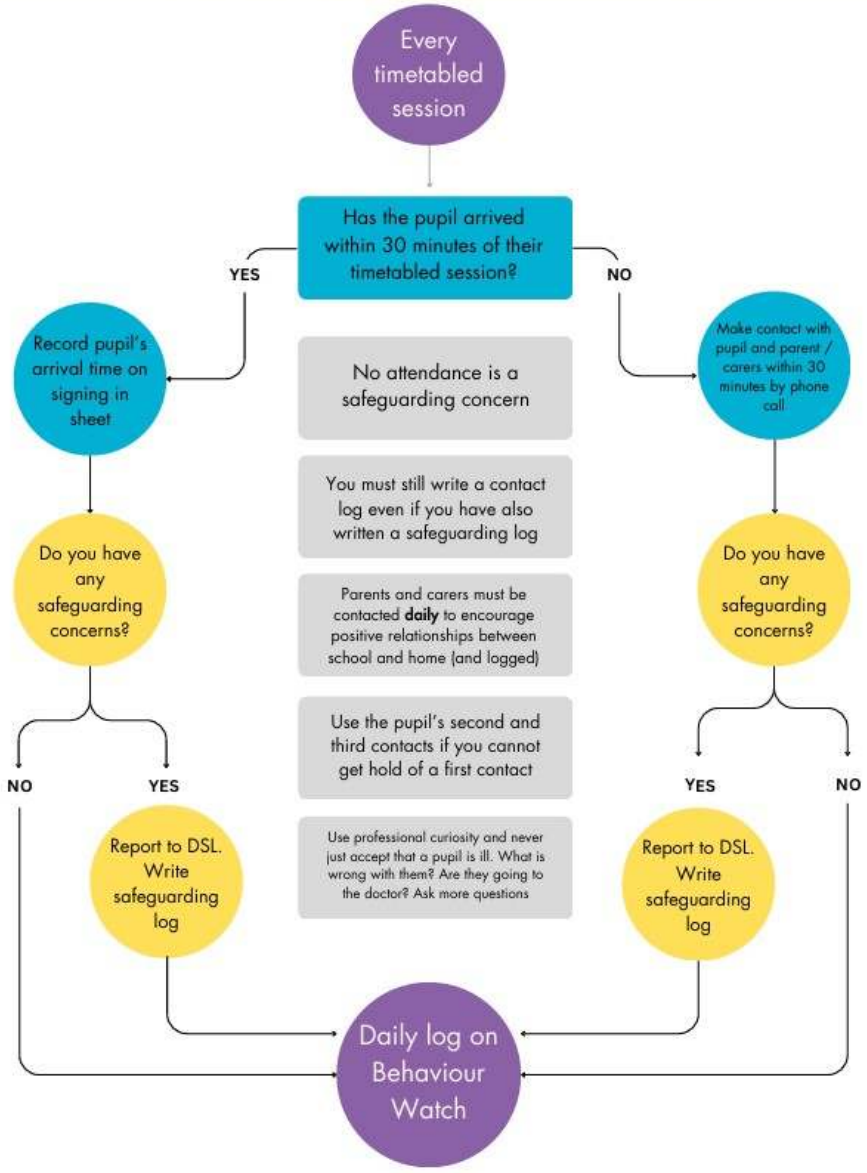
Young carers
SENDIAS
School nurse
Parenting support
Educational psychologist

Bereavement services
Housing
Domestic abuse

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RECORDING ON BEHAVIOUR WATCH

Contact logs have to be done EVERY DAY FOR EVERY PUPIL whether they have attended or not



There will be regular audits done on every teacher's logs on Behaviour Watch and any missing logs will be raised at supervision

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SAFEGUARDING ON BEHAVIOUR WATCH

1

Disclosure
Listen.
Do not ask leading questions but establish fact.

2

Inform your DSL
Once you have been made aware of a safeguarding concern, report this to your DSL. Either in person or by telephone.

3

Log on Behaviour Watch as a safeguarding log
Create a log on Behaviour Watch as soon as possible so you do not forget information. Be detailed. Spend time recording the facts. State which DSL is reviewing concern on Behaviour Watch.

4

Review and action
Your DSL will now review and action the safeguarding log. They may speak to the pupil, parents, carers, Safeguarding Advice Line, the police or Children's Social Care to gain more information and seek advice

5

Report
The DSL will then decide whether to do a referral into Children's Social Care and / or the police and at what level the referral should be at. Parental consent will need to be sought in most cases unless a child is at risk of immediate harm

6

Update Behaviour Watch
The DSL should update the original log on Behaviour Watch with any actions, copies of any emails, attach any documents. It is important to record times and dates of events.

