

The **Lighthouse** Project Crawley

sharing the Christian faith and values in schools



Safeguarding policy and procedures

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Policy Statement

The Lighthouse Project, in association with Scripture Union, is a charity made up of volunteers and paid staff. The Lighthouse Project exists to serve the children and young people of Crawley by presenting Jesus to them in a way that they can understand and respond to. We believe that all human beings are of equal worth in the sight of God and aim to follow Biblical principles in all that we do.

Therefore:

- We commit ourselves to the nurture, protection, and general welfare of all, especially children and young people.
- It is the responsibility of each one of us to protect children, young people and adults at risk of harm from all forms of abuse and to report any disclosures of abuse in addition to suspicions or concerns.
- In order to achieve this, we are committed to supporting, resourcing and training those who work with children and young people. We will provide appropriate supervision, recognise mutual accountability and commit to an annual review of our safeguarding policy, procedures and practices.

The Lighthouse Project has adopted the above principles; all volunteers and staff are presented with a copy of relevant procedures and are expected to follow the procedures and guidelines as set out in this document.

Part 1 - Responding to Concern

A. Responding to concern

1) Understanding, Recognising and Responding to Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

2) How to respond when someone wants to talk about harm or abuse

- Listen-and keep listening
- Don't question
- Avoid passing judgement on what you are told
- Never promise confidentiality
- Write down what is said – details below
- Explain what you intend to do and don't delay in taking action
- Contact the school's Designated Safeguarding Lead (DSL) before leaving the school – or in their absence contact the deputy DSL– or in their absence another member of staff (preferably a senior member of staff).

3) What to do when a child talks about harm or abuse

You need to make a careful written record of what has been observed as follows:

- Make notes as soon as possible (preferably within one hour of the child talking and definitely before leaving the school) including a description of any injury, its size and a drawing of its location and shape on the child's body (use a body map to do this).
- Write down exactly what the child has said and when s/he said it, what was said in reply and what was happening immediately beforehand (e.g. a description of the activity).
- Write down dates and times of these events and when the record was made.
- Write down any action taken and keep all hand written notes even if subsequently typed up.

These notes will be passed on to the Designated Safeguarding Lead within the school. A copy of the notes must be kept and passed on to the Project Leader as soon as possible. Any incident forms regarding safeguarding issues will be kept in a secure filing cabinet or on a secure device for 21 years. The Designated Trustee for Safeguarding of The Lighthouse Project will also be informed of the disclosure. If the disclosure involves the Project Leader or the Designated Trustee then the disclosure will be passed on to the Chair of Trustees. See appendix for reporting chain.

If there is a concern that the child/young person has been deliberately harmed, is at significant risk or is afraid to go home, then they are to be encouraged to remain in school until the school's DSL has been informed of the concern. Once the disclosure has been reported to the school's DSL it is their responsibility to make any appropriate referrals. If the school does not feel it necessary to refer the matter to Children's Social Care Team but you (or anyone else) have serious concerns for the child's safety, then you will contact the relevant authorities directly. The safety of the child overrides all other considerations and it is important to remember that abuse of children is a serious crime.

All documents including copies of everything sent to Children's Social Care Team, will be signed by you, dated and kept in a secured cabinet. Information must be kept on a need-to-know basis and parent's or other people involved are not to be informed. The disclosure is not to be discussed outside of the reporting chain. Do not touch or tamper with any evidence, such as stained clothing, but ensure that this is passed on to the school's DSL.

If a third party makes an allegation regarding abuse then gather as much information as you can from that person and hand it straight to the school's DSL.

If a child or young person says that they have received a disturbing/inappropriate image on a mobile device for example, then encourage them to inform the DSL. Pass on any relevant information to the DSL, as in the process above, before leaving the school. DO NOT view the image yourself.

4. What to do when you have a low-level concern about a child or young person

There may be times when there is a low-level concern about a child or young person. This is when we believe there may be a cause for concern for a child, but it would not be considered as abuse or a 'safeguarding disclosure' by itself. In this case, it is still important to inform the school of the concern as it could help form a bigger picture of the child's welfare. An example of this could be that a child shares that they have not had breakfast, or they seem quiet or withdrawn, they may share about an argument they have had with friends or change in home circumstances.

If you do have a low-level concern about a child or young person, then you should:

- Not make judgements about the situation, particularly to the child.
- Write down the concern you have, including exactly what was said.
- Pass it on to a school staff member, such as a teacher, TA or reception staff as soon as possible after the event.
- Pass on a copy to a Lighthouse staff member who will pass it on to the Lighthouse DSL.

