

Safeguarding children policy & child protection procedure

St Thomas Catholic Academies Trust



"The glory of God is
a human being fully alive."

September 2021 (review September 2022)

St Thomas Catholic Academies Trust

Our mission

"The Glory of God is a human being fully alive!" St Irenaeus

Our vision:

"The Glory of God is a Human Being Fully Alive." Human flourishing and the uniqueness of every individual as a child of God is at the heart of our Catholic educational enterprise. In this context, a human being fully alive is one who is open to faith – to love – to joy – and to learning. They are daily becoming the person God created them to be and they are ready to delight in their God-given gifts, and to use them in the service of the Common Good.

Safeguarding in our Catholic schools:

"Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me" (Mt 25:40)

The belief that Christ is present in every person we meet is a belief that is fundamental to all that we strive to achieve as a community of schools.

Our schools must always be places where those who are most vulnerable are met with the greatest compassion and a fierce determination to challenge those things that stand in the way of each person being "fully alive". For children in our school to flourish, they must have every need met, such that the child who is without love is loved; the child without joy is brought to happiness; the child who cannot learn due to the trauma in their lives is brought to wisdom.

Through the application of this policy we will unlock the potential of each child to truly delight in their God-given gifts. It is a process that requires great love, great compassion and great understanding, recognising that the lives we support are fragile and the consequences of our actions profound.

Who this document applies to:

This document applies to all children/young people under 18 in our schools.

Anyone coming into contact with our children/young people or visiting our school sites must abide by this policy.

Everyone working at our schools as a member of staff or volunteer has a duty to safeguard and promote the welfare of our children/young people. They must read this policy as well as Keeping Children Safe in Education Part 1 (or Annex A as appropriate) and Annex B, and (after completing a knowledge check) sign to say they understand them and agree to work to them.

Visitors to our schools, including contractors must read the school's safeguarding statement.

keeping children/young people safe is our **top concern.**

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the Designated Safeguarding Lead or head teacher.

If you are still worried or do not feel able to share your concern with us, you can contact the local Multi-Agency Safeguarding Hub

Names and contact details are in the relevant Appendix E for each of our schools

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“Safeguarding and the welfare of a child is everyone’s responsibility. Every child/young person has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at our schools, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and school leaders will respond if they are worried about a child/young person. Remember – it could happen at any one of our schools”

Who’s Who (see Appendix E for full details)

Every one of our schools has a **designated safeguarding lead** (DSL). This person has lead responsibility for the wellbeing and protection of all pupils/students at the school, ensuring staff are recruited and trained safely, and monitoring the progress of any pupil/student needing additional care or protection. For more information see **Appendix B** – The Designated Safeguarding Lead

Each school also has one or more **Deputy Safeguarding Leads**. S/he works closely alongside the DSL to be fully aware of the needs of pupils/students across the school and is able to take any necessary action in the DSL’s absence.

The **head teacher** has overall responsibility for the school, staff and children/young people.

The **details** of these key people in each school can be found in the relevant **Appendix E**.

When we review this policy

This policy is reviewed annually and updated if required. This is so we can keep up to date with updated legislation/guidance, key reports, safeguarding issues as they emerge and evolve, and include lessons learnt e.g. from reviews of serious cases of abuse or neglect. It is available on our website. We have incorporated key changes to the government guidance, Keeping Children Safe in Education. A summary of the changes is available [here](#).

Hire or rent of school premises

When our schools hire or rent the premises or facilities to other organisations, the Local Academy Committee checks, monitors and ensures that appropriate safeguarding arrangements are in place and the organisation meets our requirements, relevant legal requirements and statutory guidance. This will be a requirement of any agreement between our schools and the other organisation.

