



St. Joseph's Catholic Primary School

Safeguarding (Child Protection) Policy

Approved by:	Governing Body	Date: Dec 2022
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The Safeguarding (Child Protection) Policy applies to the whole School including the Early Years Foundation Stage (EYFS)

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This policy is available on the school website www.stjosephshanwell.org.uk and hard copies are available on request from the school office.

The school has a legal duty to report any concerns if it is thought that a child's welfare may be at risk.

This policy will be reviewed and approved annually.

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Abbreviations

DBS	Disclosure and Barring Service (DBS)
DfE	Department for Education (previously DCSF)
ESCB	Ealing Safeguarding Children Board
EYFS	Early Years Foundation Stage
LADO	Local Authority Designated Officer
LSCB	London Safeguarding Children Board
NCSL	National College of Teaching and Learning (NCTL)
PSHE	Personal, Social, Health and Economic education
PSED	Personal, Social and Emotional Development

Mission Statement

St. Joseph's Catholic Primary School builds God's kingdom here and now by being:

- **A welcoming school,**
where everyone cares for and respects each other.
- **A learning school,**
which inspires creativity and challenges through guidance and encouragement all members of the community to learn and aim to be the best they can be.
- **A vibrant school,**
which celebrates its variety and creativity and seeks to meet the needs of each person by working together in this ever-changing world.
- **A holy school,**
where prayer and worship are valued and we the community serve as a living witness to the Gospel of Jesus Christ.

LOVE LEARN BELIEVE

Statement on Safeguarding

We, in this school community, want to make sure that children and young persons are kept safe from harm while they are in the care of this organisation. We do this openly and frankly.

St. Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of its pupils, including those in the Early Years Foundation Stage (EYFS), in compliance with, and having regard to, all current legislation and guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations, the main sources of guidance currently being 'Keeping Children Safe in Education 2025' (KCSIE 2025).

In addition:

- a) All children have a fundamental right to be protected from harm; the interests of the child are paramount.
- b) The Governors, Headteacher and staff of St. Joseph's Catholic Primary School fully recognise their responsibilities to safeguard all children including those in the EYFS. We recognise that all staff and volunteers have a full and active part to play in protecting our pupils from harm.
- c) All staff are committed to ensuring that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical, emotional and moral development of the individual child.
- d) Adherence to this policy is mandatory for all staff and volunteers of St. Joseph's Catholic Primary School including when working with children off site.
- e) The school recognises that the responsibility for making decisions about referrals lies with the school's Designated Safeguarding Officers (DSOs), but staff are aware that they can make direct referrals if deemed necessary. We will always refer to local guidance on thresholds and make clear the route for obtaining informal advice on borderline cases from local agencies. We work in accordance with the guidance which notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- f) Our policy requires that any deficiency or weakness in safeguarding arrangements is remedied without delay.

At St. Joseph's we...

- a) Train and raise the awareness of both teaching and non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and to make sure that ours is an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- b) Ensure that pupils and parents are aware that St. Joseph's Catholic Primary School takes child safeguarding seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations of abuse against staff and volunteers.
- c) Develop and promote effective working relationships with other agencies, including the Police and Ealing Social Care so that children's individual needs are met if they are in need of additional support.
- d) Support the children's development in ways that will foster security, confidence and independence.
- e) Establish a safe environment in which children can learn and develop, feel secure and know they are listened to.
- f) Ensure that children know that there are adults within the school they can approach if they are worried or in difficulty.
- g) Equip pupils through the curriculum, in particular PSHE, and PSED in the EYFS, with the knowledge and skills to stay safe from abuse and to know to whom to turn for help.
- h) Teach pupils about safeguarding including keeping safe-online.
- i) Provide a systematic means of monitoring children known or thought to be at risk of harm.
- j) Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected cases of abuse.
- k) Emphasise the need for good levels of communication between all members of the school community.
- l) Promote an awareness that child abuse transcends class, ethnicity and culture and religion.
- m) Practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- n) Ensure that the school community follows the guidance set out in the publication "What to do if you're worried A Child is Being Abused" (see Appendix 1 – Key References and Useful Websites).
- o) Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- p) Educate children to be aware of the risks of grooming and radicalisation and exploitation from social media and the internet, as well as use of portable technology (e.g. mobile phones and sexting).
- q) Engage fully with the school and the Government's Prevent strategy.

Procedures

St. Joseph's Catholic Primary School, through the Governing Body and Headteacher, will ensure that:

- a) The school's Safeguarding Policy is in compliance with Keeping Children Safe in Education 2025.
- b) We have a Designated Safeguarding Lead (DSL) who has the status and authority to carry out the duties of the post. The DSL undertakes all required training and regularly (a minimum of two days every two years) attends training in Safeguarding, Child Protection and Inter-Agency working. All Designated Safeguarding Leads/Officers at St. Joseph's Catholic Primary School are members of the Senior Leadership team.
- c) Each DSO can deputise for the other(s) in his/her absence.
- d) The DSOs will liaise with local statutory children's agencies as appropriate and will also be designated responsible for Looked After Children.
- e) All members of staff, volunteers, and staff from external & supply agencies, all pupils and parents are aware of the identity of the Designated Safeguarding Lead and Officers, responsible for child protection matters.
- f) We have a designated member of the Governing Body with responsibility for Safeguarding matters who has undertaken all required safeguarding training, local authority safeguarding training for governors and at that least one member of the Governing Body has undertaken 'Safer Recruitment in Education' training.
- g) The Headteacher and all members of staff, receive training on a regular basis (an annual update of safeguarding training for all staff, as well as specific training for new staff as part of their induction) to develop their understanding of, and are alert to, the signs and indicators of abuse. All Staff are required to confirm that they have read KCSIE Part 1 and Annex A, each time that a new version is published.
- h) A record is kept with the Designated Safeguarding Lead of all Safeguarding, Child Protection and Inter-Agency training carried out in and on behalf of the school.
- i) All staff, including temporary staff, volunteers and contractors are aware of their responsibilities and of their duty to report any concerns to the DSOs. The DSOs will take advice from the LSCB regarding concerns. Staff are aware that in keeping with KCSIE, they have the right to make a direct referral to the LSCB if they reasonably judge this to be necessary.
- j) Training in Child Protection also takes place for part time and voluntary staff who work with children in order to make them aware of child

protection arrangements and procedures. This occurs on induction and is refreshed annually alongside other staff. Where a pupil is hosted in a private fostering arrangement, a home visit will be undertaken by the school.

