

Holy Cross Catholic Primary School



Child Protection and Safeguarding Policy

Autumn 2024

DESIGNATED TEACHER FOR CHILD PROTECTION AND SAFEGUARDING LEAD:

Mrs S Power– Head Teacher

DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION AND SAFEGUARDING LEAD:

Ms Ellis and Miss F Renoldi

DESIGNATED SAFEGUARDING GOVERNOR:

Mrs G Hicks - Governor

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1. Useful contact information

In the case of concern about a child's safety, wellbeing or abuse of a child

DESIGNATED TEACHER FOR CHILD PROTECTION AND SAFEGUARDING LEAD:

Mrs S Power – Head Teacher

DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION AND SAFEGUARDING LEAD:

Miss F Renoldi

DESIGNATED SAFEGUARDING GOVERNOR:

Mrs G Hicks –Safeguarding Governor

Contacts for Safeguarding in Thurrock LA:

- **The Multi-Agency Safeguarding Hub (MASH)** – 01375 652802
 - **Thurrock Council Emergency Duty Team** – 01375 372468
 - ♣ For out of hours only
 - **Thurrock Local Safeguarding Children Partnership**- 01375 652813
 - ♣ Civic Offices New Road Grays ESSEX RM17 6SL
 - ♣ Email: LSCP@thurrock.gov.uk
 - **Safeguarding and Child Protection Co-ordinator and LADO** – 01375 652535
 - **Police Child Abuse Investigation Team** – 01277 266822
- Police - 999

2. Mission, Introduction and definition

Mission Statement

Holy Cross is a Catholic Primary School. Its religious dimension lies at its heart and is fundamental to its existence. Its ethos is based around Christian values as laid down by the person of Jesus Christ, and exemplified in His teaching.

Our Mission Statement expresses this clearly:

Holy Cross is a Catholic school which seeks to build a closer partnership with parents, the parish and the wider community. We work hard to provide an environment which is secure, stimulating and happy and where everyone is appreciated and enabled to give of their best.

We encourage all to have respect for each individual, to be honest, tolerant, just and forgiving and to develop a closer relationship with each other and through this, a closer relationship with God.

We recognise Jean Baptiste Debrabant's vision that:

"A Christian based education is a sure hope for the future of religion and society."

At Holy Cross Catholic Primary School we understand safeguarding and promoting the welfare of children is everyone's responsibility. **EVERYONE** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child- centred.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **protecting children from maltreatment;**
- **preventing impairment of children's mental and physical health or development;**

Mission Statement Motto: [Building relationships with God and each other, working hard in faith and hope to give our best in all things.](#)

- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes**

(the term children includes everyone under the age of 18; this is extended to 25 where the child has special needs)

At Holy Cross Catholic Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually and is in line with legislation, local procedures and the expectations of Ofsted which inspects schools' safeguarding arrangements.

WE WILL ALWAYS ACT IN THE BEST INTERESTS OF THE CHILD

Definitions:

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. **Child protection** describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

We use the terms **"must"** and **"should"** throughout the guidance. We use the term **"must"** when the person in question is legally required to do something and **"should"** when the advice set out should be followed unless there is a good reason not to.

3. Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

[Keeping Children Safe in Education 2023](#)

[The Education Act 2002](#)

[Working Together to Safeguard Children 2018 \(updated Dec 2020\)](#)

[The Children Act 2004](#)

[Thurrock Children's Safeguarding Partnership - SET Procedures](#)

[What to do if you're worried a child is being abused: advice for practitioners](#)

[Information sharing advice for safeguarding practitioners](#)

[Mental Health and Behaviour in Schools: Departmental Advice](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Section 26 of the Counter-Terrorism and Security Act \(2015\)](#)

[The Prevent Duty](#)

[Section 5B of the Female Genital Mutilation Act 2003 \(](#)

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[Child and Social Work Act 2017](#)

[General Data Protection Legislation \(2018\)](#)

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

[Voyeurism Offences Act 2019](#)

[DfE statutory guidance on Children Missing Education](#)

Statutory guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2023) 'Recruit teachers from overseas'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'

4. Related policies

This policy relates to safeguarding and child protection and sits within a suite of other safeguarding policies, including the Christus Catholic Trust (CCT) Policies. Other policies that may be referred to within this policy include:

- Attendance
- Child on Child Abuse
- Positive Handling
- Intimate Care and Touch
- Admissions
- Anti-bullying
- Educational Visits
- Staff Code of Conduct
- Behaviour Policy

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- Equality
- PSHE and RSE policy
- On-line Safety
- Whistleblowing

5. Our policy aims / principles and values

Aims

Our policy aims to provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities; to ensure consistent good practice across the school; and to demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

We will adopt a ‘child-centred’ approach to safeguarding and child protection and we will always act in the best interests of our children.

We ensure that everyone is aware of their safeguarding responsibilities.

We provide staff, volunteers and governors with the framework, training and support they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

6. Roles and responsibilities

Roles and responsibilities of our Governing Body

Our Safeguarding Governor is Gael Hicks.

Our Chair of Governors is Rachel Thomas.

Our governing body will ensure they comply with their duties under legislation. They will have regard to Keeping Children safe in Education 2023 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times and facilitate a whole school approach to safeguarding. Our Governors will be subject to an enhanced DBS and section 128 check.

Our governing body will ensure that:

Safeguarding policies and procedures

- appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare and these are shared with all appropriate persons.
- our safeguarding/child protection policy will reference procedures which are in accordance with government guidance and local safeguarding arrangements; will be updated annually (as a minimum), and be available publicly either via our school website or by other means.
- policies and procedures are followed by all staff.
- appropriate safeguarding responses are in place to children who go missing from education - particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

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- they are aware that the Data Protection Act and GDPR place a duty on organisations to process personal information fairly and lawfully and keep any information they hold safe and secure.
- they receive an annual report regarding safeguarding and that this is on the agenda for discussion and review at least once a year.
- Safeguarding updates will also be added to the agenda on a termly basis.
- the safeguarding lead governor meets with the DSL/deputy on a termly basis in order to carry out an internal monitoring check on both safeguarding in school and the SCR.
- school submit the local S175 audit to evidence compliance with current legislative requirements, including any implications and learning from local regional or national safeguarding issues
- all staff hold a current DBS.

Role of Designated Safeguarding Lead (DSL):

- they appoint an appropriate senior member of staff, from our school leadership team, to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection matters and their role will be made explicit in the job description.
- the DSL (and any agreed deputies) will be given the time, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and to contribute to the assessment of children.
- the designated safeguarding lead and any deputies will liaise with the local authority and work with other agencies as required. During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- the designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years and all members of the safeguarding team will be trained to the same required standard.

Multi-agency working

- our school contributes to inter-agency working in line with statutory guidance 'Working together to Safeguard Children 2018' and works with local safeguarding partners to promote the welfare of children and protect them from harm.
- our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency SET safeguarding procedures set up by Southend, Essex and Thurrock. This will include understanding and reflecting local protocols for assessment and threshold document along with supplying information as requested;
- Information is shared appropriately between professionals and local agencies.

Training:

- all staff members undergo safeguarding and child protection training at induction. All staff members will receive level 1 safeguarding training annually along with regular, termly safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively
- all governors receive appropriate safeguarding and child protection training at induction, which equips them with the knowledge to challenge and assure themselves that safeguarding in our school is effective. This training should be regularly updated.
- our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Online Safety:

- appropriate filters and appropriate monitoring systems are in place and take care that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding; and that these are monitored to review their effectiveness.

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Opportunities to Teach Safeguarding:

- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This should include covering relevant issues through Personal, Social, Health and Emotional education (Dot.Com), Relationships and Sex Education (Journey in Love) and British Values.

Inspection:

- they are familiar with the Ofsted New Common Inspection Framework and safeguarding: Inspecting safeguarding in early years, education and skills settings.

Safer Recruitment:

- in line with part 3 of Keeping Children Safe in Education 2023, they prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Our school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken appropriate safer recruitment training.
- the SCR is monitored termly to ensure it meets statutory requirements.

Managing Allegations:

- there are procedures in place to handle allegations against all staff, headteachers, volunteers and any other adults that work in our school. Such allegations will be referred to the designated officer(s) at the local authority by the appropriate person.
- procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed from working (paid or unpaid) due to safeguarding concerns or would have been had they not resigned. **Our governing body is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Allegations of abuse made against other children:

- our safeguarding/child protection policy includes a specific section regarding child on child abuse; procedures to minimise the risk of child on child abuse; and sets out how allegations of child on child abuse will be investigated and dealt with.

The Child's wishes:

- the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.

Children in Care:

- staff have the skills, knowledge and understanding necessary to keep children safe and that appropriate staff have the information they need in relation to a child's looked after legal status. the governing body should recognise that children previously in care remain vulnerable and that staff have the skills and knowledge to keep them safe.
- they appoint a designated teacher to promote the educational achievement of children in care and to ensure that this person has the relevant qualifications, experience and appropriate training.
- the designated teacher works with the virtual school to discuss how funding can be best used to support the progress of children in the school; meet the needs identified in the child's personal education plan and promote educational achievement.

Children with Special Educational Needs and Disabilities:

- our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.

Roles and Responsibilities of Designated Safeguarding Lead

The designated safeguarding lead takes the lead responsibility for safeguarding and child protection (including online safety). Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated.

Our Designated Safeguarding Lead is expected to:

Manage referrals:

- refer cases of suspected abuse to Thurrock MASH as required;
- support staff who make referrals to Thurrock MASH;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- be aware of 'NPCC - When to call the police' which has been designed to support DSLs to understand when they should consider calling the police and what to expect when they do; and understand the role of the Appropriate Adult within a police investigation
- ensure paperwork is completed in a satisfactory manner and stored confidentially

Work with others:

- act as a point of reference with the three local safeguarding partners and with other agencies in line with Working Together to safeguard Children;
- be fully engaged, co-operate and included in safeguarding arrangements with the three safeguarding partners;
- liaise with the headteacher to inform of any issues;
- as required, liaise with the case manager and the designated officer(s) at the local authority in all cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for staff.

Training:

- undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead and deputy should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role ;
- understand the assessment process for providing early help and intervention;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child safeguarding and child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of vulnerable children, those with special educational needs, children who are (or have previously been) in care and young carers;
- keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Staff knowledge and understanding:

- ensure the school's Safeguarding policies and procedures are known, understood and used appropriately;

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- ensure the school's Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- link with Thurrock Local Safeguarding Children's Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- at induction, ensure all staff, volunteers etc are aware of systems within our school which support safeguarding. These should include Safeguarding policy, behaviour policy, staff code of conduct, the role of the DSL including their identity and that of any deputies;
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children are experiencing with teachers and school staff; supporting staff to understand the challenges these children might face and identify any additional support that staff could make to best support these children.