Complaints

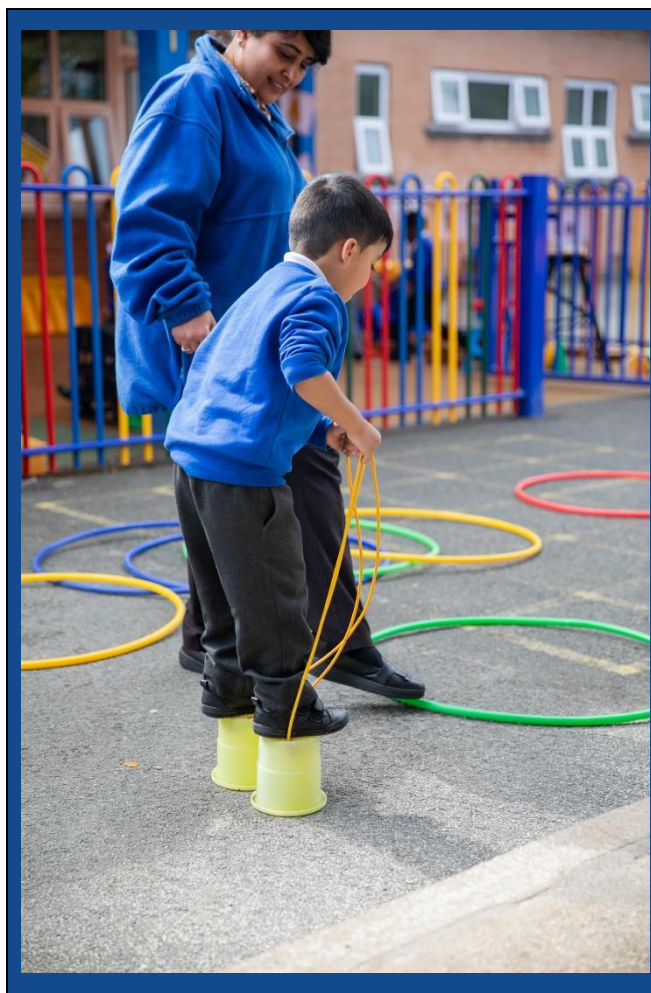
As well as talking to staff, children/young people or parents can make a complaint about something they have seen at their school. Please see our [complaints procedure](#) on our website for more details. If the complaint is against the Trust, please use the [Central Trust Complaints Policy](#).

“promoting children’s voices”

“We feel very safe in school.

We can talk to all of the teachers and staff if we are worried are upset and they help us.”

Year 4 child



Principles

1. We **always** act in the best interests of each child/young person.
2. We **listen** to any communication from children/young people, parents or carers and always take concerns seriously.
3. We acknowledge there are **risks** to the children/young people in our care. Without proper care and vigilance abuse or neglect of children/young people could happen at our schools. We talk about these risks with children/young people, staff and parents/carers and together will plan carefully to keep our communities safe.
4. People **must** act if they are worried about a child/young person and keep acting until they believe the child/young person is safe.
5. We are **open** in our decisions and let parents and local authorities know about concerns.
6. We make it easy to raise a concern, and **anyone** raising concerns will be kept safe.

“Respectful citizens in a world of possibilities”

Valuing diversity

Jesus lives at the centre of every great Catholic school. He is our first thought and our last thought.

Jesus is present in the welcome we offer to all who visit our schools and is present in every relationship that defines the way that we work. All staff who work in our schools are called to uphold and promote the ethos of our schools, recognising their role in answering Jesus' call to love one another. It is a point of great celebration that staff from many different faith traditions as well as those of no particular faith offer great depth and support to this work.

Difference is central to our strength as a people. We promote inclusive behaviours that empower children/young people to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies and our communities to consider how hurtful behaviour or comments affect children and act accordingly. If staff or volunteers behave in a way that discriminates against particular groups, we will take action to rectify things and consider whether this is a breach of the school's Code of Conduct.

Mental Health

It is widely recognised that a child/young person's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. It is part of the role of our staff to promote the welfare of children/young people, mental as well as physical.

Our schools will provide a safe environment which nurtures and encourages children/young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence, and promotes positive behaviours

All staff foster an ethos that promotes mutual respect, learning and successful relationships among children, young people and staff. We strive to create a culture of inclusiveness and communication that ensures all children/young people's concerns can be expressed and addressed. Staff undertake training that reflects the needs of pupils/students.

Our schools will work in partnership with parents, carers and other family members to promote children/young people's social and emotional wellbeing. All pupils/students have access to pastoral care and support so that emotional, social and behavioural problems can be dealt with as soon as they occur. When issues arise that need more support than the school community can offer, parents and pupils/students are signposted to/referred for additional help e.g. from local groups, early help services and/or child and adolescent mental health services.

What to do if you're worried about a child/young person in our schools

parents & visitors

If the child/young person is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary, call the Police on 999 or the local Multi-Agency Safeguarding Hub (MASH) or children's social care. (contact details in the relevant Appendix E)



If you are concerned about **staff behaviour** **speak to the school's head teacher** as soon as possible – even if it is just a nagging doubt. (See relevant Appendix E for head teacher details)



For other concerns **speak to your child's class teacher**



The school will contact you by the next school day (sooner if required) to tell you that action has been taken



If you do not hear, or you remain concerned, please speak to the head teacher.

staff & volunteers

The DSL should be spoken to about any concerns. Then record on the school's concern form in line with the school's safeguarding records guidelines



The DSL will assess the level of risk using local Thresholds of Need guidance and may seek Early Help advice. For early help needs, they will talk with the parents, and arrange support, including possible referral to other services.