- k) All members of staff know how to respond to a pupil who discloses abuse.
- l) All parents/carers and voluntary staff are made aware of the responsibilities of staff members with regard to safeguarding/child protection procedures and of their duty to refer any concerns to the DSOs.
- m) The Designated Safeguarding Lead/Headteacher will develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- n) The DSOs will keep written records of all safeguarding concerns about children. Where such records are made a note will be made on the pupil's main file on My Concern.
- o) The Designated Safeguarding Lead/Headteacher will ensure all Safeguarding records are kept securely on-line.
- p) If an allegation is made against a member of staff or a volunteer the Headteacher will make an immediate referral, no later than one working day, to the Local Authority Designated Officer (LADO).
- q) If an allegation is made against the Headteacher, then the Chairs of Governors will make an immediate referral to the LADO.
- r) Safer recruitment practices are followed at all times.
- s) Parents have an understanding of the responsibilities placed on the school and staff for child protection.
- t) Written confirmation is sought from external agencies that all their staff have been appropriately checked with the Disclosure and Barring Service (DBS) and also that all checks have been carried out on their staff's identity, medical and physical fitness to work with children, references, right to work in the UK and their suitability to work with children. If the person is a teacher, a prohibition check will be completed. Where appropriate, an overseas check will be undertaken. Agencies will have to carry out their checks. All staff have been requested to complete a Disqualification by Association self-referral. The school will undertake to confirm the identity of all agency workers and will seek independent confirmation of satisfactory DBS clearance.
- u) In the cases where the school's pupils are supervised away from school by the staff of another organisation, assurance is sought that appropriate child protection checks have been carried out.
- v) All new members of staff and voluntary adults will, as part of their induction into the school, receive appropriate Safeguarding training via one-to-one Safeguarding induction with the DSL. All staff, including

temporary staff and volunteers, must be provided with induction training that includes: the school's child protection policy; the Acceptable Use Policy; the staff code of conduct/behaviour policy; the identity of the DSL; a copy of Part 1 and Annex A of KCSIE and the School's whistle-blowing (protected disclosure) procedures. Wherever practical, staff will receive level-one training in Safeguarding and Child Protection before they start work at St Joseph's Catholic Primary School or as part of whole staff INSET. All staff will receive training in making a referral and school procedures for this.

- w) Staff will only use their personal mobile phone during non-contact time in non-pupil areas of the school. Staff will only use the school's electronic equipment when photographing or videoing pupils. School cameras, videos or memory cards will not be removed from the school premises (unless being used on a school outing). Staff will ensure that all images of pupils are stored securely, and pupils' images are only used when parental permission has been given to do so.
- x) All staff will be given a copy of this policy and will be required to sign a record confirming that they have received and read the policy.

Responsibilities

The Governing Body

- a) The Governing Body will nominate a Safeguarding Governor to undertake the tasks specified below. The Governing Body will receive an update from the Safeguarding Lead at its meetings. The Governing Body will undertake an annual review of the Safeguarding policy.
- b) The Chair of Governors will immediately liaise with the Designated Officer regarding any accusation made against the Headteacher or any DSL.

Designated Governor

- a) The Designated Governor for Safeguarding has received Local Authority Training in Safeguarding and Child Protection for Governors, appropriate Safeguarding Training and will ensure that at least one member of the Governing Body has completed Safer Recruitment Training. The Designated Governor chairs/works closely with the Headteacher and the other Designated Safeguarding Leads to promote safeguarding.
- b) Together with the Headteacher, the Safeguarding Governor and DSOs:
 - Undertake an annual review of the School's Safeguarding and Child Protection procedures and of the efficiency with which the related duties have been discharged to ensure that the school is safeguarding and promoting the welfare of pupils at St. Joseph's Catholic Primary School. The detail of this review is sufficient to demonstrate both breadth and depth. The review is reported to the School's Governing Body on an annual basis.
 - Prepare an annual review of the Safeguarding policy for review by the full Governing Body.
 - Ensure that any deficiencies or weaknesses in Safeguarding and Child Protection arrangements are remedied without delay.
 - Together with the Governing Body, approve amendments to Safeguarding and Child Protection arrangements in the light of changing regulations or recommended best practice at least annually.
 - Monitor training and support given to the DSL and officers.
 - Ensure that the DSOs have undertaken the requisite training for that role, as specified in their job description and that they have sufficient time and resources to undertake their duties as specified below and are persons of recognised status of authority within the school.
 - Regularly speaks to a number of staff and pupils across the school, to check their knowledge of their policies and their awareness of the

DSOs when visiting the school, and staff across the school to see if they would know who to go to in the case of suspected abuse and how they should speak to the child. The safeguarding governor will select two members of staff at random from the single central register for this. Evidence is recorded in Governors' visits records.

- Approves the DSL's job description which includes key activities of the role.
- Reviews how children are taught about safeguarding.
- Checks that the DSL would have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority even if there are none on the school roll.

Headteacher

- a) The Headteacher is responsible for appointing Designated Safeguarding Officers for the school. These are listed on the front of this policy and are all members of the Senior Leadership Team.
- b) The Headteacher is responsible for liaising with the LADO with regard to any accusation made against any member of staff or volunteer.
- c) The Headteacher is responsible for ensuring that all staff and volunteers have received appropriate safeguarding training and that this training is up to date and a record is kept.
- d) The Headteacher together with DSOs is responsible for appropriately supporting, in line with legislation, all children and staff when abuse occurs or allegations of abuse are made.
- e) The Headteacher is responsible for ensuring that support for DSL and officers is in place

Designated Safeguarding Lead is responsible for...

- a) Adhering to LSCB, ESCB and national guidance, London Child Protection Procedures, and school procedures with regard to referring a child if there are concerns about possible abuse.
- b) Ensuring that all Safeguarding and Child Protection policies and procedures are in place and are enforced and that all staff are aware of their need to safeguard children at all times.
- c) Keeping written records of all safeguarding concerns about a child.
- d) Ensuring that all such chronological records are kept confidentially and securely and are separate from pupil records.
- e) Ensuring that an indication of such further record-keeping is marked on the pupil's records in accordance with ESCB procedures.
- f) Monitoring the attendance and development of all children lest they go missing and in particular any child who is on the Child Protection Register or is the subject of a Care Order.
- g) Ensuring that any pupil currently on the Child Protection Register, who is absent without explanation for two days, is referred to Family

Services and the Education Welfare Service in the Borough and after ten consecutive days for others.

- h) Operating safer recruitment procedures (including DBS checks and compliance with Independent School Standards Regulations).
- i) Maintaining an overview of safeguarding within the school, opening channels of communication with local statutory agencies and monitoring the effectiveness of policies and procedures in practice.
- j) Ensuring that any deficiencies or weaknesses in Safeguarding and Child Protection arrangements are remedied without delay.
- k) Liaising with other agencies to report or consult on the wellbeing of all pupils, e.g. ESCB, ECIRS, Ealing SAFE, CAMHS and so on.
- l) Being available to staff during staff hours (if one DSL is off-site, staff are aware that they can talk to another DSL)
- m) Ensuring that they update their knowledge & skills annually and to feeding back their knowledge to the other DSLs and the Safeguarding Committee.
- n) Updating staff training on safeguarding at least annually.

Staff and Volunteer responsibilities...

- a) The contents of this Safeguarding (Child Protection) Policy and have the opportunity to ask questions in relation to the Policy & Procedures. All staff will be required to sign to confirm that they have received and read this Safeguarding (Child Protection) Policy. All staff and volunteers will be required to sign and abide by the school's 'Staff Code of Conduct'. They will also update, if required, their annual declaration regarding disqualification.
- b) The need to support children who have been abused in accordance with the agreed child protection plan.
- c) The early help process and be prepared to identify children who may benefit.
- d) The signs of possible abuse, unexplained marks or bruising.
- e) The fact that confidentiality cannot be promised to a pupil giving evidence; and that referrals are made to safeguard the child.
- f) The need to respond appropriately to any significant changes in a child's general well-being – this includes monitoring attendance patterns and supporting systems which place the child at the heart of our practice – including suggestions that a child has run away from home. We are alert to patterns which suggest a child at risk of Child Sexual exploitation or grooming.
- g) Signs of neglect.
- h) Comments children make which give cause for concern.
- i) The need to be open, accepting and ready to listen to a child. The need to take the child's worries seriously and not to interrupt if the child is

recalling a significant event; the need to avoid asking leading questions.

