Leapstone Learning Centre – Safeguarding Policy and Procedures

Written: August 2025

Next review August 2027

<u>KEY CONTACT PERSONNEL AT LEAPSTONE LEARNING CENTRE:</u>

Designated safeguarding lead: **Memuna Ahmed**

Deputy safeguarding lead: **Mahnoor Fatima**

All staff should have access to this policy and sign the effect that they have read and understood its content.

INTRODUCTION

The purpose of this introduction is to:

1. Inform **staff** of their roles and responsibilities when working with children at Leapstone Learning Centre.
2. Inform **parents and carers** of Leapstone Learning Centre's safeguarding policies and responsibilities.

Safeguarding (as set out in national guidance such as *Working Together to Safeguard Children*) means:

- 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.
- taking action to enable all children to have the best outcomes.

Safeguarding action may be required to protect children and learners from (this list is not exhaustive):

- Neglect, physical abuse, sexual abuse, emotional abuse.
- Bullying, including online and prejudice-based bullying; racist, disability-related, Homophobic or transphobic abuse.
- Gender-based violence / violence against women and girls.
- Radicalisation and/or extremist behaviour.
- Child sexual exploitation, criminal exploitation (including county lines) and trafficking.
- The impact of new technologies on sexual behaviour (e.g. "sexting" / sharing of indecent images).
- Abusive or unsafe teenage relationships.
- Substance misuse.
- Issues specific to the local context (e.g. gang-related harm);
- Female genital mutilation (FGM).
- Forced marriage.
- Fabricated or induced illness.
- Poor or unsafe parenting.
- Any other issue or context that poses a risk to children.

Safeguarding is **not** only about responding to deliberate harm, neglect or failure to act. It also relates to the broader aspects of care and education, including:

- Children's and learners' health, safety and wellbeing.
- The proportionate use of reasonable force.
- Meeting the needs of children and learners with medical conditions.
- Providing first aid.

- Intimate care and emotional wellbeing.
- Online safety and related risks.
- Appropriate arrangements to ensure children's and learners' security, taking account of the local context.

Definitions of Abuse

Physical abuse
Physical injury to a child where there is knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented. It includes hitting, shaking, burning/scalding, poisoning, suffocation and fabricated or induced illness.

Neglect
The persistent or severe failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development (both physical and mental). This includes inadequate food, clothing, supervision, medical care, safety, or emotional responsiveness.

Emotional abuse
The persistent or severe emotional ill-treatment of a child that causes significant adverse effects on their emotional development and behaviour. It can involve humiliation, intimidation, constant criticism, rejection, isolation, or exposure to domestic abuse.

Sexual abuse
The involvement of dependent, developmentally immature children or adolescents in sexual activities they cannot understand and to which they cannot give informed consent, or that violate family or social taboos. It includes contact and non-contact acts (e.g., grooming, exposure to sexual images).

Extremism and radicalisation
Vocal or active opposition to fundamental values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs; radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies.

Grooming
A deliberate process by which someone builds an emotional connection and trust with a child (and often their family) to manipulate, exploit and abuse them - online or offline.

Self-harm (self-abuse)
Any act by which a child or young person seeks to harm themselves, including cutting, bruising, scratching, hair-pulling, poisoning, overdosing, disordered eating or other behaviours that place them at risk.

Child sexual exploitation (CSE)
A form of sexual abuse in which an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants (e.g., attention, gifts, status) and/or for the financial or other advantage of the perpetrator.

Child criminal exploitation (CCE)
The exploitation of children for criminal purposes (e.g., county lines, theft, drug production/supply), typically involving coercion, deception, debt bondage, or threats of violence.

Child-on-child abuse
Abuse perpetrated by children against other children, including bullying (in person or online), coercive control, sexual harassment/violence, and harmful sexual behaviour.

Domestic abuse (impact on children)
Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between adults who are or have been intimate partners or family members; children who see, hear or experience the effects may suffer significant harm.