For child protection/specialist needs, the DSL will contact parents (unless this would increase the risk) to talk about involving other agencies, as explained in the local threshold of need guidance. The DSL may contact the local MASH for advice and clarification on level of need.



If we have consent, the DSL will refer to the local Multi Agency Safeguarding Hub. If we do not have consent and we have a child protection concern, the DSL **must** still refer.

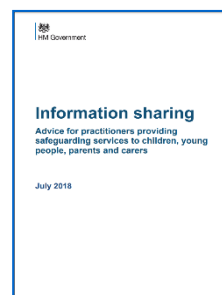
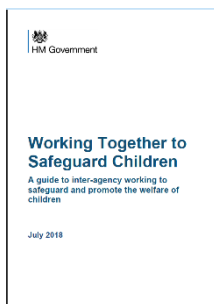


Monitor progress for the child.

Unless it will increase the risk to the child/young person, the DSL will contact the referrer, parent and any staff who need to know to let them know what is happening and what to do.

All staff, volunteers & visitors have a duty to act to protect children/young people

If you still have a concern after following these procedures please speak to the head teacher or follow our [Whistleblowing Policy](#).



The law

It's important every agency knows what to do if worried about a child/young person. We follow the above national guidance so we are clear what to expect and can explain this to children/young people and families.

Where there are specific risks we will access other specific guidance – please see a full list in Appendix D.

'Safeguarding & promoting welfare' of children is defined as:

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

Keeping Children Safe in Education

'Child protection' are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 1989).

Safeguarding in our local area

We work within our local safeguarding children board/partnership arrangements and Child Protection Procedures. This policy should be read in conjunction with these Procedures.

Where there is a welfare or child protection concern about a child at our schools, we will telephone the local Multi-Agency Safeguarding Hub, and then follow up with a written referral. (See relevant Appendix E for links/contact details)

The Female Genital Mutilation ("FGM") mandatory reporting duty (Appendix A, specific issues (h)) is a legal duty requiring teachers and school nurses (amongst others) in England and Wales to make a report to the **police** where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Teaching about safeguarding

We work to facilitate a whole school approach to safeguarding to listen to and empower children & young people to keep themselves safe both on and offline. How we do this varies through our schools depending on the age and understanding of the children/young people, the worries and issues we come across and the views and values of the families and communities with whom we work. We will provide opportunities for children/young people to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing them for life in modern Britain and embedding Fundamental British Values.

Our schools' undertaking to 'educate the whole child: mind, body and spirit' embodies this vision. Citizenship is about belonging in a community, looking after one another, respecting one another's rights and understanding one's own rights. Children/young people are taught formally about the United Nations Convention on the Rights of the Child – their right to an education that helps them fulfil their potential, to protection from violence, abuse or neglect and to express their opinions and be listened to. This can occur in the classroom, via PSHE or other areas of the curriculum, for example, circle time, English, History, Drama and Art, or through modelling effective ways to resolve issues between children/young people.

Children/young people are taught what to do if they are worried about something for themselves or another child/young person. They are encouraged to identify safe and important people in their immediate and surrounding family and friends, in the staff team at our schools and about ChildLine and other organisations that are there to help children/young people in trouble. There are posters and other information about this in our schools.

Relationships Education

Our schools follow the [statutory guidance](#) in teaching about relationships. We talk about healthy relationships, choices, our rights over our bodies, keeping safe and what to do when you are worried – there is more information in our schools' relationships education policy. Where teaching may affect an individual child/young person (such as where there has been a significant life event) there will be discussions between the parent, the Designated Safeguarding Lead and the relevant teacher to ensure the teaching is most supportive of the child/young person.

Online safety

The online world is very present in our children/young people's lives and, in line with [government guidance](#), our schools teach about the benefits (and risks) of technology and the internet, This includes how to evaluate what children/young people see online, recognising techniques used for persuasion (from advertising to bullying), acceptable and unacceptable online behaviour, identifying online risks and how and when to seek support.



Online behaviour

Our schools are clear that expectations about behaviour online are the same as expectations about behaviour offline. We provide advice and guidance around online content, contact and conduct to staff, pupils/students, and their parents, together with how to keep safe and sources of support.

We personalise our expectations and practices for our more vulnerable children/young people, victims of abuse and children/young people with special educational needs or disabilities.