Safeguarding Records:

- ensure a child's safeguarding record is transferred to any new school within 5 days for an in-year transfer and within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained;
- In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of the child leaving, e.g information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives;
- know where individual children have come from (i.e. previous school or new to the country) and also where they go upon leaving our school.
- Ensure records are stored confidentially and securely.

Availability:

- be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking our designated safeguarding lead (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they may be available via e-mail, phone, Microsoft Teams, Zoom and or Skype or other such mediums;
- ensure adequate and appropriate cover arrangements will be made for any out of hours/term time activities which may take place. The LA will be informed of up to date contact numbers and e-mail contacts should such activities take place;
- submit a safeguarding report to Governors termly.

Alternative provision

- continue to be responsible for the safeguarding of any pupil that has been placed in alternative provision, ensuring that the provider meets the need of the child.

Roles and Responsibilities of all staff

The Teacher Standards (2012) state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include ALL of the staff and volunteers who work at Holy Cross Catholic Primary School Primary school.

This means that:

- ALL staff have a responsibility to provide a safe environment in which children can learn;
- ALL staff have a responsibility to identify children who may be in need of extra help, including children who may benefit from Early Help, or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed;
- in addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children;
- during induction all staff members will be made aware of the systems within our school which support safeguarding and these will be explained to them as part of their induction. This includes: the safeguarding/child

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protection policy; the behaviour policy; the staff code of conduct; KCSIE 2024, the role of the DSL and the names of the designated safeguarding lead and deputies;

- all staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- all staff members will be made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection;
- staff should be aware that children can be at risk of harm inside or outside school and online;
- staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and talk to the DSL;
- staff should ensure that if a child has made a disclosure, the child is aware that the information will only be shared with the DSL and other adults who wish to keep them safe, in an age appropriate manner. Under no circumstances, should staff agree to keep information a secret, even if they intend to share it;
- staff should be aware that a child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the school procedures for dealing with children who go missing, particularly on repeat occasions. This includes reporting concerns of absence;
- any member of staff who has a concern about a child's welfare should follow the school's referral process.
- all staff should be aware of the local Early Help process and understand their role in it.
- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- [New] Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- [New] Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.

All staff in school are required to have read and understood:

- Keeping Children Safe in Education 2024 Part 1 or Annex A
- Staff Code of Conduct
- Safeguarding & Child Protection policy
- Behaviour policy

There is a signed agreement and quiz returned from all members of staff to say they have read these.

Roles and Responsibilities of Volunteers, Work experience and Students:

The DSL or Deputy DSL will explain to volunteers, work experience and students the responsibility of reporting any concerns about children's safety and welfare to the DSL. Further, they will be briefed on the required policies which include code of conduct, behaviour, safeguarding and child protection and the confidentiality standards that we expect from all in our school.

Therefore, volunteers and students have the responsibility to: Work within the school's code of conduct, KCSIE 2024, safeguarding/child protection policy and confidentiality/information sharing expectations; and Immediately share any concerns about a child's welfare with the DSL.

Parental Responsibilities

At Holy Cross Catholic Primary School Primary we have an open-door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends school and that they arrive on time and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers.

Children's Responsibilities

In our school we respect our children.

We aim to ensure that the atmosphere within our school is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all pupils to share any worries or concerns with any adult in the school at any time. To support this, there are posters around school which clearly identify members of the safeguarding team.

In addition, we have a team of children who have undergone Mental Health Champion training and are available for pupils to talk to about any worries or concerns, if they do not feel comfortable talking to an adult. The Mental Health Champions will then report directly to the DSL.

7. Confidentiality and information sharing

Our school adopts the principles outlined in Keeping Children Safe in Education 2023, DfE InformationSharing 2018 and Working Together to Safeguard Children 2018

We recognise that all matters relating to safeguarding/child protection are confidential. All information and data is stored securely and any information or data is shared on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

If in any doubt about sharing information, staff should speak to the DSL or deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Further guidance on data protection and compliance with GDPR can be found in 'Data protection: toolkit for school' on www.gov.uk.

Staff should be aware of the 7 Golden Rules for sharing information which are that the information you share is:

Necessary Proportionate Relevant Adequate Accurate Timely Secure

8. Communication with parents

Our school will always discuss concerns with parents/carers, where possible, and consent for any referral should be sought unless to do so would:

place the child at risk of significant harm or further risk of significant harm;
place a vulnerable adult at risk of harm; and
compromise any enquiries that need to be undertaken by children's social care or the police.

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

In the best interests of safeguarding children there may be occasions when the school has to consult with other agencies without a parent or carers' prior knowledge. Our first concern and responsibility is the child's welfare and **we have a duty to protect children first and always**. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our school will follow the procedures required by the local authority.

9. Definitions, types and signs of abuse including physical, emotional, sexual and neglect

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

All staff and volunteers should be familiar with the types and signs of abuse and aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff are expected to be vigilant at all times and refer any safeguarding concerns without delay, taking account of the following:

Abuse: For the purposes of this policy, “abuse” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Physical abuse: For the purposes of this policy, “physical abuse” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Some signs:

- Bruising
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

Emotional abuse: For the purposes of this policy, “emotional abuse” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some signs:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem/ Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue in education (see section on child on child abuse).

Some signs:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour

For the purposes of this policy, "**consent**" is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, "**sexual violence**" refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.

- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“upskirting”** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, and collectively called **“youth-produced sexual imagery”** is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

“Deep fakes” and **“deep nudes”** refer to digitally manipulated and AI-generated nudes and semi-nudes.

For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Indecent images also include indecent **“pseudo-images”**, which are images that have been created or manipulated using computer software and/or AI.

Neglect: 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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some signs:

- Inadequate food, clothing and shelter (including exclusion from home or abandonment)
- Failing to protect a child from physical and emotional harm or danger;
- Inadequate supervision (including the use of inadequate care-givers)
- Failing to ensure access to appropriate medical care or treatment
- neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems/ frequently missed appointments
- Lack of immunisations

The list of signs is not an exhaustive list. If staff recognise any of these signs they should not presume that the child is being abused, but **MUST** report their concerns to the DSL or Deputy DSL, so that evidence could be gathered over time.

10. Early Help Assessment

Early Help is the support we all offer to potentially vulnerable children, young people, and their families. The purpose of Early Help is to put in the right support, at the right time, so that the additional vulnerabilities and needs that families may be facing are addressed and are less likely to escalate to a point where intrusive statutory interventions are required.

Any child may benefit from Early Help, but staff should be particularly alert to the potential need for early help for a child who

- has a mental health need
- is at risk of honour based abuse
- is persistently absent or late
- has a family member in prison or has been affected by parental offending
- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer (refer to school's young carers policy)
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

The school works alongside all agencies to deliver Early Help in line with the Thurrock Prevention and Support Service (PASS).

11. Specific Safeguarding Issues including:

Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. In recognition of this, and in line with current DfE guidance, the school will appoint a Mental Health Lead (Mrs Power) with the responsibility of:

- Overseeing the help the school gives to pupils with mental health problems.
- Helping staff to spot pupils who show signs of mental health problems.
- Offering advice to staff about mental health.
- Referring children to specialist services.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, other potentially traumatic adverse childhood experiences (ACES) or bereavement and separation, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. Staff should be aware of the range of services available to support children with mental health.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the Mental Health Lead or DSL or school counsellor.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.

All staff, but especially the designated safeguarding lead and deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. The school assesses the risks and issues in the wider community when considering the well-being and safety of our pupils. When making a referral to children's social care school will provide as much information as possible as part of the referral process to allow any assessment to consider all the available evidence and the full context of any abuse.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Staff at Holy Cross Catholic Primary School are aware that a child going missing in education is a potential indicator of a range of safeguarding possibilities, which may include abuse and neglect, sexual abuse or exploitation, radicalisation and

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child criminal exploitation. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of and follow the school's attendance policy and procedures for dealing with children missing education. We monitor attendance carefully and address poor/irregular attendance without delay.

Our school has appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. We will always follow up with parents/carers, when pupils are absent from school. To support this, we will always request at least two up to date contact numbers. If we are unable to contact parents or carers and there are concerns around their absence a home visit will be carried out. If we are still unable to contact parents or carers and have cause for concern, then we may request a safe and well check be carried out by the police.

Our school has an admission and attendance registers and all pupils are placed on both registers. Our school will inform the local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

Our school will notify the local authority if it is to remove a pupil from its register for any of the five grounds above. This will be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register.

Our school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for 10 school sessions or more, within a five week period.

Where a child has been absent for a continuous period of 10 days, without receiving any communication whatsoever from Parent/Carer, a referral will be made to children missing education. During this period, school will continue to follow our policy for making contact including a request for safe and well checks if necessary.

In the event that a parent informs us that a pupil will live at another address, we will record:

- The full name of the parent with whom the pupil will live
- The new address
- The date this move will take place

In the event that a parent notifies us that the pupil is registered at another school or will be attending a different school in the future, we will record:

- The name of the new school
- The date on which the pupil first attended or will be attending that school

We have a separate Attendance policy that reflects latest policy and procedures.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

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 taking part in 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.

Child Criminal Exploitation (CCE)

CCE does not always involve physical contact, it can also occur through the use of technology. The victim may have been criminally exploited even if the activity appears consensual.

CCE can include children being forced to work in cannabis factories, local businesses such as car washes, nail bars and beauty salons, being coerced into moving drugs, or money across the country (county lines), forced to shoplift or pickpocket or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too.

It is also important to note that both boys and girls being criminally exploited may be at a higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child exploitation:

- Children who appear with unexplained gifts or new possessions such as money, clothes, mobile phones etc
- Children who associate with other young people involved in exploitation,
- Children who have older boyfriends or girlfriends,
- Children who suffer from sexually transmitted infections or 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,

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- Exclusion or unexplained absences from school,
- Gang association and/or isolation from peers/social networks,
- Leaving home/care without explanation and persistently going missing or returning late,
- Excessive receipt of texts/phone calls,
- Inappropriate sexualised behaviour,
- Evidence of/suspicions of physical or sexual assault,
- Relationships with controlling or significantly older individuals or groups,
- Concerning use of internet or other social media,
- Increasing secretiveness in behaviours,
- Multiple callers (unknown adults or peers)

Staff should also recognise that these signs may indicate that children have been approached by or involved with individuals associated with criminal networks or gangs/serious violent crime.