Online abuse
Abuse facilitated by technology and the internet, including grooming, solicitation, sharing of indecent images ("sexting"), coercive control via digital platforms, and exposure to harmful or extremist content.

So-called honour-based abuse forced marriage and FGM
Harmful practices that violate a child's rights, including female genital mutilation (FGM). *Known* FGM on a girl under 18 must be reported to the police immediately.

Fabricated or induced illness (FII)
A parent/carer's falsification of a child's symptoms, or deliberate induction of illness, leading to unnecessary medical assessment, treatment or harm.

Important context
Abuse can occur in **any** social group regardless of religion, culture, social class or financial position. Children with disabilities are statistically at greater risk and may be particularly vulnerable. Those who abuse can be of **any** age, gender, ethnicity or background; staff must not allow personal preconceptions to prevent recognition or action.

Oversight and review
All relevant safeguarding policies will be reviewed annually by the **Memuna Ahmed**, who has responsibility for oversight of Leapstone Learning Centre's safeguarding and child protection systems. The **Designated Safeguarding Lead Memuna Ahmed** will provide regular reports on safeguarding activity and systems to the Director(s). The

Director(s) will not receive details that identify individual pupils or families as part of their oversight.

A shared responsibility
Leapstone Learning Centre is a community. **Staff, leaders, volunteers, parents, families and pupils** each have an essential role in keeping it safe and secure. We welcome suggestions and feedback that strengthen our safeguarding practice.

ETHOS

Leapstone Learning Centre recognises the importance of an ethos and environment that helps children feel **safe, secure and respected**; encourages them to talk openly; and gives them confidence that they will be listened to and that we will **listen and act**. We understand that children who are abused or who witness violence may have low self-esteem and struggle to develop a sense of self-worth. They may experience helplessness, humiliation or self-blame. Our centre may be the only **safe, secure and predictable** element in their lives, and we take that responsibility seriously.

Leapstone Learning Centre will support the welfare and safety of all pupils by:

- Maintaining children's welfare as our **paramount concern** in all decisions.
- Ensuring safeguarding and personal safety are addressed through age-appropriate teaching so pupils learn how to stay safe, recognise when they do not feel safe, and know **who** they can approach.
- Providing accessible support and guidance so every pupil can identify a **trusted adult**.
- Promoting a calm, positive and inclusive environment in which pupils feel valued, heard and treated with dignity.
- Taking all reasonable steps to maintain site security and pupils' physical safety, including safe supervision, clear routines and risk assessment.
- Embedding safe, well-supervised use of technology (approved platforms, clear rules for images and recording, and responsive online-safety procedures).
- Working transparently with parents and carers so they understand our safeguarding duties, including when we must share concerns with other agencies.
- Ensuring all staff can recognise indicators of abuse or neglect and know the centre's procedures and lines of communication, including how to escalate concerns.
- Monitoring pupils known or believed to be at risk, keeping clear, confidential records that are stored securely and shared appropriately with professionals on a need-to-know basis.

- Building effective, timely liaison with schools, health and safeguarding partners to coordinate support and early help.

We will know our safeguarding arrangements are effective when:

- Children and learners say—and show—that they feel protected and safe in the centre and online.
- Children who are able can explain how they keep themselves safe and who they would talk to if worried.
- Adults in the centre act proactively, follow procedures confidently and escalate concerns without delay.
- Designated Safeguarding Leads are visible, accessible and effective in pursuing concerns and coordinating protection.
- Pupils can name a **trusted adult** in the centre.
- Written records are timely, accurate, securely stored and appropriately shared.
- Relevant concerns are shared promptly with the Local Authority and other safeguarding partners, and the outcomes of referrals and early-help activity are monitored and reviewed.

STAFF RESPONSIBILITY & REPORTING

All staff and volunteers at **Leapstone Learning Centre** share a duty to **safeguard** children. Any member of staff who becomes aware of a **suspicion, allegation, disclosure or incident** must take **immediate** action in line with this procedure.