- j) The requirement to update My Concern of the discussion as soon as possible and at the latest within 24 hours - noting time, date, place, people present and what was said. These notes may be required in a court proceeding.
- k) The difference between “a concern about a child” and “immediate danger or risk of harm” – the latter being a safeguarding concern.
- l) The need to discuss concerns with the DSOs if possible and decide on a course of action where a child is in immediate danger or at risk of harm, a referral should be made to children’s social care and/or the police immediately.
- m) That anyone can make a referral. In both cases (child in immediate danger or risk of harm), staff making a referral should inform the DSOs as soon as possible.
- n) That all concerns, discussions and decisions should be recorded on My Concern.
- o) The need to maintain an appropriate level of confidentiality whilst liaising with relevant professionals.
- p) The need to support/monitor any child as required.
- q) The contact details for agency involvement which are set out on page 1 of this policy.
- r) The guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example one to one tuition, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil).
- s) That safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting.
- t) Procedures for dealing with peer-on-peer abuse at St. Joseph’s Catholic Primary School.
- u) That any member of staff has a duty to make a referral to external agencies if they consider that the school response has been inadequate and to persist with such until they are satisfied with the response.
- v) Their duty to report all cases of FGM (female genital mutilation). Suspected cases should be referred to the DSOs.
- w) The "need to prevent people from being drawn into terrorism", particularly young people and vulnerable young adults; being mindful of the increased risk of radicalisation via social media and the internet.
- x) That parental consent is not required for referrals to statutory agencies where this might put the child(ren) at risk.
- y) The vulnerability of SEND pupils in particular.

Types of Abuse

The details of the types of abuse listed below are taken from the London Child Protection Procedures.

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, oral sex) or non-penetrative acts.

Sexual abuse includes abuse of children through sexual exploitation.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

This may include online grooming, the sharing of sexual images of a young person without their consent or with their consent if under age, or cyber bullying, and sexting. The perpetrator may also be a young person.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another; for example, where there is domestic abuse.
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Exploiting and corrupting children.
- This may include radical indoctrination by extremist families.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. This may occur within a gang or by members of a gang. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online and may include sexting. A significant number of children who are

victims of sexual exploitation go missing from home, care and education at some point.

Honour-Based Violence (HBV)

So-called “Honour-Based Violence” (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Sexting

Refer to sections above and below on Sexual Abuse, Child Sexual Exploitation and Peer-on-Peer Abuse. Sexting may occur in an apparently consensual manner but staff should be aware of the risks to pupils of exploitation and grooming, and legal concerns with sending illicit images. Children may feel shame about the images or messages concerned and may be highly secretive.

Domestic Abuse

Children who live in families where domestic abuse occurs may be affected emotionally and may also be at risk physically. They may also be experiencing neglect. Staff should be aware that, although the child may not be the direct victim of the abuse, this is a safeguarding concern. Siblings, both at the school and elsewhere, should be included when addressing these cases.

Peer-On-Peer Abuse

Staff should recognise that children are capable of abusing their peers. Different forms of peer-on-peer abuse include, but are not limited to, bullying, cyberbullying, gender related violence and sexting. This could include being sexually touched/assaulted, being subject to initiation / hazing type violence. Involvement in gangs or contact with gangs may also lead to various forms of peer-on-peer abuse ranging from hazing and intimidation to violence, sexual abuse and exploitation, and coercion into criminal activity.

Children Who Run Away or Go Missing

A child going missing from home or education is a potential indicator of abuse or neglect and their absence from school or from home could be caused by a number of factors such as those outlined in the paragraphs above or of FGM or forced marriage.

Recognition of Abuse and Neglect

The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but they:

- **Must** be regarded as indicators of the possibility of significant harm.
- Indicate a need for careful assessment and discussion with the school's DSOs.

The DSOs may require consultation with and/or referral to the LA children's social care and/or the police. The DSOs will always take advice about thresholds. The school has a strong practice of DSOs working together to test each other's actions in a supportive framework to ensure that no-one slips through the net.

- Staff are reminded that abuse could be by one or more pupils against another pupil.
- Staff must adopt an attitude of 'it can happen here'.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm the school will report its concerns to the local authority social care department and/or the police.

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent or carer.
- Act in a way that is inappropriate to their age and development.

The parent or carer may:

- Persistently avoid routine child health services and/or treatment when the child is ill.
- Have unrealistic expectations of the child.
- Frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment).
- Be absent or leave the child with inappropriate carers.
- Have mental health problems which they do not appear to be managing.
- Be misusing substances.
- Persistently refuse to allow access on home visits.
- Persistently avoid contact with services or delay the start or continuation of treatment.
- Be involved in domestic violence.
- Fail to ensure the child receives an appropriate education.

The table below gives examples of possible indicators of abuse and/or neglect however this list is not exhaustive and the reader is referred to the London Child Protection Procedures (4th Ed) Ch. 4 for a more information. (See Appendix 1- Key References and Useful Websites)

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing. • Appears underweight and unwell and seems constantly hungry. • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance. • Frequent unexplained absences from school. • Lack of parental supervision. • Unmanaged/untreated health/medical conditions. • Frequent absences, missing from education.
Physical Abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury. • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents. • High frequency of injuries. • Parents seem unconcerned or fail to seek adequate medical treatment.
Sexual Abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development. • Sexual risk-taking behaviour including involvement in sexual exploitation/older boyfriend or girlfriend. • Continual, inappropriate or excessive masturbation. • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy. • Unwillingness to undress for sports.
Emotional Abuse	<ul style="list-style-type: none"> • Developmental delay. • Attachment difficulties with parents and others. • Withdrawal and low self-esteem. • Behavioural problems.
Radicalisation	<ul style="list-style-type: none"> • Spending excessive amounts of time unsupervised using computers/the internet. • Secretive behaviour. • Expression of radical or harmful political views. • Desensitised to violent, anti-social, extremist imagery. • Isolated from others or sudden changes in friendship groups.

	<ul style="list-style-type: none"> • Changes of religious views and/or commitment/devotion to religious cause.
Child Sexual Exploitation	<ul style="list-style-type: none"> • Children who appear with unexplained gifts or new possessions. • Children who associate with other young people involved in exploitation. • Children who have older boyfriends or girlfriends. • Children who suffer from sexually transmitted infections and become pregnant. • Children who suffer from changes in emotional well-being. • Children who misuse drugs and alcohol. • Children who go missing for periods of time or regularly come home late. • Children who regularly miss school or education or do not take part in education.
“Honour-Based” Violence (FGM)	<ul style="list-style-type: none"> • A female child has an older sibling or cousin who has undergone FGM; a girl or woman asks for help. • A girl confides in a professional that FGM has taken place. • A mother/family member discloses that female child has had FGM. • A family/child is already known to social services in relation to other safeguarding issues. • A girl has difficulty walking, sitting or standing or looks uncomfortable. • A girl finds it hard to sit still for long periods of time, and this was not a problem previously. • A girl spends longer than normal in the bathroom or toilet due to difficulties urinating. • A girl spends long periods of time away from a classroom during the day with bladder or menstrual problems. • A girl has frequent urinary, menstrual or stomach problems. • A girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP’s letter. • There are prolonged or repeated absences from school. • Increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour. • A girl is reluctant to undergo any medical examinations. • A girl asks for help, but is not be explicit about the problem.