The following vulnerabilities can increase the risk of child exploitation, although it must be remembered that not all children with these indicators will be exploited. Child exploitation can also occur without any of these issues:

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment now or in the past (domestic violence, parental substance misuse, mental health issues or criminality)
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- homelessness or insecure accommodation status
- economic vulnerability
- connections with other children and young people who are being sexually exploited
- having a learning or physical disability
- being in care
- family members or other connections involved in adult sex work
- sexual identity/LGBTQ+

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK) using dedicated mobile phone lines or other form of 'deal lines'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as plugging (where drugs are concealed internally to avoid detection). Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threatened serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes in school, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional.

At Holy Cross Catholic Primary School, we recognise that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

At Holy Cross Catholic Primary School we are part of Operation Encompass, which is a Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse. The system ensures that when police are called to an incident of domestic abuse where there are children in the household, they will share intelligence with LA Education reps, who then notify the school’s designated safeguarding lead that a child/ren has been or may have been exposed to domestic abuse. This notification will be received by school on the day that this information is shared by police enabling us to offer support dependent on how the child presents at school that day taking account of their needs and wishes.

Refuge runs the National Domestic Abuse helpline which can be called free of charge 24 hours a day on 0808 2000247. It also has a website which provides guidance and support not only for potential victims but also for friends and loved ones with concerns.

Any disclosures or indicators regarding domestic abuse noticed or identified by staff should be referred to the DSL, using the school’s safeguarding procedures, so that support and the appropriate referral can be made.

Homelessness

At Holy Cross Catholic Primary School, we are aware that a number of our families can experience housing issues, which, if resulting in being homeless or being at risk of becoming homeless, presents a real risk to a child’s welfare.

Where we are aware that a child has been harmed or is at risk of harm from this issue, a safeguarding referral will be made by the designated safeguarding lead to the local authority. The designated safeguarding lead (and any deputies) is aware of contact details and referral routes into the Local Housing Authority so they can also raise concerns or discuss support available with them.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Honour based abuse

So-called ‘honour-based’ abuse encompasses incidents or 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.

Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamics and additional risk factors when

deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

If staff have any concerns they must speak to the designated safeguarding lead without delay.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The Serious Crime Act 2015 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a ‘special’ procedure to become a woman.

Staff should not assume that FGM only happens outside the UK. Some warning signs to look out for:

- Difficulty walking, sitting or standing;
- Unusual behaviour after an absence from school;
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom;
- A young girl may have frequent, urinary, menstrual or stomach problems;
- Prolonged or repeated absence from school;
- A young girl may try to avoid PE lessons;
- Travel to a country known to practise FGM (School holiday times);
- An Elder family member visiting from a country known to practise FGM;
- Over hearing conversations related to FGM;
- A young girl may disclose, ask questions or ask for advice;
- Reluctance to undergo normal medical examination; and
- Girls that are withdrawn from PSHE or SRE.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers

should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet (FGM the facts) found on www.gov.uk.

At Holy Cross Catholic Primary School Primary, teachers must also report their concerns and share the information with the DSL following the school's procedures for recording and reporting. The teacher then will be supported by the DSL to fulfil their duty to report FGM cases to the police and social care.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage. Our staff are familiar with the issue of forced marriage, Honour Based abuse and FGM.

If staff have any concerns regarding FGM, Forced Marriage and Honour Based abuse they will report to the DSL. The DSL will support the individual to fulfil their duty to report to the police and/or social care.

Preventing Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of our school's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people causes serious damage to property or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme

From 1 July 2015 specified authorities, including all schools, are subject to a duty under the Counter- Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the **Prevent** duty and is a part of the wider safeguarding obligation.

At Holy Cross Catholic Primary School Primary we will:

- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- work in partnership with parents, children, families and statutory agencies;
- assess the risk in our local area and as a minimum our DSL and safeguarding team will undertake Prevent awareness training to provide advice and support to other members of staff on protecting children from the risk of radicalisation; and

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- ensure that suitable filtering and monitoring is in place. Our pupils are taught to stay safe on-line and on line-safety is integral to the school's IT curriculum.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behavior;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views; and
- advocating violence towards others.

At Holy Cross Catholic Primary School, we aim to build the children's resilience to radicalisation by providing a safe environment, an effective behaviour policy and pastoral support system and through aspects of the curriculum including SMSC, British Values, PSHE and RSE (Dot.Com and Journey in Love). We will always challenge any forms of sexism, misogyny, homophobia, biphobia and sexual violence harassment.

Training on Prevent will be delivered as required to the relevant staff. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched 'Educate against hate' a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a voluntary, confidential programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel Guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#).

Child on Child abuse

At Holy Cross Catholic Primary School Primary we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children. We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's relevant policy e.g. behaviour policy/ anti-bullying policy.

We also recognise that children can abuse other children and this is referred to as child on child abuse and that it can happen inside or outside school and online. It can take many forms including - but not limited to - abuse within intimate partner relationships, bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as

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hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. This also includes gender based violence.

All staff should understand that even if there are no reports in our school, it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns they should speak to the DSL.

ALL child on child abuse is unacceptable and all allegations will be taken seriously. At Holy Cross Catholic Primary School we understand that 'abuse is abuse' and should never be tolerated or passed off as "banter" "just having a laugh" or "part of growing up". It is essential then that all staff challenge any inappropriate behaviour between children.

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.

ALL allegations will be carefully considered and all decisions will be made on a case by case basis in consultations with social care. Referral under safeguarding arrangements may be necessary, key specific considerations will include the age, maturity and understanding of the children and any disability or special needs of the children. We recognise that child on child abuse can take different forms, such as:

- Bullying, including cyber bullying, prejudiced based and discriminatory
- sexual violence and sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery): Holy Cross Catholic Primary School will follow guidance given to schools by UK council for child internet safety (UKCCIS 2017- sexting in schools and colleges responding to incidents and safeguarding young people.
- initiation/hazing type violence and rituals.
-

Staff will also be made aware that the laws imposed on the sharing of nudes and semi-nudes applies to digitally manipulated and AI-generated imagery.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. The DSL will work to support the affected pupils and inform them of the reporting routes to remove a nude or semi-nude that has been shared online or to prevent an image from being shared online.

The school's full response to incidents of consensual and non-consensual sharing of indecent images and videos can be found in the Youth-produced Sexual Imagery Policy, including the appropriate reporting routes for both staff and pupils

Preventing, assessing and minimising the risks

At Holy Cross Catholic Primary School Primary, we will minimise the risk of allegations against other children by:

- providing a developmentally age appropriate PSHE, SRE, British Values curriculum which develops
- children's understanding of acceptable behaviour and keeping themselves safe;
- having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;

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- delivering targeted work on assertiveness, protective behaviours and keeping safe to those children identified as being at risk;
- developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children; and
- providing training and awareness sessions for staff.

Procedure to record, investigate and manage child on child allegations

When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern.

If there is a safeguarding concern:

- the designated safeguarding lead (DSL) will be informed;
- a factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- the DSL should contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice;
- the DSL will follow through the outcomes of the discussion and make a referral where appropriate.

If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub (MASH) where the police will become involved. Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan; and the plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Support and care for all children involved

At Holy Cross Catholic Primary School we recognise and understand that child on child allegations will be very distressing situations for all concerned - children, family members and staff. We also recognise that both the victim and perpetrator may need support and so will seek to provide any support required by making any necessary referrals for counselling and support services, including use of outside agencies and services where appropriate.

Allegations against other children which are safeguarding issues

Some allegations may be of such a serious nature that they raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and sexting. Other gender issues that can be prevalent when dealing with child on child abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

It is likely that, to be considered a safeguarding allegation against a child, some of the following features will be found. If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other children in the school;
- Indicates that other children may have been affected by this child; and
- Indicates that young children outside the school may be affected by this child.

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Examples of safeguarding issues against a child could include:

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.
- Blackmail or extortion;
- Threats and intimidation; and
- Cyber-bullying.
- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting; and
- Initiation and hazing violence.
- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.

Child on Child Sexual Violence and Sexual Harassment

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003. This includes rape, assault by penetration and sexual assault without consent. When considering what is consent, this is about having the freedom and capacity to choose. Consent can be withdrawn at any time.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline as outlined in Keeping Children Safe in Education 2023. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, telling sexual stories
- Calling someone sexualised names
- Sexual jokes or taunting
- physical behaviour such as deliberately brushing up against someone
- Displaying pictures of a sexual nature
- Online sexual harassment such as sharing images, unwanted sexual comments and upskirting.

At Holy Cross Catholic Primary School we hold a zero-tolerance approach to sexual violence and harassment and it will not be tolerated under any circumstances. We recognise that even if there are no reports it does not mean that it is not happening, it may be just the case that it is not being reported.

We will challenge inappropriate physical behaviours and touching in order to ensure such behaviours are not normalised. Addressing inappropriate behaviour, even if it appears to be relatively innocuous, can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Training on sexual violence and sexual harassment is done with staff as part of their annual safeguarding update. They will be aware that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Schools should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

At Holy Cross Catholic Primary School, staff are made aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff are also aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is

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- not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts and upskirting

The initial response to a report from a child is important. We have systems in place that are easily understood and accessible for children to confidently report abuse. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim must never be given the impression that they are creating a problem. Nor must a victim ever be made to feel ashamed for making a report. This will be the case regardless of where the abuse took place, whether this is in school, outside school or online. If staff have a concern about a child or a child makes a report to them, they should follow the school’s safeguarding referral process.

Reports of sexual violence and sexual harassment are likely to be complex and may involve a number of agencies, including the police. However, it is important to note that the law is in place to protect children and young people rather than criminalise them. The Department of Education has published detailed advice to support schools which can be found on their website ‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021’. We will use this guidance along with section 5 of Keeping Children Safe in Education 2023 to support our response and to make informed decisions.

Upskirting

The Voyeurism Offences act, commonly known as the upskirting act came into force in April 2019. Upskirting refers to the action of placing equipment e.g. camera or mobile device beneath a person’s clothing (not necessarily a skirt) to take a voyeuristic photograph without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender can be a victim.

Adult involvement in youth-produced sexual imagery

The school’s full response to youth-produced sexual imagery (YPSI) is outlined in the Youth-produced Sexual Imagery Policy.

Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called “**sextortion**”, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or AI-generated images of the child or young person.

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.

