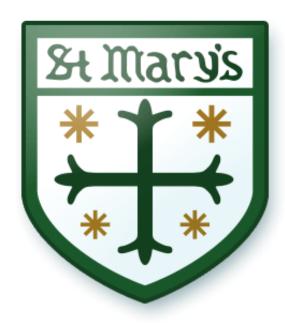**St. Mary's Catholic Primary School Chiswick**

"Living and learning, inspired by our faith"

SAFEGUARDING AND CHILD PROTECTION POLICY

September 2025

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Chair of Governors

Designated Safeguarding Lead - Miss E Keane (Headteacher)

Deputy Designated Safeguarding Lead – Mr J O'Reilly (Deputy Headteacher)

Governor with responsibility for Safeguarding – Ms V Santer (Chair of Governors)

Next Review Date: September 2026

1. **Rationale**

   1.1. The overall aim of St Mary's Catholic Primary School is to care for and nurture our children spiritually, academically, socially, emotionally and physically.

   1.2. The welfare and safety of our pupils is at the heart of everything that we do. We work to create a culture of care which enables them to feel valued, listened to and to know that their wishes and feelings are respected. We will take appropriate action and act in a timely manner to safeguard and promote children's welfare.

   1.3. Safeguarding and promoting the welfare of children is everyone's responsibility. We aim to ensure that all staff are properly trained in recognising and reporting safeguarding issues. All practitioners should make sure that their approach is child-centred, and should consider at all times, what is in the best interests of the child.

   1.4. All staff should be aware of the signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense and unresolved), as well as specific safeguarding issues such as child-on child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalization and serious violence (including that linked to county lines)

   1.5. This policy has been developed in accordance with the principles established by:

   - Keeping Children Safe in Education (2025)

   - Working Together to Safeguard Children (2023)

   - What To Do If You Are Worried A Child Is Being Abused - Advice for Practitioners (2015)

   - The Children Act (1989 and 2004 amendment)

   - The Education Act (2011)

   - Safeguarding Children and Safer Recruitment in Education (2012)

   - Framework for the Assessment of Children in Need and their Families (2000)

   - Statutory Guidance on FGM

   - Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by

section 74 of the Serious Crime Act 2015

- The Rehabilitation of Offenders Act 1974

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006

- Statutory Guidance on the Prevent Duty

- The Human Rights Act 1998

- The Equality Act 2010

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge)(Extended Entitlement)(Amendment) Regulations 2018 and Childcare Act 2006

- The Statutory Framework for the Early Years Foundation Stage

2. Statutory Framework

2.1. 'Working Together' requires all schools to follow the procedures for protecting children from abuse which are laid down by the Local Safeguarding Children's Board (LSCB). Our LSCB is Hounslow Safeguarding Children's Partnership. Schools are also expected to ensure that they have appropriate procedures in place to enable them to respond appropriately if they believe that a child has been, or is currently, at risk of being abused. These procedures should also cover circumstances where there is an allegation involving a member of the school's staff.

2.2. The Department for Education (DFE: Keeping Children Safe in Education) states that:
- all staff should be alert to the signs and symptoms of abuse and know whom they should report any concerns to
- all staff should be prepared to identify children who may benefit from early help
- all schools should have a Designated Safeguarding Lead (DSL)with responsibility for coordinating action within school and liaising closely with other agencies. The DSL will provide support to staff to carry out their safeguarding duties
- the DSL and DDSL should have appropriate training in the form of level 3 safeguarding and Safer Recruitment training specific to this role. The Level 3 safeguarding training must be renewed every 2 years

- schools should have procedures for handling suspected cases of abuse, including where a member of staff is involved
- All staff who work directly with children are expected to read at least Part 1 of KCSIE and annex B of KCSIE (about specific safeguarding issues). Staff who don't work directly with children are also expected to read either Part 1 of KCSIE or annex A of KCSIE. All staff are expected to sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

3. Aims

3.1. The aims of this policy are to:

- Protect children from maltreatment whether that is inside or outside of the home, including online
- Provide help and support to meet the needs of children as soon as problems emerge
- Prevent impairment of children's mental and physical health or development
- Ensure that children grow up in circumstances consistent with safe and effective care

- support the child's development in ways that will foster security, confidence and resilience, thus ensuring all children have the best outcomes
- provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting cases of abuse
- provide an environment where staff and pupils can talk freely about concerns, know that they will be listened to and appropriate action will be taken
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children
- acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- develop effective working relationships with all other agencies involved in safeguarding children
- ensure that all adults within our school who have access to children have been checked as to their suitability and receive regular safeguarding training and support.