Core responsibilities

- The **first person** who suspects or is told of abuse must **report it to the DSL** (or **Deputy DSL** if the DSL is unavailable) **without delay** and ensure the concern is **taken seriously**.
- Staff **must not investigate** or try to verify the allegation themselves; it is **not** a staff member's role to decide whether a concern is true.
- Staff **must not** handle a concern **alone**. The **DSL** is responsible for managing referrals and **liaising with appropriate authorities**.
- Failing to report a safeguarding concern (including concerns about a colleague) is a **disciplinary offence**. **When in doubt — report and consult.**

Immediate actions when a concern arises

1. **Ensure immediate safety.** If a child is at **immediate risk**, call **999** first, then inform the **DSL**.
2. **Listen, don't lead.** Receive any disclosure calmly; do **not** promise confidentiality; explain you must share the information with the **DSL** to keep the child safe.

3. **Record the facts the same day.** Complete the Safeguarding Concern Form with:
   - o **who/what/when/where**, using the child's **verbatim words** where possible.
   - o your **observations** (appearance, behaviour, injuries);
   - o any **immediate actions** taken.
   - o your **professional judgement** (clearly labelled as opinion).
     Sign and **time/date** your record.
4. **Report immediately.** Hand your record to the **DSL/DDSL** in person (or via the agreed secure route if off-site).

If you remain concerned after reporting

- Staff may check in with the **DSL** to clarify that appropriate action is underway (you will **not** be given confidential detail).
- If, after this, you still believe **appropriate action has not been taken**, you must **escalate directly** to **Children's Social Care (MASH)** or the **police**. Any staff member can make a referral in good faith.
- You may also use the **whistleblowing** route if you are concerned about systemic failures or unsafe practice.

Allegations or concerns about adults working with children

- **Report at once** to the **DSL/Manager** any concern that a staff member/volunteer/contractor has harmed a child, may pose a risk, or behaved in a way indicating **unsuitability**.
- If the concern involves the **DSL/Manager**, report directly to the **Local Authority Designated Officer (LADO)**.
- The **DSL** will contact the **LADO the same working day**, follow advice, and ensure accurate logs and protective arrangements are in place.
- **Low-level concerns** (boundary issues, poor judgement) are still **recorded**, reviewed and addressed to prevent patterns.

Information sharing & confidentiality

- Share information on a **need-to-know** basis to protect the child. Do **not** discuss concerns with anyone who is **not** directly involved in safeguarding the child.
- Keep all records **secure** and pass originals to the **DSL**; retain no personal copies.

Dos and Don'ts (briefly)

Do:

- Act **immediately**.
- Be **factual** and **accurate** in records.
- Use the child's **own words**.

- **Sign and date** every entry.
- **Report** any concern about **staff conduct**.

Don't:

- Promise **confidentiality** or **probe for details**.
- **Investigate** or confront alleged individuals.
- **Delay** reporting while seeking proof.
- Leave the child **without support** or a clear explanation of next steps.

RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The **Designated Safeguarding Lead (DSL)** has overall responsibility for the **day-to-day oversight of safeguarding and child protection** at Leapstone Learning Centre. The DSL is the first point of contact for staff, volunteers and external agencies on all safeguarding matters.

1) Core remit

- **Coordinate safeguarding action for individual children** from first concern to closure, ensuring **swift, proportionate** responses and clear case management.
- **Lead on safeguarding practice**: promote this policy, ensure staff understand procedures, and cultivate a confident, alert culture where concerns are raised **without delay**.
- **Follow local procedures** and make **referrals** to statutory agencies as required (Children's Social Care/MASH, police, LADO); track outcomes and escalate where necessary.
- **Advise and consult** with staff about worries, disclosures or patterns of concern, model professional curiosity and proportionate decision-making.
- **Maintain a secure recording system**: high-quality, factual records; running **chronologies**; decision rationales; multi-agency contacts; timely updates.
- **Monitor reporting and trends** across the centre; identify themes (e.g., online harms, bullying) and implement preventative actions.
- **Plan and deliver training**: staff induction before unsupervised contact; regular refreshers; briefings on local issues and lessons learned.
- **Gather and collate information** from staff, pupils and partners to inform **threshold decisions**, Early Help plans and referrals.