7

Close log on Behaviour Watch
Once your DSL has dealt with the safeguarding concerned and completed any actions, they will change the status to closed on Behaviour Watch

8

Audit of Behaviour Watch
All logs will be audited by the group safeguarding lead on a weekly basis and a report will be sent to the executive head to ensure nothing is being missed. Gaps in training will be identified and training given.

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Report radicalisation

If you:

- become aware of an pupil you feel is vulnerable to radicalisation
- suspect someone is being radicalised or encouraged to support terrorism
- or are experiencing pressure from others about this

You must report it!

PREVENT Lead for the TAS Trust

Kirsty Swierkowski

01282 851800 opt 0 / 07980 284372

kirstys@thealternativeschool.co.uk

WHO CAN HELP?

All Prevent Referrals:
✉ concern@lancashire.police.uk

For **support, advice, training** and all other enquiries relating to Prevent or Channel, please contact the Lancashire Prevent Team:

☎ 01254 585260
✉ Prevent.team@blackburn.gov.uk
💻 www.lancashirepreventpartnership.org.uk



Channel advice and guidance
✉ Prevent.team@blackburn.gov.uk



Lancashire Police Prevent Team ☎ 01772 413398. If urgent call 999. If you spot any stickers, graffiti or leaflets take a picture or report the location to stickering@Lancashire.police.uk. Please also CC your organisation's Prevent Lead.

Lancashire Prevent Partnership

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Are you concerned about something another member or staff has said or done? This could be a low level safeguarding concern

Does their behaviour not sit right?

Is it professional?



Have you been left thinking about something you have seen or heard?

Gut feeling?

All low level safeguarding concerns need to be passed on for further investigation.

Speaking up can help prevent a child from being hurt. Staff, volunteers, visitors contractors, parents, carers, professionals.

Report any concerns anonymously via these QR codes. You can chose who you want to report your concern to including people outside of the organisation. TAS believes that all staff, regardless of their position, are accountable for their their actions and professional conduct.

Group safeguarding lead (Kirsty Swierkowski) and Attendance Champion (Heather Blake)

Deputy group safeguarding lead (Mark Walton) and CEO (Kirsty Anne Pugh)

Executive head teacher (Neil Reynolds) and Ann Flynn (Head of CPD & T,L&A)

Non executive board members (Stewart Townsend and Peter Knowles)

October 2025

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School Safeguarding - Call Back Request

Section 1 ***(to be completed by school requesting call back)***									
Date & Time of request:									
Caller's name & designation:									
School:									
Contact number: (Extension / Mobile)									
Email address:									
Child's name:									
Child's DoB:									
Priority level	Low		Medium		High				
Section 2 (to be completed by School Safeguarding Service)									
Date and time of call back:									
Advisors initials:									
Known/open to CSC: SU Number (If app)									
Concern:									
Advice:									
Level of support: Please tick	**Universal**	**Early Help**	**Sec 17**	**Sec 47**	**Other**				
Category: Please tick	**Physical**	**Sexual**	**Emotional**	**Neglect**	**Other**				

Please email this form to safeguardingadviceline@lancashire.gov.uk

Please note – this form is for a request for a call back for safeguarding advice from the School Safeguarding Service. You will receive a call back within 24 hours and written advice will follow. **If you have immediate concerns a child is at risk of significant harm, please contact Children's Social Care on 0300 123 6720 or contact the police.**

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Lancashire's Children's Social Care
Opening hours: 8.00am – 5.00pm

Tel: 0300 123 6720
Out of hours: 0300 123 6722

Safeguarding advice line: 01772 531196
School.safeguarding@lancashire.gov.uk / mash.education@lancashire.gov.uk

LADO: all enquiries must complete an online referral form
Lado.admin@lancashire.gov.uk
Tim Booth / Shane Penn / Donna Green

Blackpool's Children's Social Care
Open 24/ 7

Tel: 01253 477299

LADO@ 01253 477541 / lado@blackpool.gov.uk

North Yorkshire's Children's Social Care
Open 24/7

Tel: 01609 780780

LADO: 01609 798005 / lado@northyorks.gov.uk

Blackburn with Darwen Children's Social Care
Opening hours: 9.00am – 5.00pm

Tel: 01254 666400
Out of hours: 01254 587547

LADO: all enquiries must complete an online referral form

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