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- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

Children and the court system

At Holy Cross Catholic Primary School we are aware that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds entitled 'Going to court' which are available on the government website. These guides explain each step of the process and support and special measures that are available. Parents will be signposted to these guides as well as being offered support in school.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be also useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year and at Holy Cross Catholic Primary School, we are aware that this is an issue that may affect some of our families. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our school will ensure support is offered to the children to not only promote and maintain their educational achievement, but also emotional support will be offered. The family will also be offered support if required by our Family Support Officer.

NICCO (National Information Centre on Children of Offenders) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. This can be accessed on their website www.nicco.org.uk

Children who have suffered Adverse Childhood experiences (ACES)

Adverse childhood experiences are traumatic events occurring before the age of 18. ACES include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration and domestic violence. ACES can impact brain development which in turn impacts functions such as decision making, self-regulation, fear processing, memory and stress management.

A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

12.Private fostering

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative' in their own home, with the intention it should last 28 days or more. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

School staff will notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. Our school is aware that we have a legal duty to report any private fostering arrangements that we become aware of to the Local Authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

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13.What staff should do if they have concerns about a child

At all times, staff should maintain an attitude of 'It could happen here' when it comes to safeguarding children and ALWAYS ACT IN THE BEST INTERESTS OF THE CHILD.

If staff have any concerns about a child, they can speak to the DSL or a member of the safeguarding team for advice; however all concerns MUST also be put in writing either by use of our electronic system 'CPOMS' or by completion of the blue safeguarding concern forms.

If staff have any urgent concerns about a child's welfare, they should act on them immediately (see flow chart Appendix B) and speak to the DSL, who should always be available. However, if in exceptional circumstances, they are not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of SLT and/or take advice from Thurrock MASH (number available on displays around school or start of this policy). In these circumstances any action taken should be shared with the DSL as soon as is practically possible.

14.Advice on what to do if a child discloses

All staff at Holy Cross Catholic Primary School Primary are able to refer to 'What to do if you are worried a child is being abused' DfE March 2015 and displays around school containing relevant information. Training and advice is also included in the annual level 1 safeguarding training for all staff.

If a child discloses, DO

- Keep an open mind;
- Reassure;
- Listen carefully;
- Recognise that a child is likely to disclose to someone they trust – this could be anyone on the staff
- –and doing so puts you in a position of trust
- Be supportive and respectful of the child
- Work at the child's pace;
- Ask only open questions in a non-leading way – clarifying the facts, don't interrogate;
- Explain your actions;
- Record accurately and quickly using child's words/action (best practice is to wait until the end of the disclosure);
- Pass all the information on to the DSL, or the safeguarding team immediately/as soon as possible or the same day;
- At all times, keep children and young people safe;
- Treat everyone with respect;
- Follow the school's procedures for reporting safeguarding and welfare concerns;
- Follow the school's procedures for reporting all allegations against staff, carers and volunteers; and
- Look after yourself – ask for support.

DON'T

- Promise confidentiality;
- Interrupt/Interrogate/Investigate;
- Assume e.g. this child tells lies/good imagination;
- Make suggestions about what is being said;
- Speculate or accuse anyone;
- Show anger, shock etc;
- Tell the child to go and speak to someone else;
- Discuss with parent/carers without speaking to the DSL, or a member of the safeguarding team;
- Discuss with any other staff;
- Leave any related written information lying around;
- Jump to conclusions about people's behaviour without knowing the facts;

- Investigate an allegation of child protection concern yourself;
- Make suggestive (what could be seen as suggestive) remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with or in front of children and/or young people;
- Believe that safeguarding matters are someone else's business and responsibility – it is... but it's also yours.

15. Recording and reporting concerns and disclosures for staff

If the concern is urgent, staff must speak immediately to the DSL, before following up with a written report. The DSL or a member of the safeguarding team should always be available to discuss safeguarding concerns. If, in exceptional circumstances, they are not available this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team or taking advice themselves from Thurrock MASH (numbers are available in this document and on displays around school).

Best practice is to wait until the end of the child's disclosure, then immediately write a thorough summary on CPOMS..It may be appropriate to make notes. However, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking.

The written report should be via our electronic reporting system 'CPOMS'. Alternatively, there are forms available in the AHT's office and in all staff safeguarding folders.

Where the report includes an online element, be aware of searching, screening and confiscation advice and UKCCIS sexting advice. The key consideration is for staff not to view or forward illegal images of a child. The advice contains more detailed guidance on what to do if viewing an image is unavoidable.

The written report should include:

- Details of the child's name, class etc;
- All details of the concerns/behaviour/incident/disclosure;
- Use child's own words;
- Ensure all information recorded is factual and accurate;
- Date and time of recording;
- Who the incident/disclosure was made to;
- Note any other witnesses;
- Use full names of all involved, where possible;
- Do not use abbreviations;
- Chronology of actions – date, place, who and what;
- Include body map, if appropriate
- Signature and date of person recording the incident (if written)

Be aware that any notes/written report could become part of a statutory assessment by Children's social care and/or part of a criminal investigation.

Time frame – In cases where there has been a disclosure, the form/report **MUST** be handed in to the DSL as soon as possible, at break or lunchtime or by 2:45pm but definitely by the end of the school day so that action can be taken before the end of the school day.

16. Making a referral to Social Care

Anybody can make a referral, although, at school, consultation should take place with the DSL or designated deputy, who will often be the most appropriate person to initiate any referral. A written record of the initial concerns will have been made either by using the schools electronic recording system, CPOMS, or our internal written blue recording form. This will then be used to aid in the decision making process if a referral is needed Thurrock MASH.

If a child is in immediate danger or is at risk of harm a referral will be made to children's social care and/or the police immediately. A CAF form will need to be completed following this contact. If the child is in no immediate danger but we still have child protection concerns we will complete a CAF as soon as possible and within a maximum of 24 hours.

If there are concerns about a child or young person's emotional or physical safety and/or we believe they have disclosed physical/emotional/sexual abuse, and the risk is not immediate, then the DSL or a member of the safeguarding team will phone Thurrock MASH for advice.

17. Response to a concern or disclosure – DSL – including Section 17/47

Upon receipt of a concern, whether electronically or written, the DSL or designated deputy will make a decision based on the Thurrock threshold document and, where necessary, seek advice to determine whether the concern/disclosure meets the threshold for support.

The DSL or deputy will consider whether this is a child with unmet needs where health, development or achievement may be affected and whether this need can be met with the completion of an Early Help Assessment (PASS). Best practice is that Parents/Carers are informed of any referral unless doing so puts the child at risk of significant harm.

If this is a child with additional needs that can be managed under the Early Help process, the DSL or deputy will discuss the issues with the child's parents/carers. The DSL will obtain parental consent for an Early Help Assessment to be completed. If it cannot be managed under the Early Help process, we will consider - is this a child in need?

Section 17 of the Children Act 1989 says a child in need is defined as:

- a child who is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development; the child's health or development is likely to be impaired, or further impaired without the provision of such services; the child has a disability.
- Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

We will also consider - Is this a Child Protection matter?

Section 47 of the Children Act 1989 states that Child Protection may be needed for:

- children at risk or who are suffering significant harm; children suffering the effects of significant harm; children with serious health problems.

If the threshold for the above are met, then the DSL or deputy will make a referral using the correct channels, usually with a telephone call and a CAF referral to the local authority. However, it is important to recognise that anybody can make a referral where they believe a child to be in imminent danger or at risk of harm and in the event that a member of staff wishes to make a referral themselves, they can contact the local authority themselves.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life a professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and

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cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

18.Voice of the child

A system will be in place and well promoted for children to confidently report abuse to any member of staff knowing their concerns will be treated seriously.

At Holy Cross Catholic Primary School, we have an active school council and Mental Health Champions who act on behalf of their peers and whose views are regularly sought and acted upon.

Children's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members do not promise confidentiality and always act in the best interests of the child.

19.Record Keeping

At Holy Cross Catholic Primary School, most records of concerns and safeguarding/child protection files are stored electronically on the safeguarding recording system "CPOMS". Where this is not possible, for whatever reason, or for historical cases, the records are kept in a file separately from the child's school file. These are locked in a secure location.

If a child moves school, the DSL will contact the new school to advise them of the need to transfer our records. Our school will then transfer the files either electronically or in person within 5 days. If it is not possible to transfer by either of these methods, an alternative secure method of transport will be used. When transferring records electronically the system will indicate a successful transfer. In cases where hard copies of the records are transferred in person, our school will obtain a receipt from the receiving school.

20.Children in care and the Virtual School

Our CIC (Child in Care) lead Mrs Power will undertake any relevant training to update their skills, understanding and knowledge enable them to keep our looked after children safe and will promote the educational, physical, social and emotional welfare of children who are looked after.

Our CIC Lead will ensure:

- they are aware of the legal status (interim care order, full care order, voluntary arrangements) of any looked after child at Holy Cross Catholic Primary School;
- they obtain information regarding, contact arrangements with birth parents or those with parental responsibility;
- they obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her;
- they obtain the name of the child's social worker;
- they obtain the name and contact details of the virtual head in the local authority that looks after the child;
- they liaise with the virtual school headteacher to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan;
- that appropriate induction procedures are in place and
- they promote the educational achievement of our looked after children.

We also recognise that a child that has previously been in care continues to remain potentially vulnerable and all staff should have the skills, knowledge and understanding to keep them safe. It is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

21. Children with/or have had a Social worker

It includes all children who have been assessed as needing or previously needing a social worker within the past 6 years due to safeguarding and/or welfare reasons. It includes all children aged 0 to 18 across all education settings subject to a CIN plan or a Child Protection plan. This cohort has been identified as a group of children who face significant barriers to education as a result of experiences of adversity, most commonly abuse and neglect.

The CiN review identified for the first time that 1.6 million children needed a social worker between 2012 and 2018, equivalent to 1 in 10 children or 3 children in every classroom. These children are present in 98% of state schools and face barriers to education due to experiences of adversity, most commonly as a result of domestic abuse, mental ill-health, and substance misuse, with 62% of children needing a social worker having experienced one or more of these.

Children with a social worker are around 3 times more likely to be persistently absent from school and between 2 to 4 times more likely to be permanently excluded from school than their peers. This group are also over ten times more likely to attend state-funded alternative provision settings than all other pupils.

These experiences can affect children's attendance, learning, behaviour, and wellbeing and, if children cannot access support, they may struggle to reach their full potential. Even after a child no longer has a social worker, poor educational outcomes can persist.