Important: Safeguarding and child protection are responsibilities of **all staff**. **Any** observation, disclosure or information giving rise to concern **must** be recorded and reported to the DSL immediately. Staff must **not investigate** concerns themselves.

2) Decision-making and referrals

- **Timeliness:** The DSL **consults/refer** to the relevant statutory agency **without delay and within 24 hours** of the concern being raised—or **immediately** if a child is in danger.
- **Lancashire Children's Social Care (MASH):** 0300 123 6720 (Out of hours: 0300 123 6722).
  Referrals are made via Lancashire's **inter-agency referral** process; in urgent or grave situations the DSL telephones first and submits the form promptly thereafter.
- **Allegations about adults (LADO):** 01772 536 694 (same-day contact).
  The DSL follows LADO advice on strategy discussions and immediate protective measures.
- **Police:** 999 in an emergency / 101 for non-emergency safeguarding advice.

3) Liaison with parents/carers

- The DSL will **inform parents/carers at the earliest safe opportunity**, unless doing so would **increase risk** or **impede** a social care/police investigation (e.g., if a parent/carer is the alleged abuser).
- Where appropriate, the DSL seeks **consent** for referrals; however, **lack of consent** does not prevent referral where risk of significant harm is suspected.

4) Confidentiality and information sharing

- Safeguarding information is shared on a **need-to-know** basis to protect children and support enquiries.
- What may seem minor to one member of staff may be **highly significant** in the wider risk picture; the DSL therefore collates all concerns and maintains a **centre-wide view**.

5) Escalation and professional challenge

- If a staff member remains worried that **appropriate action has not been taken** after reporting to the DSL, they must **escalate** directly contact Children's Social Care/MASH or the police, and/or use whistleblowing routes. Any staff member may make a referral in good faith.

6) In the DSL's absence

- The **Deputy DSL Mahnoor** acts with the **same authority**. If neither is available and the risk is immediate, staff contact **MASH/police** without delay and inform the Centre Director/DSL at the earliest opportunity.

7) Quality assurance

- The DSL **reviews record regularly**, ensures actions are completed, and provides **periodic reports** (non-identifying at governance level) on safeguarding activity and system effectiveness.
- Local contact numbers are displayed on the **Emergency Numbers Poster** (office/classrooms) and reviewed for accuracy each term.

The role of the centre is to recognise and refer, not to investigate.

SAFEGUARDING PROCEDURES

These procedures set out how **Leapstone Learning Centre** maintains day-to-day safety and responds to concerns. They apply to all staff, volunteers, contractors, parents and visitors.

A. Site security, visitors and access

1. **Parents/visitors are supervised** by a member of staff at all times while on site.
2. Individuals with a **relevant criminal conviction** relating to offences against children or sexual offences are **not permitted access** to the centre.
3. **Everyone signs in and out** on arrival and departure; visitor badges are worn and collected on exit.
4. Children are released only to **authorised adults** recorded on enrolment forms (ID checked where necessary).

B. Roles, training and awareness

1. A **Designated Safeguarding Lead (DSL)** is appointed and has completed appropriate training (including CPD). **Refresher training at least every two years**.
2. All staff **know who the DSL/Deputy DSL are** and receive safeguarding induction before any unsupervised contact with pupils.
3. Every staff member **reads the safeguarding policy** and **signs** to acknowledge understanding and responsibilities.
4. Staff understand their duty to **be alert to signs of abuse** and to **refer concerns immediately** to the DSL.