B. Allegations against Workers

- False allegations are possible: all allegations will be properly investigated in an endeavour to establish the truth.
- Any allegations should be passed on to the Designated Trustee for Safeguarding and the DSL within the school. If the allegations concern those people then the information should be passed on to the Project Leader or Chair of Trustees.
- The advice of Children's Social Care Team and the police will be sought before taking any action such as suspension of employment or voluntary role.
- During an enquiry, the worker will be supervised as closely as possible without raising suspicion during the period between the matter coming to our attention, the authorities being informed and the appropriate action being taken.
- The suspension of a worker following an allegation is by definition a neutral act but may be necessary because the priority is to protect children from possible further abuse or from being influenced in any way by the alleged perpetrator.

Part 2- Safe Recruitment, Support and Supervision

A. Application

Under the Criminal Justice and Court Services Act 2000, it is an offence for anyone disqualified from working with children and young people to knowingly apply, accept or offer to work with children. The Act specifically includes trustees of charities working with children. This means that a person banned from working with children cannot serve as a trustee of a charity. It is also a criminal offence to knowingly offer work with children to an individual who is so disqualified or to knowingly allow such an individual to continue to work with children.

It will be made clear in job advertisements, at interview and on application forms that all those having contact with children or young people will be asked to agree to an enhanced Disclosure and Barring Service (DBS) check being carried out before the position is confirmed. DBS certificates are renewed, or checked on the update service, every three years.

1) Disclosure and Barring Service (DBS)

When a new DBS is applied for, we will ensure the appropriate level of check and workforce will be requested in line with the role.

In the instance where an individual already has a DBS from another role/organisation, we would apply for a new DBS, if the level of DBS is insufficient. If the level is higher, we would need consent from the individual before the update service was used.

2) References

Formal references will be requested for paid positions and voluntary positions.

Where applicable an applicant's UK residency status and/or right to work in the UK will be checked.

3) Interviews

All prospective workers will have an interview. This may take the form of an informal discussion for voluntary positions and a 'taster session' of one of the Lighthouse activities.

B) Appointment and Supervision

The safeguarding policy as well as the practical expectations will be discussed with the applicant. The worker will be required to sign their agreement in acceptance of and agreement to the procedures.

Any appointee will have a clear role description, lines of accountability and an assigned supervisor with regular opportunities for planned meetings so that work can be discussed, issues aired and areas of concern dealt with. A probationary period will be put in place for all employed staff and regular reviews will take place for volunteers.

There will be regular team meetings to review procedures to ensure a common approach, sharing of concerns and identifying other matters that may need clarification and guidance.

1) Training

It is important that all workers understand the agreed procedures for protecting children.

Formal safeguarding training must be attended at least once every three years in line with our public liability insurance requirements. 'In-house' refresher training will be provided annually to all staff and volunteers. All new staff and volunteers are required to complete formal safeguarding training as soon as possible.

Training for workers in relevant areas will be arranged.

2) Young People

Young people under 18 may be used as helpers for irregular events, with parental consent, but such helpers will be responsible to a named worker and will never be in a position where they are providing unsupervised care of children. As they will never be in unsupervised care, they don't need a DBS. However, those under 18 years old, will be required to provide a recommendation from an unrelated adult who has known them for at least 2 years, this should be from a church leader or person in authority.

When a young helper reaches the age of 18 the full recruitment process will be applied. If someone between the ages of 16-18 years old becomes a regular volunteer then the full recruitment process, including a DBS will be applied.

Part 3 – Safe behaviour: a code of behaviour for workers

- All those working with children and young people on behalf of The Lighthouse Project will treat them with respect and dignity, which should be reflected in attitude, behaviour and speech.
- Appropriate language and tone of voice must be used at all times.
- A minimum of 2 people are required to lead an event, with the exception of an assembly or lesson, unless prior permission has been given from the school for one leader to work with a group of young people. When one leader is working alone with a group of children/young people a record of the session will be kept. Teams on mixed events will include male and female members when possible, and organisation of activities within the events will reflect this balance wherever possible.
- Any one-one work will take place with the schools consent and will be in an appropriate room with either a door left open or a door with a window. These sessions will be recorded appropriately and any necessary information passed on to the school.
- Teams will aim to work in groups and in public areas so that contact between participants and team is in sight of others.
- Teams will avoid forming exclusive relationships or those which could be seen as showing favouritism to individual participants.
- Gifts will not be given in a manner which shows favouritism or in a way that suggests an exclusive relationship. Any gifts given e.g. chocolate, Bibles or Christian Literature, will be

available to all children/young people within the group and will only be given out with the school's permission. Any Christian literature given out will have contact information with it should a parent/guardian want to discuss it with someone from The Lighthouse Project. Before any Christian literature is given out (or permission asked of the school) it must be approved by the Project Leader. Christian literature must not be given out without the Project Leader's permission.