While there is no single cause for the poor educational outcomes for children with a social worker, experiences of adversity can create barriers to good outcomes. Children with a social worker are more likely to have experienced complex family circumstances; some may have been at risk of, or have suffered, physical, emotional, sexual abuse or neglect. At home, they may have lived in families where there is domestic abuse, mental ill-health, or substance misuse, and outside of the home, may be at risk of extra-familial harms, such as experiencing criminal or sexual exploitation or serious violence. Data tells us that children with a social worker are much more likely to experience frequent transitions, including moving home or school and experience changes in the professionals that are supporting them and their families.

At Holy Cross Catholic Primary School we track children with or who have ever had a social worker the same way we would track any other group and all the children in this group have individual pupil support plans.

22. Children with Special Needs and Disabilities

At Holy Cross Catholic Primary School, we are aware that children with special educational needs and disabilities may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We identify pupils who might need more support to be kept safe or to keep themselves safe and ensure we have appropriate mechanisms in place to assist these children.

Examples of these mechanisms:

- Suitably qualified professionals (SENCO/ individual staff)
- Suitable training
- Referrals to specialist agencies
- Use of communication packages

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- Use of signs and symbols
- One to one support for communication
- Appropriate IT aides

23. Induction

All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated and in line with advice from the local authority and the requirements of Keeping Children Safe in Education 2023.

Upon appointment and starting a new post new staff, students, volunteers and long term supply (short term supply will be given separate advice) will be issued with an induction pack, Safeguarding/Child Protection policy, Keeping Children Safe in Education -Part 1 or annex A, code of conduct, behaviour policy and other relevant safeguarding information . They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

24. Training

Designated Safeguarding Lead

Our designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

Our designated safeguarding lead and deputy will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Staff Training

All staff members will receive regular safeguarding and child protection training and updates to provide them with relevant skills and knowledge to safeguard children effectively. This will consist of annual level 1 training and updates each term via emails, staff meetings and bulletins. All staff should be aware of the Early Help process and their role in it.

Governor Training

All governors are invited and encouraged to attend safeguarding training.

Safer Recruitment Training

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

25. Safer Working Practice, including Use of Reasonable Force

Our school has a code of conduct and all staff and volunteers are issued with this at induction. All staff should seek to keep personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions should be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;
- avoid working in isolation with children unless thought has been given to safeguards;
- do not give out personal mobile phone numbers or private e-mail addresses;
- do not give pupils lifts home in own cars;
- do not arrange to meet them outside of school hours; and
- do not chat to pupils on social websites.

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Under the Sexual offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Physical Intervention/ The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Any use of physical force or restraint of pupils will be carried out and documented in a bound and numbered book. Children identified as possibly needing physical intervention, will have a risk assessment in place. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Physical intervention or restraint will never be used as a punishment.

26.Safer Recruitment

In order to create a safe environment for our children our school will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education 2023

Our school adheres to statutory responsibilities to check staff who work with children, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

Our school understands that it is a criminal offence to allow any individual who is barred to carry out any form of regulated activity. Our school will comply with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Our school makes decisions about the suitability of any prospective employees based on checks and evidence including; criminal record checks (DBS), barred list checks and prohibition checks together with references and interview information. Shortlisted candidates may also be subject to digital screening.

Consideration is given to the regulated activity prospective employees will be engaged in. Regulated activity includes:

- teaching, training, instructing, caring for or supervising children if the person is unsupervised or providing advice or guidance on physical, emotional or education well-being, or driving a vehicle only for children
- work for a limited range of establishments with the opportunity for contact with children, but not including work done by supervised volunteers.
- work under a) or b) is regulated activity only if done regularly.

Some activities are always regulated activities regardless of frequency or whether they are supervised or not. This includes:

- relevant intimate or personal care which includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
- any overnight activity.

For all other staff who have opportunity for regular contact with children who are not engaging in regulated activity, the school requires an enhanced DBS certificate, which does not include a barred list check. School will ensure that appropriate checks are carried out to confirm that individuals employed to work in Reception classes or in wraparound care for children up to the Age of 8 are not disqualified from working in these settings under the 2018 childcare disqualification regulations.

Our school keeps a Single Central Record that complies with all the requirements. It is monitored by the Headteacher, Safeguarding Governors and/or Chair of Governors termly. The Single Central Record covers all staff (including supply) who work at the school, volunteers, governors, regular external visitors, agency and third-party staff.

The following information will be recorded on the Single Central Record:

- An identity check; a barred list check; an enhanced DBS check/certificate; a prohibition from teaching check; further checks on people who have lived or worked outside the UK; a check of professional qualifications; a check to establish the person's right to work in the United Kingdom.
- All applicants MUST show their current original DBS certificate to the school as soon as they take up post. Our school required that a DBS is renewed every three years and staff are notified when they need to do this. It is then their responsibility to ensure the appropriate documentation is available and that they have completed the necessary paperwork for this process to take place.

27. Management of Allegations including low level concerns

At Holy Cross Catholic Primary School, we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of any staff or adults (including supply staff and volunteers) in the school should be taken to the headteacher without delay (or where that is not possible to the Designated safeguarding team)' any concerns about the headteacher should go the Chair of Governors who can be contact via the school office.

All allegations of abuse of children carried out by any adult in school will be taken seriously. If an allegation, that may meet the harms test, is made regarding a member of staff, supply staff or volunteer, the following will be considered:

Has the adult:

- behaved in a way that has harmed a child, or may have harmed a child?
- possibly committed a criminal offence against or related to a child?
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children?
- behaved or may have behaved in a way that indicates they may not be suitable to work with children?

If an allegation is made against a member of staff or adult in school, the headteacher must be informed immediately or as soon as possible within 1 working day. The school will then follow the guidelines set out in local authority's 'Management of Allegations' document and Keeping Children Safe in Education 2023. The headteacher must contact the Local Authority Designated Officer immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

If an allegation is made against the headteacher, the chair of governors must contact the Local Authority Designated Officer immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Our procedures and approach to dealing with allegations will be applied with sensitivity and common sense. Our school will exercise its duty of care to employees, we will act appropriately to manage and minimise the stress inherent in the allegation process. Our school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

At Holy Cross Catholic Primary School Primary we understand that there is a legal requirement for employers to make a referral to the DBS where we think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up and a referral to the DBS must be made, if the criteria are met.

We understand that in some cases, concerns will not meet the threshold. These will be known as low level concerns and will be investigated in line with the procedures set out in our separate Low Level Concerns policy. These concerns may still be significant as they possibly indicate that an adult may have acted in a way that is inconsistent with our staff code of conduct including inappropriate conduct outside of work.

28. Whistleblowing

All staff, volunteers and parents at Holy Cross Catholic Primary School Primary should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our headteacher, governing body and senior leadership team. Our school follows the local authority Whistleblowing code. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff code of conduct policies are in place for such concerns to be raised with our headteacher, governing body or senior leadership team.

Where a staff member feels unable to raise an issue with our headteacher, governing body or senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 800 5000 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

There is also a government website www.gov.uk/whistleblowing

29. Curriculum

At Holy Cross Catholic Primary School, pupils are taught about safeguarding as part of a broad and balanced curriculum through lessons including PSHE (Dot.Com) and RSE (Journey in Love), Computing and Online-Safety (Purple Mash), and British values. We also have assemblies and workshops throughout the year.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience, recognise when they are at risk and how to get help when they need it.

The Journey in Love curriculum includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Our school also teaches the children how to keep themselves safe through;

- Cycling Proficiency
- Swimming lessons
- Educational Visits
- PCSO delivering tailor-made class presentations as requested
- Talks on Bullying, Cyber-bullying, Stranger Danger, Firework and Park Safety
- People Who Help Us Topics
- British Values
- NSPCC assembly/ workshops
- External agency assemblies
- Mental Health Support Team (MHST) sessions
- Thurrock Schools Well-Being Service
- Brentwood Catholic Children's Society

Through the school's curriculum the children have the opportunity to go on school trips and residential visits to enhance their learning. All off site visits are recorded. Permission slips and medical forms are collected and kept with the visit leader. Risk assessments are completed and filed within the 'Visits Folders.' We follow LEA guidance

when arranging offsite/out of hours visits.

30. On-line safety curriculum and computing, including use of mobile technology and remote learning

The Online-Safety lead is Miss Renoldi.

We acknowledge that our children live in a digital world and in order to promote positive use of the internet, social media and gaming, we have a digital leaders council which reflects the child's voice and supports their online safety.

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums, social networks and gaming sites can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

This use of technology has become a significant component of many safeguarding issues including, amongst others, child exploitation, radicalisation and sexual predation. It is essential that children are safeguarded from potentially harmful and inappropriate online material.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults or other children for circulation (happy slapping).

Effective approaches to online safety will help us to protect our children whilst educating the whole school in their use of technology and establishing mechanisms to identify, intervene in and escalate concerns where appropriate.

In school we will make pupils aware of the dangers through curriculum teaching particularly computing and IT lessons, PSHE and SRE.

At Holy Cross Catholic Primary School:

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable (if this results in child protection concerns the school's DSL will be informed immediately);
- Pupils are taught not give out personal details, phone numbers, schools, home address, computer passwords etc; and
- Pupils should adhere to the school policy on mobile phones.
- Pupils will be encouraged to recognise positive, healthy and respectful online relationships.
- Pupils will be taught how to identify online risks and how/when to seek support.
- Staff should be mindful when teaching online safety that there may be a child present who is/has been affected. This may lead to a disclosure from the child regarding an online incident. Where this happens, staff will need to follow our guidelines for referrals.
- Where a child reports they have seen inappropriate online content, staff must never ask to see such content but should immediately isolate the device

The police will be involved and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Remote learning

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Where children are being asked to learn online at home, parents and children will be given advice on how to do so safely following guidance from 'safeguarding-in-schools-colleges-and-other-providers' and 'safeguarding-and-remote-education'.

Use of mobile phones, cameras and other devices

Unauthorised or secret use of a mobile phone, watches linked to phones or other electronic device, to record voice, pictures or video is forbidden. Unauthorised publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school discipline, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed the police will be informed.

We recognize that many aspects of the curriculum can be enhanced by the use of multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

All parents and visitors are asked not to use mobile phones when visiting our school and to take any calls or texts outside of the building. At the start of assemblies/productions where parents and visitors are in attendance and may wish to take photos of their children, a reminder is made informing them that they must only take photographs of their own children and that these must not be distributed on social media. All staff must be vigilant in enforcing this and remind any parents /visitors who forget. In the event of anyone breaking this rule, they are asked to delete any images before leaving the premises.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff never use a personal device (mobile phone, digital camera or digital video recorder) to take photographs of pupils.

School mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.

Year 5 and 6 pupils are allowed to bring their own mobile devices into school but these must be handed into the class teacher at the start of the day. They will then be locked away securely and given back to the pupil at the end of the day. Pupils are not allowed to use their mobile devices in school.

Web Filtering

It is important to recognise that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision. Holy Cross use London Grid for Learning (LGFL) and have a balanced response to web filtering. (see web filtering policy).

31.Covid 19 or Other School Closures

Keeping Children Safe During School Closures

Following COVID19 and School Closures the following procedures are in place permanently in case of any other school closures.

Designated Safeguarding Lead:

- The Designated Safeguarding lead continues to be Mrs Power and the Deputy Designated Safeguarding Lead is Mrs Ms Ellis and Miss Renoldi. Either the DSL or the Deputy DSL will be on the school site where possible. Where this is not possible, they are both contactable by phone.
- In the event that both the DSL and Deputy DSL contract Coronavirus and are unwell, all staff have been advised to contact Thurrock MASH on 01375 806123 with any concerns that might arise no matter how big or small.

Contacting the DSL:

- All staff have mobile contact and email addresses for the DSL and the Deputy DSL. MASH also have these contacts should they need to inform us of any concerns.
- All allocated social workers have the DSL's email and mobile contacts.
- Parents have been asked to share any concerns via email as the school office is not open, to a designated pastoral email address: pastoral@holycrossprimary.thurrock.sch.uk
- This is on our school website, has been sent to all parents by text and reminders in the weekly newsletter.

Child Protection Referral Process onsite:

- For those children who remain on site, staff are expected to follow the Holy Cross Child Protection Policy procedures and complete a CPOMS referral. This will automatically alert the DSL regardless of whether they are onsite or not that day.

Child Protection Process off-site:

- For those staff working at home and monitoring their pupils online learning and class email addresses, they should still follow school policy and complete a CPOMS referral.

Vulnerable families with a social worker:

- All vulnerable children with a social worker, the DSL will speak with the social workers to discuss each case and whether the children should be attending school or will need monitoring.
- A plan is in place for each child with a social worker. These plans will be reviewed weekly.
- All children with social care involvement will receive a phone call weekly and where possible a face-to-face call/visit fortnightly.
- All vulnerable families with a social worker have contact details for the DSL, should they need to make contact.
- Any cases that are closed by social care during school closures, will move into the vulnerable children without a social worker category and still be monitored.

Vulnerable families without a social worker:

- All vulnerable children will receive a phone call weekly. A face-to-face call or visit can be arranged where necessary.
- All vulnerable families without a social worker have contact details for the DSL, should they need to make contact.
- Provision for these children to attend school during the school closure can be arranged, if deemed necessary.
- Free school meals are being provided as a 'weekly food parcel'. These are collected from the school by a parent at 11:30am every Tuesday or by electronic food voucher.
- Weekly emails are sent to parents regarding the 'weekly food parcel' or electronic food voucher and delivery is an option.

Online Safety during a school closure:

- Pupils at Holy Cross who are home learning are expected to be using Purple Mash, Times Tables Rockstars and Oxford Reading Tree Buddy, with access to White Rose Maths on Youtube. These are the safe and valid online programmes that have been allocated to our children.
- Staff may post other online resources and activities for children to access, but these are at parents' discretion and parents should be supervising their child whilst they are online.
- Purple Mash has an email and blogging section for pupils to use, however, each email or blog has to be approved by a teacher before it is posted live onto the page. These are being monitored by the class teachers and the DSL.
- Our website (www.holycrossprimary.thurrock.sch.uk – classes – e-safety guidance) has been updated with the most up-to-date guidance on the most recent apps and other gaming activities that children maybe using in their spare time and parents have been advised to ensure they know what games and apps are appropriate for their child.
- All reports to the school (by staff, pupils or parents) regarding inappropriate online behaviour will be followed up with a phone call to the family or directly to MASH depending on the nature of the concern.

32. Monitoring policy and procedures

Our Safeguarding policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

Policy Written: Autumn 2023

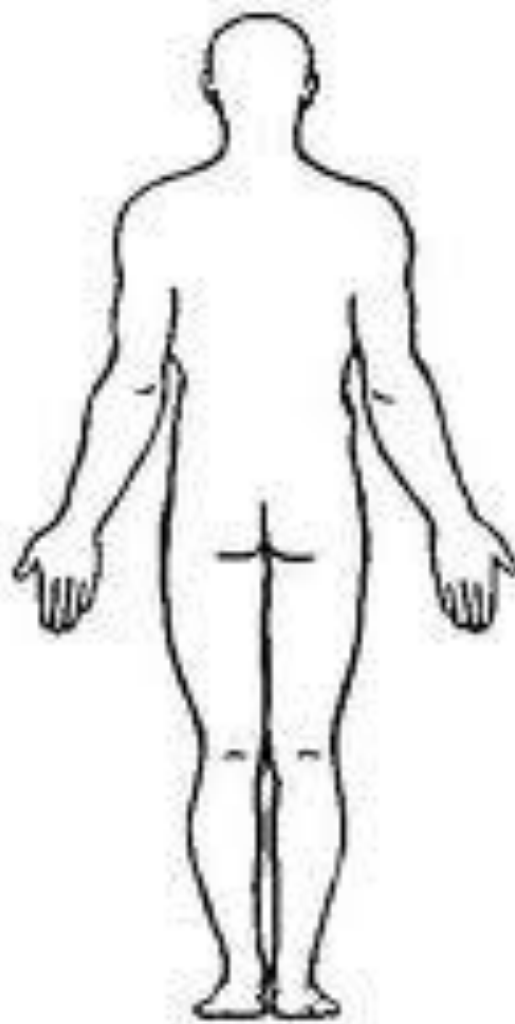
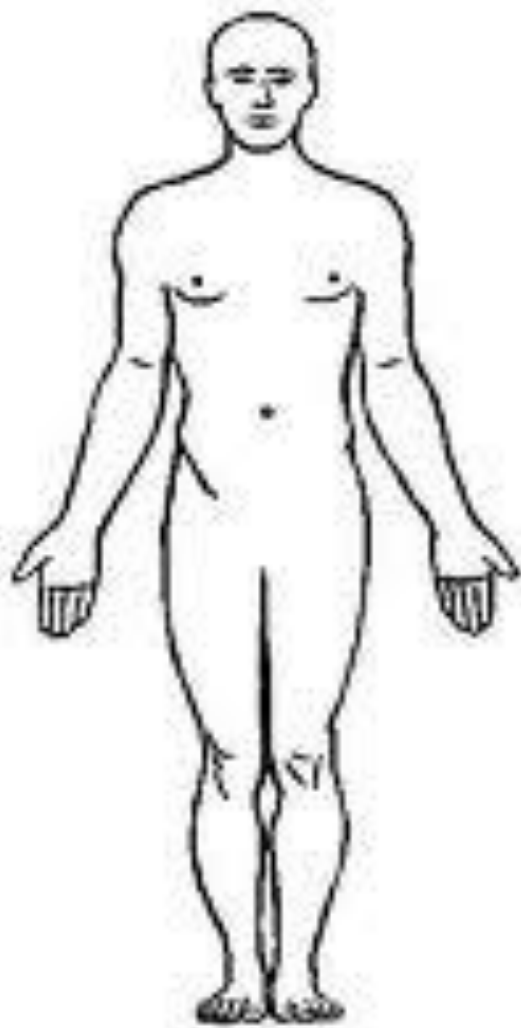
Appendix A

STRICTLY PRIVATE AND CONFIDENTIAL

Safeguarding and Welfare Concerns Form

Pupil's Name:		Class:	
Concern Raised by:		Date:	
How did the concern arise?			
Observation <input type="checkbox"/>	Third Party Notification <input type="checkbox"/>	Child Initiated Discussion <input type="checkbox"/>	Adult Initiated Discussion <input type="checkbox"/>
Type of Concern			
Physical Abuse <input type="checkbox"/>	Domestic Violence <input type="checkbox"/>	Neglect <input type="checkbox"/>	Uniform/P.E Kit <input type="checkbox"/>
Emotional Abuse <input type="checkbox"/>	Emotional Well-Being <input type="checkbox"/>	Self-Harm <input type="checkbox"/>	Pupil Behaviour <input type="checkbox"/>
Peer on Peer Abuse <input type="checkbox"/>	Prevent/Radicalisation <input type="checkbox"/>	FGM <input type="checkbox"/>	SEND <input type="checkbox"/>
Sexual Abuse <input type="checkbox"/>	Online Internet Activity <input type="checkbox"/>	Family Issues <input type="checkbox"/>	Other <input type="checkbox"/>
Record your concern below. Keep it clear and factual, including time and location and who else was present. Do not give your opinion. Complete the body map on the back if necessary.			

How does the child feel and what do they want to happen next?	
Signature of person completing the form, time and date:	Signature of Designated Safeguarding Lead receiving the form, time and date:
Ask the child’s permission to observe the marks (if they are on arms, legs below the knee or head) immediately ensure you tell the Designated Safeguarding Lead (DSL) if the marks are anywhere else. Do not ask to see them. Do not photograph any marks. Please complete the body map accurately, giving as much description about the marks as possible.	



To be completed by Designated Safeguarding Lead Only

Monitor <input type="checkbox"/>	BCCS Counsellor <input type="checkbox"/>	CAF – Child Protection <input type="checkbox"/>	Team for Disabilities <input type="checkbox"/>
Parents Informed <input type="checkbox"/>	Early Offer of Support <input type="checkbox"/>	Allocated Social Worker <input type="checkbox"/>	Police <input type="checkbox"/>
Dot.Com Foundation <input type="checkbox"/>	Young Carers <input type="checkbox"/>	LADO <input type="checkbox"/>	Children’s Centre <input type="checkbox"/>
Family Support Worker <input type="checkbox"/>	CAF – Tier 1 & 2 <input type="checkbox"/>	Other Agencies <input type="checkbox"/>	Other <input type="checkbox"/>

Any Other Action Taken:

Outcome (if necessary):

Appendix B – Safeguarding Visitors Information Leaflet and Poster

HOLY CROSS CATHOLIC PRIMARY SCHOOL

Daiglen Drive, South Ockendon, Essex RM15 5RP

Tel: 01708 853000

Email: office@holycrossprimary.thurrock.sch.uk

Website: <http://www.holycrossprimary.com>





Headteacher: Mrs Sandra Power BA(Hons) NPQH



We're here
to help!