Early help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child/young person's life, from the foundation years through to the teenage years.

Any child/young person may benefit from early help; however, staff should be particularly alert to a child/young person who:

- has special educational needs, is disabled or has certain health conditions
- has a mental health need
- is a young carer;
- risks being drawn into gang involvement, anti-social or criminal behaviour
- is frequently missing/goes missing from school, home or care
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in family circumstances such as drug/alcohol misuse, adult mental health issues and domestic abuse, and/or is misusing drugs or alcohol themselves
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is privately fostered

Staff should discuss their concerns with the designated safeguarding lead or deputy who will consider the need for an Early Help Assessment and will work with the family to identify their needs and the services best placed to address those needs.

Identifying abuse & neglect

Abuse or neglect of a child/young person can happen by someone inflicting harm or failing to act to prevent harm. Children/young people may be abused in a family, an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults, or another child/young person or children/young people. Sometimes they tell us about abuse. More often they don't.

In our local area children/young people face risks such as substance misuse, domestic violence, radicalisation and county lines, gangs and serious violence, and violence against women and girls every day. Some may be at risk of female genital mutilation and other 'honour' based abuses. We focus on these areas within staff training and, where appropriate, school life and our curriculum. We take action where we have concerns, and we work so that children/young people over time develop skills themselves in recognising risks and keeping themselves and others safe. We also have a proactive safer recruitment policy, physical contact policy and other relevant policies. We work with children/young people to ensure they develop positive, enjoyable, and respectful relationships as they grow up, including relationships education, choices, and health. Where there are serious concerns, we always involve others such as parents, carers health staff, police or social workers.

In our schools, we recognise that children/young people may abuse other children/young people including within the schools, and that even if there are no reported cases of such abuse, it may still be happening and not being reported. It is acknowledged that it is more likely that girls will be victims and boys' perpetrators in many forms of child on child/peer-on-peer abuse, but that all such abuse (see Appendix A, (e) peer on peer abuse for details), is unacceptable and will be taken seriously. We take a zero-tolerance approach to child on child/peer on peer abuse, and never pass it off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this could lead to a culture of unacceptable behaviours and an unsafe environment for our pupils/students. We understand that such behaviours are harmful to the children/young people who are harming as well as to the children/young people being harmed and ensure that appropriate support is given to all involved. We take a whole-school preventative approach in all our schools, that includes focussed training for our staff, together with a well promoted, easily understood, easily accessible reporting process to enable pupils/students to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and feedback.

There are four categories of abuse defined in ['Working Together to Safeguard Children'](#) and accompanying indicators which, if observed should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns.

Physical abuse	Sexual abuse	Emotional abuse	Neglect
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Staff must be familiar with each form of abuse and what to look for. These are listed in Appendix A.

Young people are abused or neglected in a range of situations. There is specific guidance about the following situations, also in Appendix A:

- | | |
|---|---------------------------------------|
| Domestic violence and abuse | Homelessness and poverty |
| Physical intervention and restraint | Child Sexual Exploitation |
| Bullying | Substance misuse |
| Child on child sexual violence, harassment & sexually harmful behaviour | County Lines |
| Peer on peer abuse | Trafficking |
| Racist and other hate incidents | Radicalisation & Extremism |
| Forced Marriages & Honour Based Abuse | Online or internet use |
| Female Genital Mutilation | Photography & images |
| Child Criminal Exploitation | Private Fostering |
| Criminality, anti-social & gang related | Body Image and confidence |
| Serious violence and knife crime | Young Carers |
| Children at Court | Children Missing |
| Family in prison | Modern Slavery |
| | Children who have had a social worker |

If children/young people raise a concern...

Always take children/young people seriously, listen carefully and report this to the school's safeguarding team.

Do...

- Listen and accept, trying not to interrupt
- Reassure them it was the right thing to tell you
- Explain what you are going to do next
- Make accurate notes using all the child's words as soon as possible
- Inform the safeguarding team

Don't...

- Promise confidentiality
- Investigate
- Use leading questions
- Ask the child to keep repeating the disclosure
- Judge or make assumptions

How should I respond?

Parents & children/young people:

If you have a concern about your child or another child/young person at the school, please contact the Designated Safeguarding Lead (DSL). They will listen to your concerns, take these seriously and ensure you receive a response. If you are still not satisfied you can contact the head teacher, Chair of the Local Academy Committee, the local Multi-Agency Safeguarding Hub or if necessary, Ofsted (0300 123 4666). (See relevant Appendix E for details)

School staff & volunteers

Every member of staff has a duty to act to keep young people safe. Failure to act on a concern could lead to disciplinary action.