4. Role of Governing Body

4.1.   The Governing Body is responsible for ensuring that:

- the school has robust policies and procedures for safeguarding and promoting the welfare of the children in their care and that safeguarding underpins all relevant aspects of process and policy development
- the school reviews these policies annually
- parents are aware that a Safeguarding Policy and Child Protection is in place and available to read. This can be found on our school website, or parents can request to see a copy if they wish to
- the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are properly trained and have time to carry out their duties
- the school has robust procedures for safer recruitment
- the school has robust procedures for dealing with allegations of abuse against members of staff or volunteers working in the school
- the Designated Safeguarding Lead takes responsibility for understanding the filtering and monitoring systems and processes in place for the school
- all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- they review the DfE's filtering and monitoring standards and discuss with the school's service provider what needs to be done to support the school in meeting the standards
- staff and governors use the DfE's data protection guidance for schools to help them comply with data protection law and develop policies and processes
- the school has a lead governor who is responsible for safeguarding.

5. The Designated Safeguarding Lead

5.1. The role of the Designated Safeguarding Lead is to:

- ensure that School and Education Department Policies and Procedures are followed
- ensure that all staff, including non-teaching staff, volunteers and temporary staff, are aware of these procedures and are confident to carry them out
- ensure that all staff have regular training which enables them to know how and to whom they must pass their concerns. KCSIE training is carried out annually for all staff. Staff are also asked to read Part 1 of KCSIE and to sign a document to confirm that they have read this and completed annual training
- develop an effective working relationship with other agencies
- make referrals where child abuse is likely to occur, or is suspected or disclosed, to Children's Social Care
- ensure that detailed and accurate records of concerns about a child are kept, even if there is no need to make an immediate referral. The DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another Agency such as Children's Social Care or Prevent programme.
- ensure that all safeguarding records are kept confidentially and securely and are separate from pupil records

- ensure that if a child leaves the school, their child protection file is forwarded securely to the Designated Safeguarding Lead in the new school. The originals should be retained until 25 years after the child's date of birth. Schools should then review whether they still need them.
- attend case conferences, or ensure that the appropriate member of staff attends and is aware of the purpose and procedure for a Child Protection Conference
- ensure that a report is prepared for any such conference and to participate in core groups as is required
- ensure that any absence of two days without satisfactory explanation, of a pupil currently on the Child Protection Register is referred to the School Education Welfare Officer and/or Children's Social Care
- work with the Education Welfare Officer to monitor children at risk
- be aware that children must have 'an appropriate adult' to support and help them in the case of a police investigation or search
- act as a source of support and advice to staff within school on all safeguarding concerns
- provide an annual report for the Governing Body detailing any changes to the policy and procedures, training undertaken by the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, all staff and governors, number and type of incidents/cases, number of children referred to Children's Social Care and on the Child Protection Register
- keep up to date with knowledge to enable them to fulfil their role, including attending any relevant training provided by the Hounslow Safeguarding Children's Board or the Safeguarding Team and ensuring that their DSL level 3 training is renewed every 2 years.

6. **School Procedures**

6.1.   Our school procedures for safeguarding children are in line with Local Safeguarding Children's Board procedures and the documents referred to in this policy.

6.2.   The Deputy Designated Safeguarding Lead will assist the Designated Safeguarding Lead in all matters of safeguarding and will deputise in the absence of the Designated Safeguarding Lead.

6.3.   If a disclosure is made and the Designated Safeguarding Lead and Deputy Safeguarding Lead are not present at school, they must be contacted immediately. We endeavour to ensure that this situation does not arise, and always ensure that we are contactable.

6.4.   If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead immediately.

6.5.   Concerns are recorded as quickly as possible. We use CPOMs to record all our safeguarding and child protection information. All staff have access to CPOMS and receive training in how to use it.

6.6.   The Designated Safeguarding Lead will seek advice initially from Children's Social Care (Hounslow Safeguarding Children Partnership) or the LADO (Local

Authority Designated Officer).