	<ul style="list-style-type: none"> • A girl talks about pain or discomfort between her legs.
“Honour-Based” Violence (Forced Marriage)	<ul style="list-style-type: none"> • Persistent absence from school. • Request for extended leave of absence or failure to return from visits to country of origin. • Fear about forthcoming school holiday. • Surveillance by siblings or cousins at school. • Decline in behaviour, engagement, performance or punctuality. • Poor exam results. • Pupil withdrawn from school by those with parental responsibility. • Removal from a day centre of a person with a physical or learning disability. • Pupil not allowed to attend extra-curricular activities. • Sudden announcement of engagement to a stranger. • Pupil prevented from going to higher/further education.
Domestic Abuse	See relevant paragraph above.
Sexting	See relevant paragraph above.

Behaviour or signs in children which give cause for concern

- Sudden changes in behaviour.
- Withdrawal and low self-esteem.
- Eating disorders.
- Self-harm.
- Aggressive behaviour towards others.
- Sudden unexplained absences from school.
- Drug/alcohol misuse.
- Running away/going missing/fear of going home.
- Unnaturally compliant to/fearful of parents/ carers.
- Behaviour or signs in parents/carers which gives or may give cause for concern.
- Misusing drugs and/or alcohol.
- Physical/mental health or learning difficulties.
- Domestic violence.
- Avoiding contact with school and other professionals.

There are many ways in which child abuse may come to your notice:

- The child may tell you.
- A child’s friend or relative may tell you.
- You may notice injuries.

- The child may behave in a very sexually explicit way.

Identifying cases of female genital mutilation (FGM)

There are many different types of abuse but there are some that staff may be initially less aware of. Female genital mutilation (FGM) is a surprisingly common form of abuse in the UK, and the school does have measures in place to safeguard against this type of abuse. Any indications that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. In support of this provision, the school will do everything that it can to ensure that:

- The school is an 'open environment', where students feel able to discuss issues that they may be facing.
- The DSOs are aware of the issues surrounding FGM.
- Materials explaining FGM and the issues that surround it are available for staff and students.
- Advice and signposts are available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, and appropriate black and ethnic minority women's groups.
- Girls have access to a private telephone, should they wish to use it.
- Training about FGM is incorporated in the school's safeguarding training. Training will include:
 - An overview of FGM.
 - The socio-cultural context.
 - Facts and figures.
 - UK FGM and child protection law.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- Not to reveal to anyone other than the DSOs that enquires might be related to FGM, as this could increase risk to the pupil.
- Not to engage initially with the pupil's parents or family, or others within the community.
- To alert the school's DSOs to their concerns. This member of staff will then relay concerns directly to the police. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.

Prevent

The national Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. St. Joseph's Catholic Primary School, seeks to play a key role in ensuring that the children and young people who attend the school are safe from the threat of terrorism. Prevent is part of the school's wider

responsibility for Safeguarding and this policy is therefore linked to the School's Policy for Safeguarding.

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government's Prevent Strategy defines extremism as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces.'

We believe that St. Joseph's Catholic Primary School should be a safe place where children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, and learn how to challenge such ideas.

In order to fulfil our Prevent Duty, we undertake to do the following:

- Actively promote Fundamental British Values, including mutual respect, tolerance and democratic participation, as part of our wider SMSC/ PSHE programmes as well as within other subject areas and assemblies.
- Respect learner and staff diversity, encouraging freedom and openness.
- Assess the risk of children in our schools/ settings/ activities being drawn in to terrorism.
- Maintain robust safeguarding policies which take in to account the policies and procedures set out by Ealing Safeguarding Children Board and identify extremism/ radicalisation as issues to be reported promptly to the Staff lead.
- Identify a nominated Staff Lead, usually the Designated Safeguarding Lead.
- Train staff so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism; and to ensure that the DSL has had higher level training in Ealing Safeguarding Children Board's Prevent Strategy.
- Safer Recruitment procedures are followed with a regard to this duty and policy.
- Conduct due diligence checks on groups/ individuals seeking to hire or use school premises.
- Conduct due diligence checks on visitors to school, particularly visiting speakers and clergy, whether invited by children or staff.
- Visiting speakers may be required to provide a resume of their talk in advance and are required to sign our Visitors Safeguarding information and form on arrival, to wear a visitor's lanyard and are to be accompanied at all times on the school site unless they have completed a DBS check for St. Joseph's Catholic Primary School.

- Conduct due diligence checks on contractors working on the school sites who might have access to pupils.
- Ensure children are safe from terrorist and extremist material when accessing the internet in school.
- Review our policies annually.
- Directly challenge unacceptable views and ideologies when they are manifested in a timely and appropriate manner.
- Refer relevant individuals to Ealing Safeguarding Children Board and Ealing Channel services where necessary and appropriate.
- Seek advice about such referrals from Ealing's Prevent Officer.

Possible Indicators of Risk

- Racist graffiti/ symbols/ comments made in School.
- Speaking out or writing in favour of extremist ideas in school work or lessons or any School organised event.
- Extreme comments shared on social media.
- Distribution of extreme or terrorist propaganda among other pupils.
- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:
 - An identity crisis, involving an individual's distance from their cultural/ religious heritage including peer / family/ faith group rejection.
 - A personal crisis, including family tension/ social isolation/ friendship issues.
 - Personal circumstances, such as migration, experience of racism.
 - Unmet aspirations.
 - Criminality.
 - Experience of poverty, disadvantage, discrimination or social exclusion.
- Association with those known to be involved in extremism (including via the internet).
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group.
- Travel for extended periods of time to international locations known to be associated with extremism.
- Disguising of a child's identity, e.g. in documentation.
- A simplistic or flawed understanding of religious/ political/ global issues.
- A significant adult or other in the child/ young person's life who has extremist views or sympathies particularly family members.
- Critical risk factors, being:
 - Contact with extremist recruiters;
 - Articulation of support for extremist causes/ leaders;
 - The possession of extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;

- Membership of extremist organisations.

Supportive Interventions

- Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.
- Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:
 - Anti-terrorist hotline: 0800 789 321
 - Crime stoppers: 0800 555 111
 - Relevant police force: 101
 - www.gov.uk/report-suspicious-activity-to-mi5
 - Channel DfE Helpline 020 7340 7264
- To report any online terrorist-related material: www.gov.uk/report-terrorism

When a child makes a disclosure

Do the following:

- Listen carefully.
- Make accurate handwritten notes using direct quotation of the child's own words.
- Tell a DSO.
- Tell the child they have done the right thing by telling you.

Do not:

- Ask leading questions.
- Use your own words to describe events.
- Investigate.
- Promise secrecy.
- Discuss with anyone other than the relevant DSO.

Process

The school acknowledges the requirement to differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former will be reported to Children's Social Care immediately; the latter will lead to inter-agency assessment using local processes, including use of the "Team around the Child" (TAC) approaches.