- Wherever a team member finds themselves involved in an unexpected and potentially lengthy counselling situation, they should seek to involve another member of the team at an early stage. Promises of confidentiality will be avoided and items shared with leaders or adults with relevant experience.
- It is normally inappropriate for adults to initiate physical contact with children and young people, and team members should be cautious of contact initiated by them, except in exceptional circumstances such as the need for medical attention or to prevent harm.
- The use of any corporal punishment is strictly prohibited i.e. any form of physical discipline is not acceptable.
- Any physical contact with children and young people at risk of harm in the area of discipline will be purely in terms of restraint so that one exercising violent behaviour is prevented from hurting themselves or others. This restraint will use minimal force and be used for the minimum time necessary and witnessed by another team member.
- Team leaders and members are in a 'relationship of trust' and must take care that an abuse of that trust does not occur. Any behaviour which might allow a sexual relationship to develop between a person in a position of trust and the individual(s) in their care must be avoided.
- Communication between workers and children and young people outside of a particular event is prohibited, this includes online or virtual communication.

Part 4 – Safe Community

1) Risk Assessment

Before undertaking any activity, the activity leader will ensure that a risk assessment is carried out and it is advisable to appoint someone specifically for this task. The risk assessment will clearly show considerations made to health and safety issues as well as specific safeguarding issues and will indicate how these risks are being reduced. It is important that this risk assessment is communicated to all those involved in that particular activity.

2) Electronic Communication

Workers will not communicate with children or young people via text message, email or instant messaging. Any email updates about groups etc will be sent to parent's email addresses with their permission.

Social Networks

- I. It is inappropriate for a child or young person to be 'friends' with a worker on Facebook or any other social media platform. If a child or young person requests to follow or become a 'friend' with a volunteer or member of staff on a social network then this must be ignored.
- II. The Lighthouse Project may use social media to advertise events but this will be through pages specifically used for the charity and not for personal use. The trustees can be given access to the accounts at any point, in order to maintain accountability.
- III. The Lighthouse Project is aware that there are age restrictions on social media networks and therefore will not encourage under-age young people to use it.
- IV. On social media pages where young people are more likely to follow, such as on Instagram, it will be made clear that the page is for information purposes only. On the Instagram page, the commenting facility will be turned off on each post to discourage back and forth communication.
- V. If a young person was to private message The Lighthouse Project asking for more information about an event then we would try to get a message to them through their school's office. If we were unaware of which school they attended then the message would be ignored to avoid getting into any dialogue outside of a school setting. If a young person was to message The Lighthouse Project with a safeguarding concern then we would contact their school's DSL. However, if we were unaware of which school they attended then we would contact social services. A full record of messages and actions taken would be kept.

3) Taking Video and Photographs of Children

Since the introduction of the Data Protection Act in 1998, charities must be very careful if they use still or moving images of clearly identifiable people. There are several issues to be aware of:

- Permission must be obtained, via a consent form given to the school, of all children who will appear in a photograph or video before the photograph is taken or footage recorded.
- Photos/ videos must only be taken with the knowledge of the Project Leader, even though consent forms are in place, and photos/videos should not be taken on a mobile phone, unless permission is granted by the school.
- Photos or videos must only be taken by an employed member of Lighthouse staff.
- If photos/videos are taken on a mobile phone then they should only include 'backs of heads' where possible and they are to be immediately sent to video@lighthouseprojectcrawley.org, and then deleted off of the mobile device straight away. Care must be taken to delete files off of any cloud storage facilities that are linked to the device.
- Before a video or photo is used by Lighthouse, written consent must be obtained from the school that each video/photo is OK to use. It must be made clear why that person's image is being used, what it will be used for, and how it will be accessed.
- If images are being taken at an event attended by large crowds, such as a sports event, this is regarded as a public area and permission from a crowd is not necessary.
- Many uses of photographs are not covered by the Data Protection Act 1998, including all photographs and video recordings for personal use, such as a parent/carer taking photographs at school sports days for the family photo album, or videoing a church nativity play.
- Children and young people under the age of 18 should not be identified by surname or other personal details, including e-mail or postal addresses, telephone or fax numbers.
- When using photographs of children and young people, it is preferable to use group pictures.

4) First aid

- Relevant first aid training will be provided for team leaders when a session is being led without school staff present.
- The school will be informed of any first aid incident and the relevant incident form will be completed.