6.7. Particular attention will be given to the attendance, academic progress and physical, social and emotional development of any child who has been identified as at risk, or who has been placed on the Child Protection Register.

6.8. The Designated Safeguarding Lead will inform Children's Social Care of any significant change affecting any child on the Child Protection Register.

6.9. The names of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Governor with responsibility for Safeguarding will be clearly displayed in the school so that everyone can see who they need to speak to about safeguarding concerns.

6.10. The school and Governing body have a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart.

6.11. Any disclosures made in the Breakfast and Afterschool Club or any other clubs are to be referred to the school's Designated Safeguarding Lead for Child Protection.

6.12. The Designated Safeguarding Lead takes responsibility for understanding the filtering and monitoring systems and processes in place for the school. As part of their safeguarding training, all staff need to understand their expectations, roles and responsibilities around filtering and monitoring. LGfL monitors our school devices and networks and alerts the DSL if there is any suspicious activity. The DSL investigates the matter to see if further action is needed and records actions taken.

6.13. Any child attending alternate provision remains the school's responsibility for the safeguarding of that pupil.

7. **When to Be Concerned**
    7.1. A 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in KCSIE. 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 may have acted in a way that:
    • is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
    • does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO
    7.2. When a child has frequent or unusual injuries, not normally associated with the explanation offered.
    7.3. When a child exhibits unusual behaviour, his or her progress at school alters dramatically or attitude changes.
    7.4. When a child indulges in sexual behaviour, either verbal or non-verbal, that is unusually explicit or inappropriate to his or her age.

8. Dealing with a Disclosure

8.1.   If a child discloses that they have been abused, the member of staff should:

- listen to what the child says without displaying shock or disbelief
- take what the child says seriously
- accept what is being said
- allow the child to talk freely
- reassure the child, but not make promises which may not be possible to keep
- reassure the child – it is not his or her fault, stress that it is right to tell.
- listen, do not ask direct or leading questions, such as - what did he/she do next?
- ask open questions e.g. anything else to tell me? And?
- do not criticise the perpetrator – the child may still love him or her
- do not promise confidentiality- we have a duty to report the incident to the Designated Safeguarding Lead and it may be necessary to inform Children's Social Care
- explain what they have to do next, which initially would be to speak to the Designated Safeguarding Lead, who will be able to support them
- recognise that some children may not feel ready or know how to tell someone they are being abused, and so all staff are vigilant for any changes in children's behaviour, or other possible indicators of abuse.

9. Record Keeping

9.1.   Where abuse is disclosed or suspected the member of staff should:

- make a record using CPOMS as soon as possible recording exact words used by the child
- record dates and times
- mark on a diagram to indicate any marks or injuries observed.

9.2.   These notes must not be destroyed, even if a more detailed report is written later. They may be needed by the Court.

9.3.   Data protection means that parents/former pupils have the right to see their school records. Although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless the case had involved a criminal prosecution, care order or other legal prohibition. An exception might be made if to release the information would cause individual harm to the parent or former pupil. Therefore, it is vital that all information written about children, or allegations made by children is kept to objective comments, verbatim accounts and factual information.

10. The Referral Process

10.1.   When a clear disclosure is reported to the Designated Safeguarding Lead, a referral must be made immediately. Where there are concerns raised, the

Designated Safeguarding Lead may choose to seek advice from the LADO, and they will decide whether it is appropriate to refer. This decision may be made following discussion with the Education Safeguarding Team.

10.2. Children's social care assessments should consider where children are being harmed in contexts outside the home, (Cyber bullying, peer on peer abuse, prejudice abuse and prejudice based and discriminatory bullying), so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

10.3. If the child's situation does not seem to be improving after the referral, the DSL will follow escalation procedures to ensure that concerns have been addressed and that the child's situation improves.

11. Equality and Diversity

Some children are at increased risk of abuse, both online and offline, and additional barriers can exist for some children with regard to recognising or disclosing it. At St Mary's, we are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that children have the same protection, regardless of any barriers they may face. We adopt a whole school approach to preparing our children for life in modern society, with a zero-tolerance approach to discrimination of any form. We deliver preventative education, which is underpinned by our school culture, Behaviour and Relationships Policy, RSE and PSHE curriculums and pastoral support systems

11.1. Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective, but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

11.2. 'Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses. Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.' - (Victoria Climbié Inquiry Report).