If a member of staff has concerns about a child:

- a) They should immediately consult a DSO and complete a cause for concern form on My Concern.
- b) The DSO will assemble all that is known about the child from School records and other staff.
- c) The DSO will decide if the threshold to report to Ealing Social Care on 0208 825 8000 (or the child's home Local Authority Social Care.) has been met or which early help route is most effective.
- d) The procedures to be followed are shown in Appendix 2 which are in accordance with the Ealing Child Protection Policy & Procedures and include procedures for dealing with abuse by one or more pupils against another pupil where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Any such abuse will be referred to local agencies.

When deciding whether to make a referral, following an allegation or suspicion of abuse, the DSO will not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with Social Services. This may be done tentatively and without giving names

in the first instance. What appears trivial at first may later be revealed to be much more serious and an allegation of child abuse or neglect may lead to a criminal investigation. Thus, the school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegation of abuse. The DSL will ensure that the procedures recognise the difference between those who have suffered or who are at risk of suffering serious harm and those who need additional support from one or more agencies.

Supporting Children

- a) We recognise that a child who is abused or witnesses violence, may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 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.
- c) We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to behaviour which could be regarded as aggressive or withdrawn.
- d) St. Joseph's will support all pupils by:
 - a. Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - b. Promoting a caring, safe and positive environment within the school.
 - c. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - d. Notifying Social Services as soon as there is a concern; within 24 hours of a disclosure or suspicion of abuse.
 - e. Following up with a written referral within 48 hours.
 - f. Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new School.
- e) If staff have concerns that the DSL has not responded to safeguarding concerns, they may make a referral themselves. In such cases they are asked to inform the DSL/Headteacher that they have done so.
- f) If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' any such abuse will be referred to local agencies. It is an expectation that in the event of disclosures about pupil-on-pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

Supporting Staff

- a) We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- b) We will support such staff by providing an opportunity to talk through their anxieties with the Headteacher and to seek further support as appropriate.

Confidentiality

- a) We recognise that all matters relating to Child Protection are confidential.
- b) The Designated Safeguarding Lead will disclose any 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 in a timely and appropriate manner with other agencies in order to safeguard children.
- d) All staff must be aware that they cannot promise a child to keep secrets.

Allegations of abuse made against other children – Peer-on-Peer abuse

Peer-on-peer abuse is recognised by the school as a form of abuse and is as serious as any other form of abuse. It should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer-on-peer abuse will be supported in the same way as victim of other types of abuse.

Bullying

Our policy on bullying is set out in a separate policy and it acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying that leads to a child being at risk from harm is a safeguarding matter. Anti-bullying PSHE lessons and assemblies take place each year.

The school seeks to minimise the risk of cyber bullying and online abuse by monitoring children’s use of school computers. The school provides regular e-safety training for pupils, staff and parents at least once per year as part of the PSHE programme and a regular e-safety talk for new parents at the start of each academic year.

All staff are required to read and sign our Acceptable Use Policy before they are allowed to access the school’s computers

Procedures for dealing with peer-on-peer abuse are the same as for other types of abuse and staff who become aware of peer-on-peer abuse should immediately refer the matter to the relevant DSO who will decide the best

course of action. Depending on the nature and the severity of the abuse, staff may refer the matter directly to the police and/or Local Children's Services. In that case they should then discuss the matter with the DSOs.

- a) Listen to the child and ascertain the seriousness of the situation. The teacher will refer the matter to a DSO. All cases of abuse will need advice from Social Services.
- b) Bullying can be very subtle and staff should be aware of problems that can arise with older pupils misusing their power over younger pupils, as well as pupils of the same age and pupils with a dominant character. Please refer to the Policy - Anti-Bullying. It is rare that bullying constitutes abuse but all serious cases of bullying must be referred to the Headteacher.
- c) Staff are made aware that bullying can be a safeguarding concern when a child is at risk as a consequence.

Allegations against Staff, DSOs, Headteacher & Volunteers

- a) We understand that a pupil may make an allegation against a member of staff, the Headteacher, a DSO or a volunteer.
- b) If any allegation is made against a member of staff, the Headteacher, a DSO or a volunteer, the LSCB procedures will be followed, as outlined on the most recent guidance on EGFL and we shall have regard to the guidelines on practice and procedures given in Keeping Children Safe in Education 2025 (KCSIE) (see Appendix 1- Key References and Useful Websites).
- c) A clear priority of the school will be to enable a quick resolution of the allegation to the benefit of all concerned. All unnecessary delays will be eradicated.
- d) If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher, or in his/her absence, the allegation should be reported to the Chair of Governors. The school will not conduct its own investigation without consulting the Designated Officer (DO).
- e) If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, without telling the Headteacher. The Chair of Governors will immediately consult with the Local Authority Designated Officer (LADO) or their deputy, within one working day.
- f) The Headteacher or Chair of Governors on all such occasions will immediately (within one working day) discuss the content of the allegation with the Designated Officer (DO) or their deputy. In an emergency, the police should also be called. In borderline cases, discussions with the LADO will be held informally and without naming the school or individual

- g) The Headteacher or Chair of Governors will record in writing any information about dates, times, location and potential witnesses and the date and time of contact with the LADO. The nature, context and content of the allegation will be considered and a course of action agreed with the LADO and communication with the individual and the parents will be agreed.
- h) In cases of serious harm, the police should be informed from the outset.
- i) The school will follow the Ealing SCB procedures for managing allegations against staff.
- j) In response to an allegation, staff suspension will not be the default option.
- k) An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the school. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school will give due weight to the views of the LADO and to the policy when making a decision about suspension.
- l) If the person against whom the allegation has left procedures are the same.
- m) If, following discussion, the LADO determines that the allegation does not reach the threshold for referral to Social Services then the Headteacher or the Chair of Governors will follow all necessary internal procedures and complete a record which will be retained and refer back to DO if any further concerns.
- n) If, following discussion, the DO determines that the allegation reaches the threshold for referral then investigations will involve:
 - a. Social Services.
 - b. Police.
- o) If abuse is reported, in addition to investigating the allegation, a social services inspection will decide:
 - a. To what degree the school did or did not safeguard and promote the welfare of the child.
 - b. Decide whether the school acted appropriately according to Child Protection Procedures.
 - c. Decide what lessons may be learned from the experience.
- p) If an allegation is not substantiated and the person returns to work, the school will support the person.
- q) The Headteacher will keep a written record of all allegations. However, details of allegations that are found to have been malicious should be removed from personnel records
- r) Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore

consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

- s) Information must reach Ofsted within 14 days of the allegation being made.
- t) The procedure to be followed is shown in Appendix 5 which is in accordance with the Ealing Child Protection Policy & Procedures 2007.
- u) The school will make every effort to maintain confidentiality and guard against unwanted publicity.

Referral to the DBS

If anyone who is employed, contracted, a volunteer or a member of staff or student working in the school is deemed unsuitable to work with children, and thus their services are no longer required, the Headteacher will report to the Disclosure and Barring Service (DBS) within one month of that person leaving the school and inform the Chair of Governors. Any such report will include evidence about the circumstances as far as possible. If the referral relates to the Headteacher, the Chair of Governors is responsible for making this referral. The contact address is DBS, PO Box 181, Darlington DL1 9FA (tel 0300 123 1111). "Compromise agreements" cannot apply in this connection. It is an offence not to refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

The school will consider referring to the National College of Teaching and Learning (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate and should make reference to this in their policies. The reason such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction at any time, for a relevant offence".