5) Fire evacuation

All staff and volunteers will familiarise themselves with the school's fire evacuation procedure and will follow this whilst encouraging the children and young people to evacuate according to the school's procedures.

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Appendix 1- Types of abuse

Sexual abuse

There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse.

Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration. It includes:

- sexual touching of any part of the body whether the child's wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes:

- encouraging a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- meeting a child following sexual grooming with the intent of abusing them
- online abuse including making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images
- showing pornography to a child

- sexually exploiting a child for money, power or status (child exploitation).

Types of neglect

Physical neglect

Failing to provide for a child's basic needs such as food, clothing or shelter. Failing to adequately supervise a child, or provide for their safety.

Educational neglect

Failing to ensure a child receives an education.

Emotional neglect

Failing to meet a child's needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It's often the most difficult to prove.

Medical neglect

Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations.

Domestic abuse

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

Teenagers experiencing domestic abuse

Domestic abuse can happen in any relationship, and it affects young people too.

They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

Physical abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII).

Emotional abuse

Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

Children who are emotionally abused are usually suffering another type of abuse or neglect at the same time – but this isn't always the case.

Emotional abuse includes:

- humiliating or constantly criticising a child
- threatening, shouting at a child or calling them names
- making the child the subject of jokes, or using sarcasm to hurt a child
- blaming, scapegoating
- making a child perform degrading acts
- not recognising a child's own individuality, trying to control their lives
- pushing a child too hard or not recognising their limitations
- exposing a child to distressing events or interactions such as domestic abuse or drug taking
- failing to promote a child's social development
- not allowing them to have friends
- persistently ignoring them
- being absent
- manipulating a child
- never saying anything kind, expressing positive feelings or congratulating a child on successes
- never showing any emotions in interactions with a child, also known as emotional neglect

Bullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyberbullying.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking.

Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional.

Groomers may be male or female. They could be any age.

Many children and young people don't understand that they have been groomed or that what has happened is abuse.

The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified.

If a child is being groomed they may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends

- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.
-

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

Radicalisation

Radicalisation is a form of harm. The process may involve:

- being groomed online or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts.

Vulnerability factors

Anyone can be radicalised, but there are some factors which may make a young person more vulnerable. These include:

- being easily influenced or impressionable
- having low self-esteem or being isolated
- feeling that rejection, discrimination or injustice is taking place in society
- experiencing community tension amongst different groups
- being disrespectful or angry towards family and peers
- having a strong need for acceptance or belonging
- experiencing grief such as loss of a loved one.

However, these factors will not always lead to radicalisation.

If you have any concerns about a child being radicalised, you should follow your organisation's safeguarding procedures.

Recognising radicalisation

Indicators that a child is being radicalised include:

- becoming disrespectful and intolerant of others
- becoming more angry
- avoiding discussions about their views
- using words and phrases that sound scripted
- becoming isolated and secretive
- not wanting to anyone else to know what they are looking at online.

(Definitions from NSPCC)

Appendix 2- Reporting Chain

Stage 1

A worker has a concern about the welfare of a child/young person or the behaviour of an adult.

The person who has the concern has a duty to
REPORT AND RECORD

The concern must be written down along with any disclosures on the appropriate form.

The concern must be reported immediately to the
Schools Designated Safeguarding Lead
AND

The Project Leader (Lizzie Ashley- 07766190315)

If the concern involves The Project Leader then inform the
Designated Trustee for Safeguarding (Liz Burston-07342679634)

If a child is in imminent danger of harm a referral should be made without delay to the West Sussex Children's safeguarding team on 01403 229900 and/or the police on 101 or 999



Stage 2

The Designated person within the school has a duty to
REVIEW AND REFER

The report will be reviewed by the schools DSL with any other relevant information and a decision will be taken (often in liaison with others i.e. The worker who has the concern) as to what action should follow. Any referral to the Children's Social Team should normally be made within 24 hours of receiving the report.

The Project Leader will inform the Designated Trustee for Safeguarding about the concern, if any further action is required.

If the school does not feel it necessary to refer the matter to Children's Social Care Team but you (or anyone else) have serious concerns for the child's safety, then you will contact the relevant authorities directly.



Stage 3

The Designated Safeguarding Lead within the school and the Designated Trustee for Safeguarding have the duty to
REPORT AND SUPPORT

Support should be offered to all parties affected by any safeguarding concerns and where formal referrals are made reports may need to be made to the Social Care Team.

Where an allegation is made about an adult advice can be sought from Scripture Union and the appropriate investigation process can be actioned.