11.3. Research also shows that children with SEND needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable. Staff are encouraged to be vigilant for this.

11.4. Some children and young people may be more vulnerable to abuse both online and offline due to particular circumstances such as:

children who have special educational needs and disabilities (SEND) or health conditions

- young carers
- children who may experience discrimination due to their race, ethnicity, religion, gender
- children who are known to be living in difficult situations – for example temporary accommodation or where there are issues such as substance misuse or domestic violence
- children who are at risk due to either their own or a family member's mental health needs
- children whose parent/carer has expressed an intention to remove them from school to be home educated
- young women subject to honour-based violence (where, for instance, they have transgressed the expectations of them as young women in their family and community)
- children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community
- girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out), sexual exploitation
- children being trafficked into other families from abroad
- girls and/or boys at risk of being forced into marriage
- children at risk of radicalisation
- children who are asylum seekers

12. Children who are Absent from Education

12.1. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of potential safeguarding issues including neglect, child sexual and child criminal exploitation.

12.2. We monitor attendance daily. Parents are required to telephone or email school if their child is going to be absent. If we have not received communication from parents, we contact them to ascertain the reason why their child is not in school.

12.3. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead analyse attendance reports to see if there are any children who are absent repeatedly or for prolonged periods.

12.4. We work in partnership with parents to establish high expectations for attendance and punctuality and provide early intervention and support for families with this as needed, in order to prevent the risks of children becoming absent from education in the future.

12.5. We work closely with our School Attendance Officer to ensure that robust procedures are in place regarding school attendance.

13. Online Safety and the Use of Mobile Technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, we aim to:

13.1 Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors. We work closely with our IT providers to ensure that robust filtering and monitoring procedures are in place on school devices and the school network

13.2 Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology

13.3 Set clear guidelines for the use of mobile phones and other devices for the whole school community

13.4 Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- Educate pupils about online safety, including as part of our curriculum. This is done through PSHE and computing lessons and Assemblies throughout the year and covers (but is not limited to)

The safe use of social media, the internet and technology

Keeping personal information private

How to recognise unacceptable behaviour online

How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year

- Educate parents/carers about online safety via our website, communications sent directly to them and during parent workshops. We will also share clear procedures with them so they know how to raise concerns about online safety

- Ensure that all staff, parents and visitors are aware which areas in school are designated for use of mobile phones and other devices, and that the use of mobile phones and other devices is not permitted in other areas. This is clearly labelled, with 'no mobile phones beyond this point' signs

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras. Staff and volunteers are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present

- Ensure that all Staff and volunteers know that they must not take pictures or recordings of pupils on their personal phones, cameras or other devices at any time

- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. [Note: filtering and monitoring requirements also apply to use of generative AI].

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as Chat GPT and Google Gemini.

St Mary's recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully pupils in line with this policy and our Online Safety Policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

14. Child-On-Child Abuse

At St Mary's we recognise the importance of creating a supportive environment to minimise the risk of child-on-child abuse. We take proactive action through our curriculum and school culture to educate our children about appropriate behaviour, boundaries, consent and respect. We will always challenge any form of derogatory or inappropriate language, behaviours or interactions.

    a. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). They should know that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

    b. Child on child abuse is most likely to include, but may not be limited to: bullying, verbal abuse, physical abuse, sexual abuse. At St Mary's, we have a zero-tolerance approach to sexual violence and harassment. It is never acceptable and will not be tolerated.

    c. Most cases of children hurting other pupils will be dealt with under our Behaviour and Relationships Policy, but if the behaviour raises safeguarding concerns – if it is serious or potentially a criminal offence, could put pupils in school at risk, is violent, involves pupils being forced to use drugs or alcohol, involves sexual exploitation, abuse or harassment such as indecent exposure, sexual assault, upskirting or sexually inappropriate picture or videos(including the sharing f nudes and semi-nudes) – it will be dealt with as child-on-child abuse.

    d. It must be recorded and reported to the DSL, who will contact the local authority Social Care team and follow their advice, as well as the police, if the allegation

involves a potential criminal offence.