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

Safer Recruitment and Employment Practices

St. Joseph's Catholic Primary School follows the Government's recommendations for Keeping Children Safe in Education 2025 (KCSIE).

All members of teaching and non-teaching staff, governors, including part time staff, temporary and supply staff and visiting staff such as music teachers and volunteers are subjected to a Disclosure and Barring Service (DBS) check and all other required suitability checks before starting work, to ensure their suitability to work with children. Additional checks are carried out on staff/people who have lived or worked outside the UK using the NCTL Teacher Services Systems.

Each person that is appointed will need to sign a self-declaration regarding Disqualification by Association, before the appointment is confirmed.

Confirmation of DBS status from supply agencies and external organisations is received prior to commencing work. Further identification checks are carried out on arrival at school.

The Headteacher, Designated Safeguarding Lead and at least one member of the Governing Body has completed the NCSL or NSPCC online training in Safer Recruitment or local authority training as a minimum.

At least one person trained in Safer Recruitment will be on every interview panel.

All recruitment will be planned to ensure that candidates know that St. Joseph's Catholic Primary School is fully committed to safeguarding the children in our care. This will deter unsuitable people from applying to work in our school. The school conduct checks to ensure that no member of staff carries out work at school, or intends to do so, in contravention of a prohibition order.

The Single Central Register

- a) The Headteacher, all members of staff, peripatetic staff, and governors are subject to enhanced DBS clearance and all other required suitability checks. Identity checks include sight of passport, qualifications, utility bill, bank statement and driving licence. Records of identity are kept in the individual's personnel file in a locked cabinet in the admin office.
- b) DBS checklists are housed centrally and securely in the admin office.
- c) There is a single central register of all staff, supply staff and includes Governors and other volunteers. This is maintained on a day-to-day basis by the admin assistant and kept in the school office. The overall responsibility for ensuring that it is maintained correctly lies with the Headteacher who will, with the Chair of Governors, review the SCR termly.

Whistleblowing (protected disclosure)

- a) We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- b) All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- c) All staff should be aware of the duty to persist with a concern until they are satisfied that the safeguarding needs of the child are being met. This duty may require reporting directly to other agencies such as the Ealing Safeguarding Children Board.
- d) Alternatively, the NSPCC whistleblowing hotline 0800 028 0285 may be used.

Physical Intervention

- a) Corporal punishment of any kind is not allowed in the school. Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times, it must be the minimum force reasonably necessary to prevent injury to another person.
- b) We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Equality

St. Joseph's Catholic Primary School is committed to equal treatment for all pupils regardless of an individual's race, ethnicity, sexual orientation, religion and social background including those with special educational needs and all disabilities. We aim to create a friendly, caring and protective environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of our pupils.

Health & Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the Safeguarding and protection of our children both within the school environment and when away from the School when undertaking School trips and visits. (Health and Safety Policy and Risk Assessment).

Relevant Contact Telephone Numbers

Child Exploitation and Online Protection Centre (CEOP) https://www.ceop.police.uk/ email:communication@nca.x.gsi.gov.uk, Tel: 0370 496 7622 (available 24/7)
ChildLine, Over 18 - 0808 800 5000
ChildLine, Under 18 - 0800 1111
Child Protection Advice & Consultation Service – 0208 825 6134 (Mon/Wed/Fri 9.30-4.30 pm)
DfE dedicated telephone helpline for staff and governors: 020 7340 7264 email counter-extremism@education.gsi.gov.uk

Children Missing in Education 020 8825 5040, CME support officer and administrator Tel: 020 8825 9647 Email: cme@ealing.gov.uk
Children's Commissioner www.childrenscommissioner.gov.uk
Ealing Hospital 020 8967 5000
Ealing Service for Children with Additional Needs (ESCAN) Carmelita House 21-22 The Mall Ealing W5 6PJ 020 8825 8700 carmelitahouse@nhs.net
Family Rights Group- Independent advise for families 0800731 1696
Metropolitan Child Abuse Investigation Team 0208 247 7843. Out of hours 101, Emergency 999
NSPCC 0808 800 500 & NSPCC FGM helpline 0800 028 3550
Ofsted Whistleblower Hotline 0300 123 3155
Police Child Protection Team-0208 246 1901 - <i>For FGM mandatory reporting: 101</i>
Safeguarding: Philip Stark 020 85676293
Samaritans http://www.samaritans.org/ Telephone 116 123 free any time from any phone. You do not have to be suicidal to call the Samaritans
Young Minds. http://www.youngminds.org.uk/ - 0808 802 5544 (free for mobiles and landlines). The Young Minds Parents Helpline is open from 9.30 to 4.00pm, Mon- Fri.

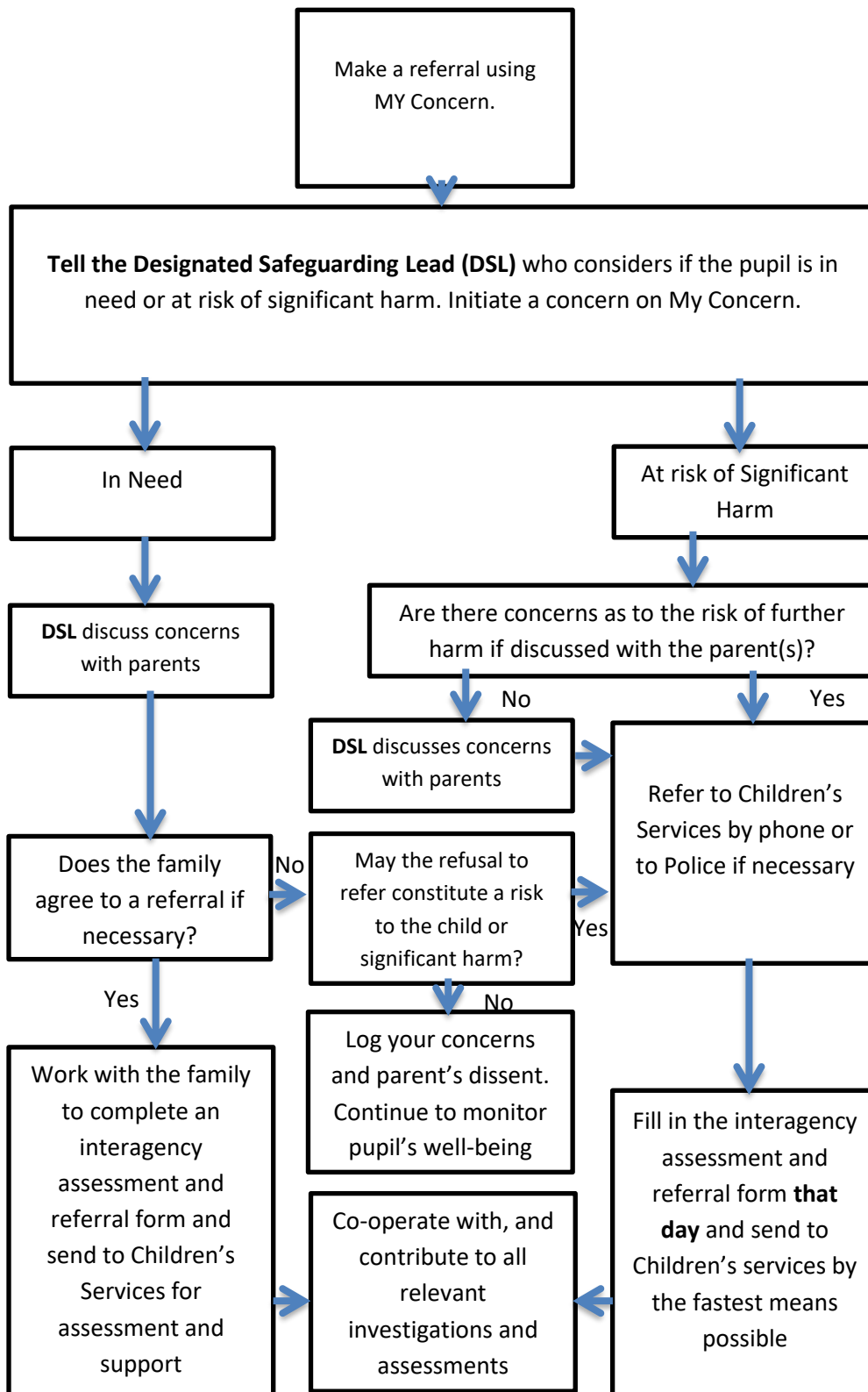
APPENDIX 1: Key References and Useful Websites