**Something bothering you?
Speak to our safeguarding team**

We're here
to help!

			
Mrs S Power Head Teacher DSL	Miss F Renoldi Deputy DSL	Miss M Ellis Deputy DSL	Mrs Gael Hicks Safeguarding Governor

**Things not right at home? Feeling sad?
Worried about a child or family?**

Speak to any of our safeguarding team for help, support and advice.

If you have any concerns regarding the safety, welfare and well-being of any child or adult please contact Mrs Power, Miss Ellis or Miss Renoldi.

You can also contact:

Thurrock Multi-Agency Safeguarding Hub (MASH) 01375652802

Thurrock Council Emergency Duty Team (after 5pm or weekends) 01375372468

Local Authority Designated Officer (LADO) 01375652921

Or the Police on 999



Mission Statement Motto: Building relationships with God and each other, working hard in faith and hope to give our best in all things.



Safer Use of Technology

If you require the use of a computer or the Internet please speak to the Computing Lead who can connect you and provide you with a copy of our acceptable use policy.

Mobile phones are not to be seen or used in any capacity in the presence of children or parents.

You cannot post about the school on Social Media without permission from the Head Teacher first.



We Are All Responsible

It is everyone's responsibility to ensure that our children stay safe. Each person who works in school, or visits, shares that responsibility.

This leaflet has been given to you to make sure you understand what is expected of you as a visitor. Please do not hesitate to talk to any member of staff if you are unclear about anything you read.

If you have concerns about the safety of any young person in our school, you must report this to the Designated Safeguarding Lead.

DESIGNATED TEACHER FOR CHILD PROTECTION AND SAFEGUARDING LEAD:

Mrs S Power – Head Teacher



DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION AND SAFEGUARDING LEAD:

Miss F Renoldi	Miss Ellis

DESIGNATED SAFEGUARDING GOVERNOR:

Mrs G Hicks –Safeguarding Governor



Contacts for Safeguarding in Thurrock LA:

- The Multi-Agency Safeguarding Hub (MASH) – 01375 652802
 - ♣ Thurrock MASH, Civic Offices, New Road, Grays, Essex, RM17 6SL
 - ♣ For further details on MASH Services see Appendix 1
 - Thurrock Council Emergency Duty Team – 01375 372468
 - ♣ For out of hours only
 - Thurrock Local Safeguarding Children Partnership- 01375 652813
 - ♣ Civic Offices New Road Grays ESSEX RM17 6SL
- § Email: LSCP@thurrock.gov.uk

- Safeguarding and Child Protection Co-ordinator and LADO – 01375 652535
- Police Child Abuse Team – 01277 266822

HOLY CROSS
CATHOLIC PRIMARY SCHOOL

Safeguarding Children and Adults



Information for Visitors

Holy Cross Catholic Primary School
Daiglen Drive
South Ockendon

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: Building relationships with God and each other, working hard in faith and hope to give our best in all things.

Essex
RM15 5RP
01708 853000
office@holycrossprimary.thurrock.sch.uk



On Arrival

On arrival in school you will be asked to sign in and present ID. If you will be working without a member of staff present (for example agency workers) you will be asked to provide a DBS and a letter from your employing organisation to say all the necessary safeguarding checks are in place. Please do not be offended, this is in the interest of protecting our young people.

You will also be asked to wear a visitor's badge whilst in school.



In Case of Fire

In the unlikely event of the fire alarm sounding, please evacuate the school and proceed to the assembly point at the rear of the playground.

Please exit by the nearest doors as directed by a member of school staff.



No Smoking

There is no smoking allowed anywhere in the school grounds or outside of the school gates.



Professionalism

Please ensure you maintain professionalism at all times. Children can see and hear everything.

Appropriate relationships with children are based on mutual trust and respect.

Please do not photograph children, exchange emails or text messages or give out your own personal details.



Just ask!

What should I do if I am worried about a child?

If, whilst working with a child, you become concerned for any reason e.g.:

- Comment made by a child
- Marks or bruises
- Changes in behavior and demeanor

Please report your concerns to the designated lead. The office staff will help you in finding them.

What should I do if a child discloses they are being harmed?

Record details as soon as possible, recording exact words and phrases used by the child. Forms for this purpose are pinned on the staffroom noticeboard or available from the safeguarding lead.

This form must then be given to the safeguarding lead who will discuss the disclosure with you and deal with it in the appropriate way.

Please sign and date all forms.

What should I do if the allegation is against a member of staff?

You should report the allegation to the head teacher.

What should I do if the allegation is about the Head teacher?

Alert the Safeguarding Lead who will signpost you to the Chair of Governor

Appendix C – CPOMS User Guide

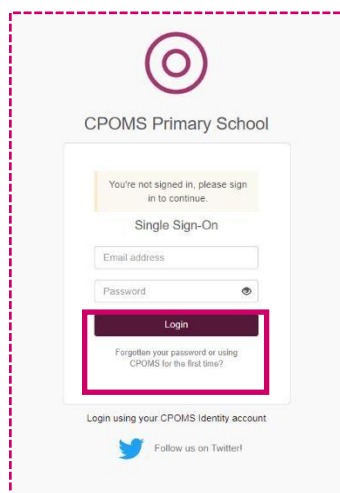
Using CPOMS for the first time

Firstly every user needs to set their own password.

To ensure that all users change their password to something that is personal and secure, we do not provide you with a password to begin with.

To create your first password please **visit your school's CPOMS URL**.

Click on the **'Forgotten your password or using CPOMS for the first time?'** option (*beneath the 'Login' button*).



When prompted, input the email address which was supplied to us and click **'Reset Password'**. This will then send you a unique hyperlink, to that email address, which will enable you to create your first CPOMS password.



Please note, the reset password link **expires at midnight** on the day it was sent, so should be generated on the day you are going to log in to CPOMS.

Once you have created your first password, go back to your CPOMS log in page and enter your email address, password and click the **'Login'** button.

Restricted Access Dashboard

Once you are logged in to CPOMS, you will see an **'Alert'** and **'My History'** section.

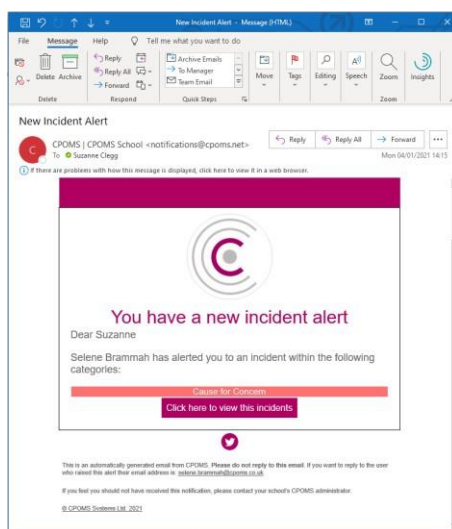
If you have been alerted to anything at all within CPOMS it will display within your **'Alert'** section to view.

The **'My History'** section will list any incidents or actions that you have added in the last 7 days, for your information.

30 Viewing an Incident

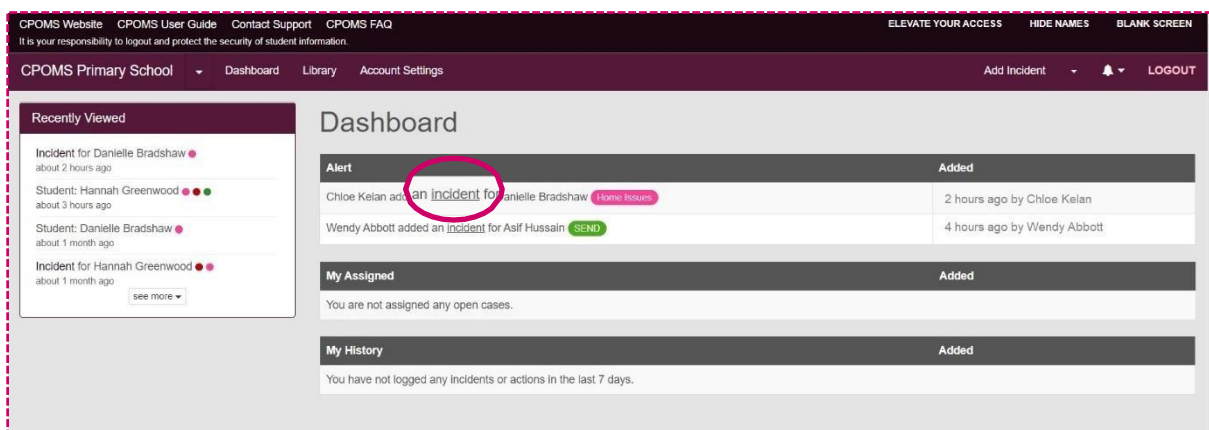
If you have been sent any alerts at all, you will also receive an email to your school email address (*or the one which we have been given*) to make you aware of the fact that you have been sent an alert by a member of staff in school.

The email will tell you who has created the alert and which category it falls under but no other information. It will then give you a link to your CPOMS log in page to view the content in full.



Once logged into the dashboard you will see your list of alerts. It will again tell you which member of staff has alerted you, which student the alert is about, the category(s) the incident falls under and when the incident alert was created.

If you now click on the word '**Incident**' you will be taken directly to view the incident.



Once you have read and dealt with the incident, you can choose to '**Add Action**' below the content, to add in the detail of any action you have taken, or what you would now like a colleague to follow up.

Once you have added your action you may mark the incident as read to acknowledge that you have seen the incident and understand the content.

mark as read

31 Adding an Action

Once you have read an alert, you can then log an action. This is very similar to incident logging and you can choose to alert other staff in the same manner. You can then make sure that there is a clear trail of what has been done, by whom and when. This ensures that everyone alerted has an up-to-date knowledge of what is happening with that student/ incident.

The top screenshot shows the 'Viewing Incident - Danielle Bradshaw (4B)' page. A red circle highlights the 'Add Action' button. A large red arrow points from this button to the bottom screenshot, which shows the 'Add Action' form. The form includes fields for 'Action Taken', 'Add Categories', 'Agency Involved', 'Date/Time', 'Files', and 'Alert Staff Members'. The 'Add Action' button is at the bottom of the form.

© Action Taken

Firstly fill in the free text box with all of the information needed about the action taken. This could be a referral made, telephone call or meeting arranged, for example.

© Add Categories

If required, you can add additional categories to the action which will be displayed against the original incident.

Add action to linked students

If you would like the action to be copied to the linked students profile, click on the tick box to 'Add action to linked students' next and 'Share documents?' if necessary.