C. Recording, reporting and review

1. Staff **keep written records** of concerns about children using the centre's Concern Form, including **verbatim words**, observations and actions taken.

2. Records are passed to the **DSL the same day**, stored **securely** and shared on a **need-to-know** basis only.
3. The safeguarding policy is **reviewed annually** (or sooner after incidents/updates).
4. Allegations against staff are managed under the **allegation's procedure** and, where appropriate, with the **LADO**.

D. If a pupil discloses abuse to a member of staff

1. **Allow the young person to speak** without interruption; listen calmly.
2. Be accepting and **non-judgemental**.
3. **Do not ask leading or investigative questions.**
4. Explain that you **cannot keep what they tell you confidential**; you **must share** it with the **DSL** to help keep them safe.
5. If they ask you to **promise secrecy**, explain you can't do so; if they choose not to continue, **respect their decision** and **report the incident** to the DSL.
6. Ensure the pupil is **not at immediate risk**; seek urgent medical/police help if required.
7. **Contact the DSL immediately** and complete a written record **the same day**.

E. If you suspect abuse but there is no disclosure

1. **Report the facts** as you know them to the **DSL** without delay.
2. **Do not** discuss your suspicions with the young person.
3. **Do not** investigate or ask probing questions; record observations and pass to the DSL.

F. Allegations against staff or volunteers

1. **Immediately** inform the **DSL/Manager** upon receiving an allegation or disclosure about an adult working with children.
2. **Report facts only**, including who was present, dates/times and any immediate actions taken.
3. The **DSL** will manage contact with external agencies (e.g., **LADO**, police, Children's Social Care) and ensure records are complete.
4. Failure to report concerns about a colleague that could place a child at risk is a **disciplinary matter**. **When in doubt—report and consult.**

G. E-safety: safe and appropriate use of technology

- Changes in behaviour, demeanour, presentation, language or progress can indicate **online harm**.
- If a child may be receiving **inappropriate contact** via social media, messaging or gaming platforms:
    1. **Report and discuss with the DSL** immediately.
    2. **Advise the child** to end the communication and **save evidence** (usernames, messages, screenshots, URLs, timestamps).
    3. The DSL will consider **CEOP** reporting, **police** involvement and/or **Children's Social Care**.
    4. Apply the centre's technical controls (block/report), inform parents as appropriate, and record all actions.
- Pupils are encouraged to report concerns in a **no-blame culture** so issues can be addressed without fear.

H. Data protection and confidentiality

- All incident and allegation records are handled in line with **UK GDPR** and centre policy: **accurate, prompt, secure**, and shared **only** to protect the child or enable enquiries. Staff must not keep personal copies of safeguarding records.

ONLINE TUTORING

Scope. This section applies to all live or recorded tuition delivered by Leapstone Learning Centre (LLC) staff and volunteers using video, audio, chat or collaboration tools.

Training and vetting.

- Before delivering online sessions, tutors **must complete** safeguarding training specific to online tuition (e-learning + induction) and be **appropriately vetted** (enhanced DBS and identity/Right-to-Work checks).
- The **DSL** remains responsible for supporting and training staff and for keeping online-safety controls and incident procedures under review.

Code of conduct.

- Tutors must **sign and adhere** to LLC's *Online Tutoring Code of Conduct*
- Use **approved platforms only** via **LLC accounts and devices**. Personal accounts or devices are not permitted.

- Enable **waiting rooms/meeting locks**, restrict screen-sharing to the tutor, and **disable private direct messaging** between tutor and pupil.
- **Recording is off by default.** If a recording is educationally necessary, obtain **DSL approval** and **opt-in parental consent** in advance; store recordings securely for **28** and then delete.

Supervision and environment.

- Where feasible, inform parents/carers of the session time so a responsible adult can be nearby.
- Tutors use a professional background, appropriate dress, and conduct sessions in a quiet, neutral setting.
- 1:1 sessions are **risk-assessed**; tutors keep brief session notes (date, attendees, any concerns).