Concerns about and/or disclosures by pupils/students should be taken to the Designated Safeguarding Lead. They will ensure the concern is explored and must let you know what happens as far as is possible.

Concerns about the behaviour of staff must be taken directly to the head teacher. If the concern is about the headteacher the Chair of Local Academy Committee should be contacted, or the (Local Authority) Designated Officer for managing allegations against staff (LADO).

If you are still concerned after taking a concern to the DSL/head teacher, you must follow the escalation process until you are not worried anymore. This may include reporting directly to children's social care yourself. (See relevant Appendix E for details)

How do I tell if a young person is at risk of abuse or neglect?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk more with the safeguarding team about the risk or to involve other agencies. Use the definitions of abuse or neglect in this document and the local safeguarding children partnership (LSCP) thresholds of need guidance. Some of the key issues affecting children/young people are set out in [Appendix A](#). More detailed guidance on specific issues is available in each LSCP Child Protection Procedures. (See relevant Appendix E for details)

Where there are concerns for the wellbeing of a child/young person that do not meet the threshold for abuse or neglect, our schools will use their local Early Help Assessment tools to record and track such concerns.

Children/young people with special educational needs and disabilities

There are additional safeguarding challenges for children/young people with special educational needs (SEN) and/or disabilities, including:

- that behaviour, mood and injury may relate to possible abuse and not just a SEN or a disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

Sometimes, a child/young person's SEN or disability needs are seen first, and the potential for abuse second. If children/young people are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children/young people with SEN and/or disabilities have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Our

schools have put measures in place to address these additional challenges including extra pastoral support and attention, and appropriate support for communication as needed.

Our schools' behaviour policies provide detail around the '**use of reasonable force**' and how this is only used as a last resort for managing incidents of very challenging behaviour. This is in line with [national guidelines](#) and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND.

Remember, when safeguarding, every piece of information shared may be important:



Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Information sharing advice for practitioners

Sharing information internally:

Legally, we must share information within our schools on a 'need to know basis', so that everyone who needs to know information to keep children/young people safe and help them develop does know.

When we are worried about a child/young person it is essential that we inform the designated safeguarding lead promptly and that we record the concern in line with each school's guidelines.

Some information within a school will be more restricted, for example:

- Where there is an allegation about a member of staff the head teacher will decide who will lead on the concern and contact other agencies.
- Where the detail of information is particularly sensitive this can be restricted further, for example the details of sexual abuse or a child/young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.



Sharing information with other agencies:

Where a significant issue arises the designated safeguarding lead will ensure the parent is contacted within 24 hours, or immediately if required (unless doing so will put a child or adult at risk of harm).

We follow the 7 Golden Rules from [Information sharing advice for practitioners](#):

1. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. We will be open and honest with individuals (and/or family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice from other practitioners or our information governance lead, if in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. We share information with informed consent where appropriate and, if possible, respect the wishes of those who do not consent to share confidential information. We still share information without consent if, in our judgement, there is a lawful basis to do so, e.g. where safety may be at risk. We base judgements on the facts of the case. We are clear why we share or request personal information from someone. We remain mindful that individuals might not expect information to be shared, even with consent.
5. We consider safety and well-being and base our information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: We ensure information we share is necessary for the purpose for which we are sharing it, is shared only with individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. We keep records of our decision to share (or not to share) and the reasons for it. We record what we have shared, with whom and for what purpose.

Children's social care

We ask parents to let us know if their child has ever had a social worker and this information is also shared routinely with our schools by local authorities. This allows our schools to put in extra support to give children/young people the best chances of success and to take earlier action if we are worried about a child/young person's progress, behaviour or if they go missing.

Contacting the Police

We share information with the Police if we suspect abuse or neglect in line with the LSCP Child Protection procedures. We will consider contacting the Police if we suspect a crime has been committed in line with the [National Police Chiefs Council guidance](#).

What to do if you are still worried...

Each school has an internal escalation process, and links with their LSCP Child Protection Procedures professional disagreement escalation process. (See relevant Appendix E for details)

Anyone worried about a child/young person must continue to raise the concern until they have a reason not to be worried about the child/young person anymore.