© Agency Involved

You can also add any agency names to the action to make others aware of which agencies are involved with this action/ pupil.

© Date/ Time

Select the date and time you wish to record, if it is different to the current.

© Files

If you would like to attach a file/ document to support the incident *e.g. a social services letter, email, or meeting minutes etc.* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.

© Alert Staff Members

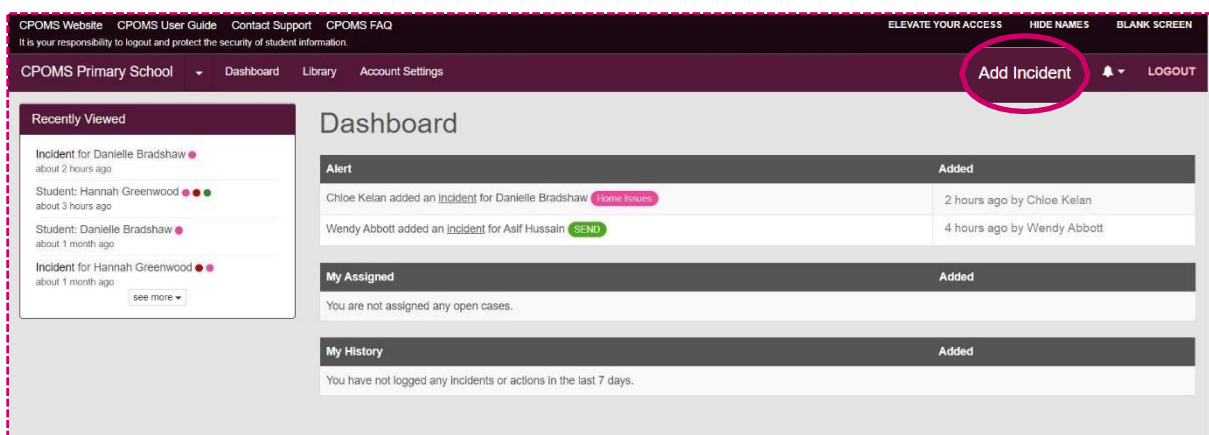
Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) available beneath the individual alert option.

Or you may click **'Add incident alert recipients'** to alert the same staff members who were alerted to the original incident.

Once all of the above has been done, you must select the **'Add Action'** button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added action.

32 Adding an Incident

To add a new incident to the system click on the **'Add Incident'** button, available to the top right of your dashboard.



You will then be taken to the 'Add Incident' form, where you can fill in all of the details about the incident.

Add Incident Form (Non-Key Holder)

The screenshot shows the CPOMS Primary School incident reporting interface. At the top, there's a navigation bar with links like 'CPOMS Website', 'CPOMS User Guide', 'Contact Support', and 'CPOMS FAQ'. Below this is a header for 'CPOMS Primary School' with a 'Dashboard' link and a 'Logout' button. The main form area is divided into sections: 'Student' (a search box for student names), 'Incident' (a large text area for details), 'Categories' (a list of checkboxes for incident types like 'Attendance', 'Behaviour', etc.), 'Linked student(s)' (another search box for linking other students), 'Maps' (a map icon), 'Date/Time' (fields for date and time), 'Status' (a dropdown menu), 'Assign to' (a search box for staff members), 'Files' (a file upload area), 'Alert Staff Members' (a search box and checkboxes for alerting staff), and 'Agency Involved' (a text field). A 'Submit Incident' button is at the bottom. The footer contains copyright information: 'CPOMS © 2021, CPOMS Systems Limited. v5.18.0'.

Student

Begin to type in part of the name of the student that you would like to add an incident about. This will begin to filter through all of the student names held within the system. Once their name appears for selection, please click on it. *If you select the wrong name click on the 'x' delete button to choose an alternative student.*

Incident

Fill in the 'Incident' text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be **accurate** and **specific**.

Categories

Once you have filled in all of the details about the incident, you need to select at least one category to assign it to. If there is an overlap you may select more than one.

Linked student(s)

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category(s) if necessary and choose whether to share any documents you attach to the incident to their profile(s) as well.

Maps

The 'Maps' feature allows you to apply numbered markers to a map image to support your incident

text. This will default to our 'Body Map'.

© **Date/Time**

Following this you can select a date and time. These will both default to the current date and time, however if you wish to change it to when the incident actually occurred you can do so here.

© **Status**

You may set the 'Status' of the incident to 'Active' or 'Closed'.

© **Assign to**

You may also assign an incident to a specific staff member (*Key Holders Only*) if they will be dealing with it, by selecting their name in the 'Assign to' field. *The chosen user will then receive an email notification to alert them to this and the incident will appear in the 'My Assigned' area of their dashboard until the incident status changes to 'Closed'*

© **Files**

If you would like to attach a file/ document to support the incident *e.g. a social services letter, previous school case notes, or meeting minutes etc.* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.

© **Alert Staff Members**

Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) available beneath the individual alert option.

© **Agency Involved**

You can also add any agency names to the incident to make others aware of which agencies are involved with this incident/ pupil.

Once all of the above has been done, you must select the '**Add Incident**' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

33 Extra Features

A few final features on CPOMS are the **Hide Names** and the **Blank Screen** mode, as well as the **Contact Support** function. You will find these at the top left and right of each page throughout the system.

Hide Names

The **Hide Names** mode, available in the top right-hand corner of your screen, will star out the names of all students within the system. This follows suit throughout every page until you turn it off by re-clicking the button, which would now be called Show Names.

Blank Screen

The **Blank Screen** mode, available in the top right-hand corner of your screen, will quickly provide you with a cover to hide your screen; for example, if you are perhaps interrupted by someone who you do

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things.*

not want to see your screen when adding a new incident, without having to lose where you are in the system.

The blank screen mode will automatically activate after fifteen minutes of inactivity.

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Appendix D

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and

	Agency	adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
[Academies] MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.

RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Appendix E

Holy Cross Catholic Primary School

Safeguarding Governor Role Descriptor

General duties

Maintain strategic oversight to ensure that appropriate systems and procedures are in place to cover all aspects of safeguarding responsibilities and requirements and that all statutory responsibilities are met.

Champion safeguarding and child protection issues within the school.

Ensure all other members of the governing board develop their understanding of the board's child protection and safeguarding responsibilities.

Ensure that all members of the governing board and trustees have the relevant safeguarding and child protection training.

Liaise with the clerk to governors to ensure that safeguarding is a standard agenda item for every governing board meeting.

Compliance with safeguarding guidance

Maintain an awareness and understanding of the most up-to-date versions of KCSIE and 'Working Together to Safeguard Children'.

Maintain an up-to-date knowledge of local and national developments in safeguarding provision and compliance requirements, including details of the local safeguarding partner arrangements.

Monitor how the school contributes to multi-agency working to safeguard children.

Ensure all governors have read the most up-to-date version of KCSIE in full and understand their safeguarding responsibilities.

Ensure all staff working directly with children have read at least Part one of the most up-to-date version of KCSIE and understand their safeguarding responsibilities.

Ensure all staff not working directly with children have read at least Annex A or Part one of the most up-to-date version of KCSIE and understand their safeguarding responsibilities.

Ensure safeguarding-related policies are compliant with government guidance, kept up-to-date, reviewed as per the review schedule, and published on the school website where required or recommended.

Ensure that all recruitment of staff and volunteers is undertaken in line with safer recruitment processes, including obtaining and checking references.

Ensure that an enhanced DBS check is carried out for all members of the governing board, including a section 128 check. [A section 128 check is a requirement for academy trustees and for governors of maintained schools.]

Ensure a suitability check is carried out on the chair of trustees when they are appointed.

Ensure that appropriate safeguarding training, including online safety training, for all staff, volunteers, governors and trustees is provided during induction and updated on an annual basis.

Ensure that this training complies with the law and statutory guidance, meeting local and national requirements.

Mission Statement Motto: Building relationships with God and each other, working hard in faith and hope to give our best in all things.

Ensure that where school facilities are hired by external organisations or individuals, appropriate arrangements are in place to keep children safe.

Working with the DSL

Ensure that the school has appointed a DSL who is a member of the SLT.

Ensure the DSL receives the time, funding, training, resources and support needed to carry out the role effectively.

Ensure that there is an up-to-date job description in place for the DSL and, if appointed, any deputy DSLs.

Make certain that any deputy DSLs are trained to the same standards as the DSL.

Ensure that, as a minimum, the DSL undertakes an annual safeguarding audit, and review and monitor the outcomes and actions taken following this audit.

Invite the DSL to report to governors following completion of the safeguarding audit to identify any actions required and advise on the next steps.

Ensure that, as a minimum, the DSL provides the governing board with an annual report on the implementation of the school's safeguarding policies and procedures.

In discussion with the DSL, monitor the implementation of the school's safeguarding policies and procedures and consider the outcomes of the school's evaluation of this provision.

Monitoring

Visit the school on a termly basis to observe safeguarding practice in action.

Ensure there is an up-to-date single central record (SCR) covering all staff, and that individuals' details are removed once they no longer work at the school.

Monitor the school's risk assessment procedures to ensure that safeguarding risks are appropriately identified and all risks to pupils are addressed, e.g. radicalisation and child criminal exploitation (CCE).

Oversee school policy to ensure the DSL leads early help support for pupils.

Review the procedures for monitoring the safety of pupils placed with an alternative provider and pupils in homestay exchanges.

Monitor the procedures in place for dealing with allegations of abuse and low-level concerns raised against staff, including supply staff, volunteers and contractors.

Communication

Ensure the school communicates a culture of 'it could happen here' in relation to safeguarding issues.

Ensure that a robust system is implemented to make certain all staff keep accurate records of all safeguarding-related concerns and activity.

Ensure all staff are made aware of their responsibilities to safeguard pupils.

Ensure the school has clear lines of communication and works in partnership with parents and any relevant external agencies.

Monitor any processes used to make sure all relevant parties have up-to-date information about pupils.

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things.*

Ensure that information is only shared on a need-to-know basis and monitor systems to ensure the confidentiality of pupils and their families is secured.

Ensure that pupils and parents are regularly surveyed to investigate their perspective on safeguarding at the school.

Ensure that all staff understand that in all cases where they are unsure about concerns they have, they must always speak to the DSL or deputy DSL.

Ensure that all staff are aware of the process to follow when a pupil confides that they are being abused, exploited or neglected and understand that they should only involve those who need to be involved.

Ensure that when recruiting, the school's shortlisting and interview processes for candidates adhere to the government guidance.

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things.*

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