Conduct and pupil safety.

- Maintain professional boundaries at all times, **no sharing of personal contact details**.
- Only share pre-vetted links/resources; keep cameras on unless a reasonable adjustment is required.

Responding to online concerns.
If a tutor believes a child is being groomed, harassed, intimidated or otherwise harmed online:

1. **End or remove** the user from the session if needed for immediate safety and **preserve evidence** (usernames, messages, screenshots, timestamps).
2. **Report to the DSL immediately** and complete a written record the same day.
3. DSL considers referral to **Children's Social Care/Police/CEOP**, informs parents where safe to do so, and updates risk controls.
4. Apply technical actions (block/report) and document all steps.

Images and data protection.

- Do not capture or store pupil images or chat logs **unless** approved for a defined educational purpose with **consent** and **DSL authorisation**.
- Handle all data in line with **UK GDPR** and LLC's Data Protection & Privacy Policy.

WHISTLEBLOWING

Purpose. LLC promotes an open, learning culture where staff can raise concerns about **safeguarding, unsafe practice, malpractice or misconduct** without fear of detriment. Concerns may relate to systems, behaviours, or a failure to follow policy (including by senior staff).

How to raise a concern (internal).

1. Raise the concern with your **Line Manager/Centre Manager** at the earliest opportunity (you may request a **confidential meeting**).
2. If the concern involves the Manager or you feel unable to raise it with them, escalate to the **Centre Director/Proprietor**: Sarosh Ghalib
   - **Contact number:** Sarosh@leapstonelearning.co.uk
   - **Email:** +44 7784521389
3. If the matter is urgent or you believe it has not been addressed appropriately, you may raise it **directly with the DSL** (for safeguarding risks) or proceed to the external routes below.

External routes (where appropriate).

- **Ofsted concerns line** (about childcare provision standards).
- **NSPCC Whistleblowing Advice** (for professionals seeking advice about organisational safeguarding failures).
- **Local Authority Designated Officer (LADO)** for concerns/allegations about adults working with children.
- **Police/Children's Social Care** for immediate safeguarding risks.

Protection and expectations.

- LLC operates **zero tolerance** for discrimination, bullying, or retaliation against whistleblowers. You will not suffer **detriment** for raising concerns in good faith.
- Malicious or knowingly false allegations may be addressed under conduct procedures.
- The DSL/Director will **log**, assess and, where necessary, investigate concerns promptly; interim protective measures (including **suspension without prejudice**) may be used while enquiries proceed.
- Outcomes (at an appropriate level of confidentiality) will be communicated to the referrer, and learning will be used to improve practice.

Record-keeping.

- Whistleblowing reports are recorded, stored securely and shared on a **need-to-know** basis only, in line with **UK GDPR**.

PARENT COMPLAINTS PROCEDURE

Purpose. We welcome feedback—online, in writing, or in person—to help us improve. Concerns are addressed promptly, fairly and transparently.

Stage 1 – Informal.
Raise the matter with the **Centre Manager** at the earliest opportunity. Most concerns are resolved quickly at this stage.

Stage 2 – Formal (written).
If not resolved, submit a written complaint to the **Centre Director/Proprietor** using our complaints form which will be available on our website to download and also in our admin office.

- We will **acknowledge within 3 working days**.
- A full written response will be provided **within 28 days** of receipt (or earlier where possible).
- If we cannot conclude within 28 days, we will confirm the **revised timeframe in writing** and keep you updated.

Record keeping & learning.

- A **complaints log** is maintained, including investigation steps, findings and actions.
- Records are **retained for 3 years** and reviewed termly to identify learning and improvements.
- We ensure all staff are familiar with this procedure as part of **induction**.

Further escalation (Childcare Register requirements).
If you remain dissatisfied, you may contact **Ofsted** about childcare requirements: **0300 123 4666** (concerns). General enquiries: **0300 123 1231**.