Concern action is not being taken to protect a child/young person:

Discuss with the Designated Safeguarding Lead and with the person making the decision

If you are still worried:

Raise the issue with the Head Teacher

If you are still worried:

Follow your Local Safeguarding Partnership) [Child Protection Procedures professional disagreement Escalation process](#). You can also call the NSPCC Whistleblowing helpline on 0800 028 0285

7 days or less

Every member of staff must follow this process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed, and a particular person is unavailable you may move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We **always** listen to concerns raised by children/young people, families, staff, visitors, or other organisations. The whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly. The prescribed organisation for safeguarding children whistleblowing is the [NSPCC](#): call **0800 028 0285** or email help@nspcc.org.uk.

Safer Recruitment

Our schools do their best to ensure they employ 'safer staff' by following the guidance in their local safeguarding children partnership procedures on Safer Recruitment and their individual school procedures. Those involved in recruitment and employment of staff have received safer recruitment training in line with DfE guidance, [Keeping Children Safe in Education](#).

Safer recruitment means that all applicants will:

- a) understand their duties to safeguard children/young people from the outset through the advertisement and in their job description
- b) complete and sign an application form which includes a full education, qualification and employment history (with explanations for any gaps)
- c) provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with young people (the last childcare employer if they have one) and one who is a senior person with appropriate authority in their current employment.
- d) provide evidence of identity and qualifications (including birth certificate, where available).
- e) be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, including s128 checks
- f) have their mental and physical fitness to carry out their work responsibilities verified
- g) provide evidence of their right to work in the UK
- h) be interviewed by a panel of at least two people testing skills and abilities with value-based questions against the job description. Members of the panel will have completed safer recruitment training.

Our schools also ensure that recruitment documentation, from advertisement onwards, will state its commitment to safeguard children and young people. All new members of staff will undergo face to face induction training within 2 weeks which includes familiarisation with the school's safeguarding policies & procedures and support to identify their child protection training needs. All staff will sign to confirm that they have read and **understood** the safeguarding policies and procedures, as well as part 1 (or Annex A if appropriate) and Annex B of the government guidance, [Keeping Children Safe in Education](#) and will attend relevant training.

Agency

If ever used, we would obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with children/young people at our schools will also be assessed based on the children/young people's needs.

Our schools maintain records of recruitment checks undertaken and the appointing manager signs to evidence they have checked this documentation and the overall record is signed by the Designated Safeguarding Lead and Local Academy Committee Safeguarding Governor termly.

Supporting staff in our schools

Code of conduct

Our schools each publish a code of conduct which sets out expectations of staff around appropriate boundaries and staff keeping themselves safe – staff sign to say they have read and understood this document.

Emotional support

Having to deal with a situation where a child/young person has experienced harm can be stressful and upsetting. Our schools support staff in a variety of ways, including a debrief with their line manager and/or the Designated Safeguarding Lead as appropriate. Where necessary confidential counselling services and additional resources will be sought.

Supervision

Staff involved in working directly with children/young people, or who are supervising staff who do, will receive regular supervision. This supervision will be half-termly and will provide a space for the staff member to

- reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required;
- talk about issues which they are facing in the work environment, including thoughts that they have in terms of developing the service that is provided to the young children/people; and
- discuss the emotional impact of the role as well as any other issues that they consider relevant.



Covid 19 arrangements (see also [STCAT Staying Safe in School during Covid 19 policy](#))

Our priority is to deliver face-to-face, high-quality education to all pupils/students. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

Despite Covid-19, our schools' child protection policies are fundamentally the same; children and young people always come first, and staff should respond robustly to safeguarding concerns and contact the DSL in line with their established safeguarding procedures. In the unusual circumstance that, due to Covid 19, no DSL or deputies are on site, the DSL or Deputy will be contactable and the Headteacher or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Responding locally

Each school will create 'outbreak plans' to cover the possibility that in their local area it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Given the impact the pandemic has had on education, any measures taken would be a last resort and kept to the shortest period possible. Attendance is still vital and mandatory for all pupils/students of compulsory school age, and it is a priority to ensure that our pupils/students do attend our schools regularly. Where there is a need for remote education, each school will endeavour to provide high quality education and support for all children/young people and will ensure effective safeguards are in place for remote learning in line with [STCAT Remote Learning Policy](#), [UK Safer Internet Centre](#) and [safer working practice](#) guidance. Staff will be aware of the signs and indicators of [cyberbullying](#) and [other risks online](#) and will implement the [20 safeguarding considerations for livestreaming](#) where necessary. Parents and carers will receive information about keeping their children safe online. Our schools will set out their approach, including the sites

children/young people will be asked to access and who from the school (if anyone) their child is going to be interacting with online. Children and young people accessing remote learning will receive guidance on keeping safe online and how to raise concerns with their school, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#). Each school's local academy committee will [review arrangements](#) to ensure they remain appropriate.