- Prevent Duty Guidance: for England and Wales (July 2015) (*Prevent*), incorporating The Prevent Duty: Departmental Advice for Schools and Childminders (June 2015), and The Use of Social Media for On-line Radicalisation (July 2015).
- The Education Act 2002
<http://www.legislation.gov.uk/ukpga/2002/32/contents>
- Education (Independent School Standards) (England) Regulations 2010
www.legislation.gov.uk/uksi/2010/1997
- Safeguarding Vulnerable Groups Act 2006
<http://www.legislation.gov.uk/ukpga/2006/47/contents>
- The Children Act 2004
<http://www.legislation.gov.uk/ukpga/2004/31/contents>
- What to do if you are worried a Child is being Abused March 2015
- http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationPolicyAndGuidance/DH_4010283
- Working together to Safeguard Children DfE March 2015, updated February 2017 (a Guide to Interagency working to safeguard and promote the welfare of Children).
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00030-2013>
- Keeping Children Safe in Education (September 2024) (KCSIE) which also incorporates Disqualification Under the Childcare Act 2006 (Feb 2015),
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Information sharing: Guidance for Practitioners and Managers 2008
<https://www.education.gov.uk/publications/eOrderingDownload/00807-2008BKT-EN-March09.pdf>
- DBS Referral Guidance <https://www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals>
- Statutory Framework for the Early Years Foundation Stage
http://www.primaryict.org.uk/book_resources/ch3/Statutory_framework_for_the_early_years.pdf
- London Child Protection Procedures (LSCB) 4th Ed 2011
<http://www.londonscb.gov.uk/procedures/>
- Multi-agency statutory guidance on FGM (April 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf
- Multi-agency guidelines: Handling cases of Forced Marriage (June 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/

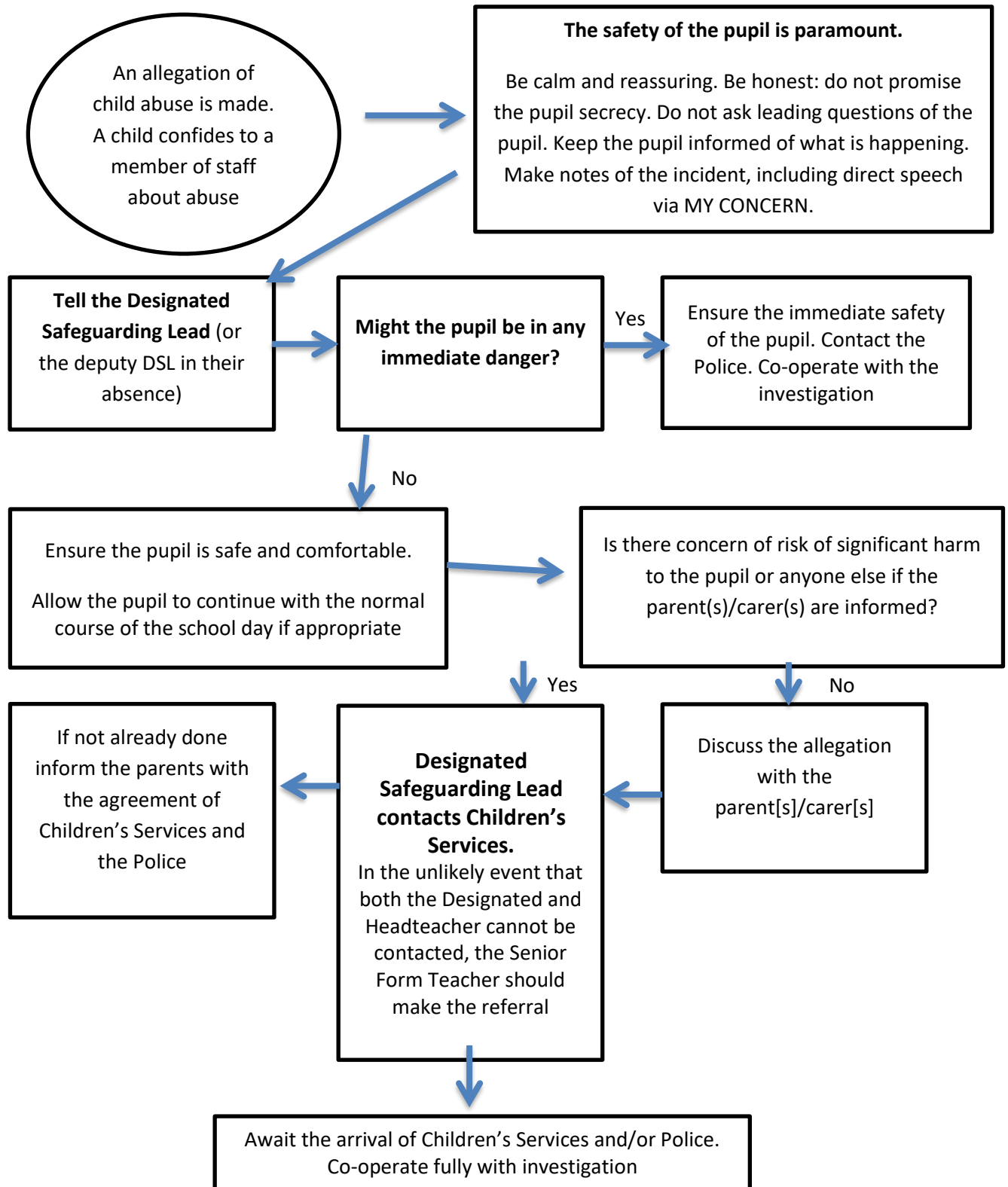
[file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_18061_4_FINAL.pdf](#)

- Preventing and Tackling Bullying – Advice for Headteachers, staff and governing bodies.