SAFE WORKING PRACTICE

Code of conduct. Staff work within the Centre's **Code of Conduct** and safeguarding policy at all times.

Professional boundaries.

- Keep **1:1 sessions visible/auditable** (doors open/vision panels) or conducted on approved online platforms.
- Do **not** share personal contact details or engage with pupils on personal social media.
- Maintain appropriate distance and language; avoid favouritism.

Physical contact and intervention.

- Physical contact is avoided unless necessary for **immediate safety**.
- **Reasonable force** may be used only to prevent injury or serious damage and must be **recorded the same day** and, where possible, **witnessed**.
- Staff follow the Behaviour Policy and receive training appropriate to their role.

SUPPORT AND TRAINING

Safe recruitment. We follow safer-recruitment practice for all employees and volunteers (enhanced DBS; identity, references, right-to-work; induction).

Mandatory training before unsupervised contact:

- Safeguarding & Child Protection (tuition setting)
- **Online safety**
- First aid (role-appropriate)
- The **Prevent** duty (awareness)
- Data protection (UK GDPR)
- Mental wellbeing in children & young people (awareness)

Refresher cycle.

- Whole-staff safeguarding refresher at least **every 2–3 years** with **annual updates**.
- **DSL** training on appointment and at least **every 2 years** thereafter.
- The **DSL/Centre Director** maintain an up-to-date **training register** (stored in the safeguarding folder).

RECORD KEEPING

Making a record.

- Staff complete a **Safeguarding Concern/Incident Form** (body map where applicable) **the same day**.
- Records are **signed and dated**, factual, and include the child's **verbatim words**, observations and immediate actions.

Storage and access.

- Safeguarding files are held **centrally and securely** by the **DSL**, separate from any curriculum/learning file, and accessed on a **need-to-know** basis only.
- Originals are filed with the DSL; staff do **not** keep personal copies.

Retention.

- Statutory record sets (e.g., accidents, medicines, visitors, attendance) are retained **at least 2 years**.
- Child protection case files are retained to **DOB + 25 years** (or longer if required by proceedings).

Staff Code of Conduct (On-site & General)

Applies to all staff, volunteers and contractors.

Professional conduct

- Be **punctual**, prepared and respectful; use professional language at all times.
- Follow LLC policies, lawful instructions and risk assessments.
- Declare **conflicts of interest** or close personal relationships that could affect safeguarding.

Boundaries & interactions

- Keep interactions **professional** and child centred.
- Do not give or accept personal gifts.
- Do not arrange private meetings or transport pupils alone (unless risk-assessed and authorised).

One-to-one & supervision

- Keep 1:1 work **visible/auditable**: door open/vision panel or in an approved open area; note time/place.
- Ensure another adult is **on site and aware**; never isolate yourself with a pupil.

Physical contact & behaviour management

- Avoid physical contact; if **immediately necessary** to prevent injury/serious damage, use **minimum force for the shortest time**, then **record** and inform the DSL.

- No humiliating, belittling or punitive practices. Follow the Behaviour Policy.

Communication & social media

- Use only **LLC accounts/devices/platforms**.
- Do **not** share or request personal contact details or connect on social media.
- No private messaging with pupils. Communications are purposeful and recorded where appropriate.

Data protection & confidentiality

- Access pupil data only for legitimate purposes; **do not** copy to personal devices or apps.
- Store records securely; **share on a need-to-know basis**; follow retention rules.
- Never promise confidentiality to a pupil; explain you must share information to keep them safe.

Appearance & environment

- Dress professionally and appropriately for work with children.
- Keep rooms orderly and safe; remove hazards; maintain clear sightlines.

Visitors & site security

- Challenge unidentified visitors; ensure **sign-in/out** and accompany at all times.
- Never leave external doors unsecured; follow pick-up/password procedures.