Identifying vulnerability

We acknowledge that the pressures on children/young people, their families and staff if an outbreak occurs are significant. There will be heightened awareness of family pressures particularly if parents/carers are also working from home. Staff will be mindful of the mental health of both [children](#) and their [parents and carers](#), involving the DSL about any concerns. Our schools recognise the additional potential for [peer-on-peer abuse](#) during school closures. Our schools have put into place specific arrangements for the following groups, should an outbreak occur:

High priority: Looked after and previously looked after children/young people, those subject to a child protection plan, those who have, or have previously had a social worker, and those with an EHCP - We will expect these children/young people will continue to attend during any time when others are learning remotely. Where this is not possible an individual plan will be drawn up taking into account the specific risks for each child.

Medium priority: Children on the edge of social care involvement or pending allocation of a social worker – A plan will be drawn up for each of these children with an individual member of staff identified to consider their vulnerability. This plan will be shared with other involved agencies. These children may attend virtually or may attend on site with the agreement of the head teacher.

Other children: The class teacher or tutor will consider the vulnerability of each child and may make a recommendation to the head teacher that they are given medium or high priority.

Concerns and allegations about staff, volunteers and contractors

Staff etc. should take care not to place themselves in a vulnerable position with a child/young person. While staff are friendly with children/young people, they do not become friends. No staff member etc. will share their personal details with pupils/students, have on-going contact or relationships with pupils/students outside of school (including social networking) and/or accept or give significant gifts. Staff etc. must adhere to their risk assessment for lone working policy. Any person who is unsure should seek advice from their line manager/the designated safeguarding lead. All staff etc. understand that a child/young person may make an allegation against a member of staff. Any such concern will be reported directly to the head teacher, unless it is about the head teacher, in which case it will be reported directly to the chair of the Local Academy Committee/ management committee or the proprietor. (See Appendix E for details)

Members of staff etc. must advise the head teacher etc. **immediately** if it is alleged current staff (including volunteers) may have:

- 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 the allegation concerns the head teacher staff will immediately inform the Chair of the Local Academy Committee without notifying the head teacher first. The head teacher (or a designate) will follow the STCAT Dealing with Allegations of Abuse against Teachers and other Staff Policy, and where appropriate, discuss the content of the allegation with their local LADO (designated officer for the management and oversight of allegations) and follow their local process for managing allegations about staff etc. Our schools will [make a barring referral to the DBS](#) should an allegation made against a member of staff be upheld. Allegations about prior members of staff or historic allegations will be referred to the police.

Low level concerns

Staff, including volunteers and agency staff, will report to their Headteacher (or Chair of the Local Academy Committee) any concern about other adults working with children/young people, no matter how small they seem. The term low level concern does not mean it is insignificant, it means that the behaviour towards a child/young person does not meet the allegations threshold of harm or is not serious enough to consider a referral to the LADO. It could amount to inappropriate behaviour such as being over friendly with children/young people, having favourites, taking photographs of children/young people on their mobile phone, engaging with a child/young person on a one-to-one basis behind a closed door or secluded area or using sexualised, intimidating or offensive language. Staff etc. are clear about what appropriate behaviour looks like and are trained to help to identify any weakness in their school's safeguarding system.

The Head teacher/Chair of Local Academy Committee will consider whether a low-level concern is in fact an allegation. If there is doubt the LADO should be advised **immediately**.

Whistleblowing

Our schools promote good practice and professional conduct through their organisations. Staff must be committed to providing a high standard of service and understand that children/young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff in our schools will follow the Trust [whistle-blowing policy](#). As necessary, they should speak to their line manager, their Senior Leadership Team, their Head teacher, or others as outlined in the policy.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms. Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers
- d) Anything which is not in the best interest of the child/young person or the organisation
- e) Anything which is illegal or unacceptable behaviour.

If you think that your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly, please follow the Whistleblowing Policy. Concerns can also be made via the prescribed organisation for safeguarding children whistleblowing is the [NSPCC](#): call **0800 028 0285** or email help@nspcc.org.uk.



Staff training

Our strategy has been devised drawing on requirements in DfE guidance, Keeping Children Safe in Education

Principles

The **Designated Safeguarding Lead** of each school will ensure all staff and volunteers have safeguarding children training relevant to their role. Our schools see safeguarding training as an on-going process and the school's Safeguarding Team will ensure there are safeguarding and child protection updates and reminders for all staff at least once a term.