15. Child Criminal Exploitation (CCE)

- Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. Sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

17. Speaking to Parents

a. All parents are made aware of the school's Safeguarding Policy, through reference to it on our website. A notice about this, the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Governor with responsibility for Safeguarding is displayed in our school entrance. Where concerns are raised, the Designated Safeguarding Lead must explain to parents that the school has a duty of care to refer to Children's Social Care if they believe that the child or other children may be at risk of significant harm.

b. There are situations when seeking consent should be avoided:

- in cases of sexual abuse, where evidence could be destroyed
- where the risk of violence to the child or others may result
- where a child may be coerced into withdrawing a statement
- where the sharing of information with parents is best managed jointly

c. The Designated Safeguarding Lead should seek advice from Children's Social Care and keep record of advice given.

18. Supporting Children

a. We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

b. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We recognise that there may be other groups of children and young people who are particularly vulnerable, e.g. those with disabilities, young carers and

children living with substance abuse.

   c. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

   d. Our school will support all pupils by:

- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- promoting a caring, safe and positive environment within the school
- ensuring that children know that they will be listened to and that they can speak with trusted adults in school
- liaising and working together with all other support services and those agencies involved in the safeguarding of children
- notifying Children's Social Care as soon as there is a significant concern
- ensuring that a named teacher is designated for 'Looked After Children' and that an up- to-date list of children is regularly reviewed and updated
- notifying Children's Social Care when a young child or person attending the school is privately fostered
- notifying the Education Welfare Officer (SASS), following notification to the Designated or Deputy Designated Safeguarding Lead, of the absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan
- providing access to our School Play Therapist, as appropriate.

19. Support for Staff

   a. Dealing with safeguarding matters is always difficult and stressful. Members of staff should consider seeking support for themselves, initially from the Designated Safeguarding Lead or occupational health, as appropriate. We adhere to safe working practices and have a code of conduct for staff at our school.

   b. We endeavour to create a safe culture so that staff feel comfortable to discuss confidentially with the DSLs safeguarding matters that happen in and outside of school, both online and offline.

20. Confidentiality

   a. We recognise that all matters relating to safeguarding and child protection are confidential.

   b. The Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

   c. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

   d. All staff must be aware that they cannot promise a child to keep secret that which might compromise the child's safety or well-being or that of another child.

e. We will always undertake to share our intention to refer a child to Children's Social Care with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Safeguarding Team or Children's Social Care on this point.

21. Allegations Involving a Member of Staff (including supply teachers, volunteers or contractors)

a. All school staff should take care not to place themselves in a vulnerable position with a child. We ensure that lessons or work with individual children are conducted in view of other adults or children.

b. Where an allegation is made against a member of staff, the Headteacher must be informed immediately. This must not be discussed with any other member of staff. The Headteacher will discuss the content of the allegation with the LADO. The Head teacher will also notify the Chair of Governors.

c. If the allegation concerns the Headteacher the person receiving the allegation will immediately inform the Chair of Governors. He/she will consult the LADO. The school will follow the LSCB procedures for managing allegations against staff.

d. If an allegation is made relating to an incident where an individual or organisation was using our school premises for running an activity for children, we will follow school safeguarding procedures and inform the LADO, as we would with any safeguarding allegation.

22. Recruitment of staff

a. Safer recruitment procedures as set by the Department of Education and KCSIE is followed as set out by the Department for Education. All staff and volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. All references will be checked and verified. Those staff and volunteers having contact with children will be checked through the Criminal Records Bureau at the appropriate level. All staff and volunteers will receive induction and training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously.

b. We carry out online searches as part of due diligence checks in our recruitment process and inform shortlisted candidates about these checks.

23. Other Policies

a. Our policy on the prevention and management of bullying is set out in our separate **Behaviour and Relationships Policy** and acknowledges that to allow or condone bullying may lead to consideration under child protection

procedures. Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single   serious   incident may lead to consideration under child protection procedures.

b. Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy.

c. Our **Health and Safety Policy**, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use and when away from the school when undertaking school trips and visits.

d. Our **Safeguarding and Child Protection Policy** will be monitored and evaluated at the beginning of every academic year, with the responsibility for this to be held by the Designated Safeguarding Lead.

24. Monitoring and Evaluating

a. This policy will be monitored and reviewed annually and updated in line with government guidance and Keeping Children Safe in Education.