Health, safety & substances

- Follow first-aid, fire and H&S procedures; report hazards/near misses.
- No alcohol, illegal drugs or misuse of medication **before or during** work; no smoking/vaping on premises.

Safeguarding reporting

- **Immediately** pass any concern, disclosure or allegation to the **DSL** (or Deputy DSL).
- In **immediate danger**, call **999** first, then inform the DSL.
- If dissatisfied with the response, **escalate** to Children's Social Care/LADO/police or use whistleblowing.

Prohibited conduct (non-exhaustive)

- Private meetings/transport without authorisation; sharing personal contact details; social-media contact.
- Sexualised language/jokes; favouritism; gifts that create obligation.
- Filming/photographing pupils on personal devices; retaining pupil data on personal accounts.
- Physical punishment, intimidation or degrading treatment.
- Being under the influence of alcohol/illegal substances at work.

Breach: may result in suspension, disciplinary action and referral to statutory agencies.

Acknowledgement: I have read and will comply with this Code.

Name _____ Role _____

Signature _____ Date _____/_____/_____

Online Tutoring Code of Conduct

Applies to any live/recorded tuition delivered online by LLC staff/volunteers.

Platform & accounts

- Use only **approved platforms** (teams and zoom) via **LLC accounts/devices or approved personal devices which will be logged and authorised beforehand**.
- Keep software updated; use strong passwords and MFA where available.

Pre-session setup

- Schedule via LLC systems; include class list and times.

- Enable **waiting room/meeting lock**; restrict screen-share to tutor; disable **private DMs**.
- Perform a quick **safeguarding check** (camera view suitable, tabs closed, resources pre-vetted).

Environment & professionalism

- Neutral background, appropriate dress, good lighting/audio; no third-party presence.
- Mobile phones silent and out of use during delivery.

During the session

- Take register; restate ground rules (respect, no recording, purpose of chat).
- Keep cameras on where appropriate (reasonable adjustments allowed).
- Use only vetted links/resources; keep language and content age appropriate.
- For 1:1s: ensure **parent/carer awareness**, and keep session notes (date, time, any issues).

Recording & images

- **Recording is off by default**. If required: obtain **DSL approval + opt-in parental consent**, state the purpose, store securely for **28 days** then delete.
- No screenshots or photographs by staff or pupils.

Contact & boundaries

- Do **not** exchange personal contact details or social-media handles.
- All communications occur within platform tools or official emails and are professional and purposeful.

Responding to online concerns

- If harmful behaviour/content occurs remove user or end session if needed; **preserve evidence** (usernames, timestamps, chat logs, screenshots where policy allows).
- **Report to the DSL immediately** and submit a written record the same day.
- DSL to consider **CEOP/police/Children's Social Care** referral and inform parents where safe; apply technical blocks and review controls.

Data protection

- Do not download/store pupil data to personal devices or cloud accounts.
- Keep session notes concise, factual and stored in approved systems only.

Online prohibitions

- Private messaging; unscheduled or ad-hoc sessions; using personal devices/accounts.
- Sharing unvetted links or accessing non-educational sites during teaching.
- Recording or capturing images without prior authorisation and consent.
- Continuing a session where safety cannot be assured (e.g., unknown participant, Zoom-bombing).

Breach: may lead to removal from online delivery, disciplinary action and referral to statutory agencies.

Acknowledgement: I have read and will comply with this Code.

Name _____ Role _____

Signature _____ Date _____/_____/_____

EMERGENCY SAFEGUARDING CONTACTS

(Display in the office and staff room; review termly.)

- **Emergency services:** 999
- **Police (non-emergency):** 101
- **Lancashire Children's Social Care (MASH):** 0300 123 6720 • **Out of hours:** 0300 123 6722
- **LADO (allegations about adults):** 01772 536 694
  • LADO.Admin@lancashire.gov.uk
- **NSPCC Helpline:** 0808 800 5000
- **Ofsted (concerns about providers):** 0300 123 4666 • **General:** 0300 123 1231