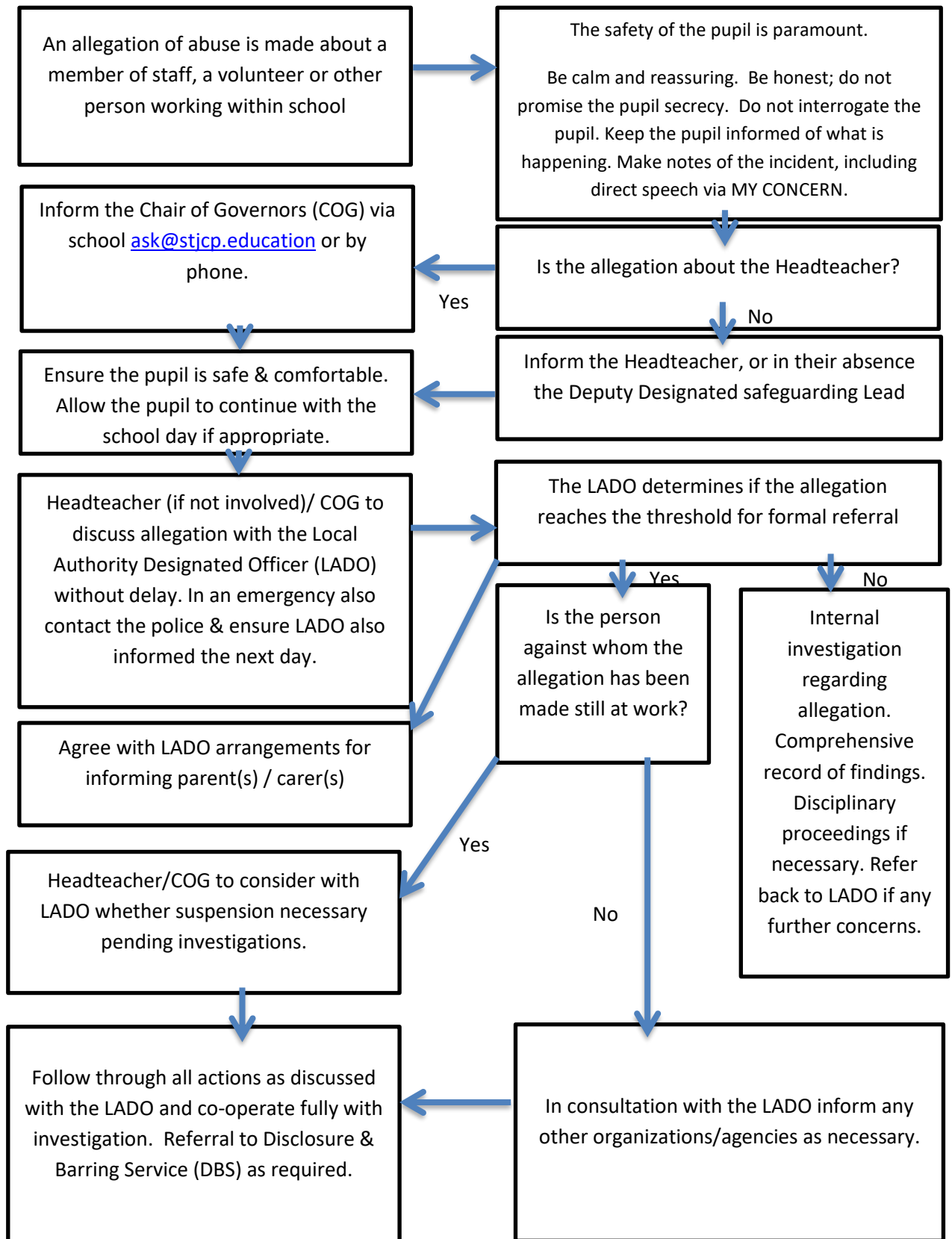
Appendix 2. Responding to a Pupil in Need



Appendix 3. Responding to Allegations of Abuse against Someone outside the School



Appendix 4. Dealing with an Allegation of Child Abuse against an Employee, Volunteer or any other Person Working in the School



Appendix 5. Child Protection Incident Reporting Log

All concerns, be they for Safeguarding, Child Protection or child well-being should be reported via the MY CONCERN software package.

In cases of urgency please speak directly to the Designated Safeguarding Lead but the MY CONCERN report should be completed as soon as possible by the person raising the concern to initiate the chronology for the concern.

Appendix 6. Intimate Care Protocols – Sports and School Journeys

Changing for P.E. in school (or changing for productions etc)

Protocols

From Reception to Year Four it is appropriate for children to change into PE kit in the classroom.

Staff with classes facing on to the playground, need to balance the risk of closing blinds to preserve children's dignity with the need to maintain their own safeguarding safety, for instance at the end of the school day when parents and others are on the playground it is probably wise to close blinds, through the school day less so.

For individual children, particularly in Year Four, who are self-conscious about changing, permission should be given for them to use the toilet areas or the girls' changing room provided they have shown themselves sensible enough to cope with the responsibility of "remote supervision" *.

Children in Year Five and Six should change separately. This can be achieved by either more than one class changing at the same time so girls may use one classroom and boys another or by using the girls' changing room. Staff should rotate so that one member of staff is not always supervising the same gender.

*Remote supervision is where children are not under the direct supervision of a member of staff but are undertaking a defined task in a defined location specified by a member of staff.

Sports events

The school promotes multiple opportunities for sports both competitive and for participation.

Protocols

Children should change into sportswear, including school tracksuit at school unless directed otherwise.

Children should travel back to school in their sportswear.

Swimming

With the current configuration of the changing facilities at Dormers Wells Leisure Centre, the following procedure should be used for the safety of both the children and staff members.

The greatest risk to children falls whilst they are sharing the communal shower area with members of the public. Once children have entered the group changing rooms staff **should prioritise their own safeguarding** over ensuring children are dry, wearing their own uniform, avoiding lost property etc.

Protocols

It is important that supervising staff be rotated, i.e. the responsibility for swimming should not remain predominantly with one member of staff. Ideally there should be a mix of genders accompanying the swimming class.

Dormers Wells Leisure Centre procedures (School swimming lessons - instructions for schools) require that “changing rooms be adequately supervised by the School Teacher or other designated member of school staff. (Section 3.1.3) and “Responsibility for the supervision of the school pupils whilst getting changed before / after lessons remains with the School teachers to ensure that dignity, decency and privacy is maintained at all times.” (3.1.3).

To achieve this on arrival, boys and girls should be shown to the group changing room for their gender and whilst still in their uniform be instructed on what to do. Staff should then withdraw to one end of the group changing room to allow children to change into their swim kit.

Before going poolside, children must have a quick shower wearing their swimming costume as required by the swimming centre’s policy. Staff must supervise as members of the public also use this communal shower area and are sometimes in a state of undress.

At the end of swimming children should be supervised in the shower area wearing their swimming costumes and then be directed to the group changing room and given time to get dressed. Staff should encourage children to dress quickly and safely from a static position at one end of the changing room, prioritising children’s dignity over other concerns. If no male member of staff is present boys should be instructed to go straight into the group changing room without showering.

School Journey

Our Year Six school journey is to a PGL residential centre. This time gives children an opportunity to develop independence and organisational skills.

Protocols

After wet activities children should use the communal shower rooms with individual cubicles. No staff should enter the changing rooms. In exceptional

circumstances if required the staff member should be accompanied by a member of PGL staff.

For some children with specific pre-existing SEND use of the cabin shower instead of the communal shower is appropriate, e.g. visual impairment, profound ASD. This should be risk assessed before the journey and specific consent gained from the child's parent. Supervision as per swimming protocol.

All staff should knock and wait for an appropriate amount of time before entering children's cabin rooms.