All members of staff, supply staff and volunteers will read the relevant parts of DfE guidance, Keeping Children Safe in Education and will complete a comprehensive knowledge check to verify their understanding.

Job Roles at the school

We have aligned all job roles at our schools depending on role and contact with our children/young people. Each role has specific training requirements.

Requirements for staff undertaking supervision, interview panels and other particular roles are also taken into account.

New staff

Our **human resources lead** will send appointment letters to new staff with links to Part I (or Annex A as appropriate), and Annex B of the current [Keeping Children Safe in Education](#) with a requirement that they are read and understood before they start work. On the first day of work the **designated safeguarding lead** will:

- talk with them about Keeping Children Safe in Education with opportunity for questions,
- introduce them to their school's Safeguarding and Child Protection Policy and pathways for raising concern and
- ensure they know what to do if worried about a child/young person.

At the probationary review new staff will be explicitly asked about any concerns they have for children/young people at the school and any other safeguarding issues they have identified.

Agency staff

Agency staff working at our schools for a month or more will be required to meet the same standards as permanent staff.

Agency staff working for less than one month must read Part I or Annex A (as appropriate) of the current [Keeping Children Safe in Education](#). Their agency must provide written assurance the member of staff has safeguarding children training to the appropriate level for their role in the relevant time period.

Elective Home Education

Where a parent/carer has expressed their intention to remove a child from our setting with a view to educating at home, we will coordinate meeting with them, the relevant Local Authority officers and other key professionals where possible, and ideally before a final decision has been made, to ensure the parents/carers can fully consider what is in the best interests of their child. This is particularly important where a child has special educational needs and/or disabilities (SEND), is vulnerable, and/or has a social worker.

We do this because, whilst many home educated children have a positive learning experience, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. We will never put families under pressure to remove a child to home education because of issues such as behaviour, attendance or academic/SEND concerns.

We understand and support the roles and responsibilities in relation to elective home education as set out in the [DfE guidance for local authorities and parents](#).



Appendix A – definitions of abuse, neglect and specific situations

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on students. 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 young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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 students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students 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 (also known as peer-on-peer abuse) in education and all staff will follow these child protection procedures.

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 mental and physical health or development. Neglect may occur during pregnancy, for example, 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.

Indicators of abuse

Physical signs define some type of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child/young person has been inadequately supervised. The definition of physical signs is complicated, as children/young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to their Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child/young person has been abused.

A child/young person who has been abused or neglected may:

- a) Have bruises, bleeding, burns, fractures or other injuries
- b) Show signs of pain or discomfort
- c) Keep arms or legs covered, even in warm weather
- d) Be concerned about changing for PE, swimming or in residential schools, for bathing/ bed
- e) Look unkempt and uncared for – present as smelly
- f) Change their eating habits
- g) Have difficulty in making or sustaining friendships
- h) Appear fearful
- i) Be reckless with regard to their own or others safety
- j) Self-harm

- k) Frequently miss school or arrive late
- l) Show signs of not wanting to go home
- m) Display a change in behaviour – from quiet to aggressive, or happy go lucky to withdrawn
- n) Challenge authority
- o) Become disinterested in schoolwork
- p) Be constantly tired or preoccupied
- q) Be wary of physical contact
- r) Be involved in, or particularly knowledgeable about drugs or alcohol
- s) Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide how to proceed.



Specific issues

Staff must respond if they identify any of the following:

a) **Domestic Violence and Abuse**

We recognise that Domestic Abuse has a significant impact on a child/young person's development and emotional wellbeing and should always lead to a child protection referral. Domestic abuse is very widespread and where staff have concerns for other staff members they should talk to their supervisor. The Domestic Abuse Act 2021 recognises children/young people as victims in their own right if they see, hear or experience the effects of abuse.

Domestic abuse is defined as any incident or pattern of incidents of physical emotional, economic or sexual abuse, controlling, coercive, or violent or threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

Our schools work with their local Police Service under Operation Encompass (Relay in Luton). The Police notify schools about any domestic abuse incident where the child or young person has been present, to allow the school to take appropriate steps to support their pupil/student during what could be an emotionally difficult day.

The school will talk to parents, children/young people and other agencies about such issues where required.

b) **Physical Intervention and restraint**

Staff must read their school's behaviour policy and code of conduct and understand how to work with children/young people in a person-

centred way and learn to analyse the child/young person's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Our schools' procedures on physical intervention and restraint are set out separately and acknowledge that staff must only ever use physical restraint as a last resort, when a child/young person is endangering themselves or others, and that at all times it must be the minimum force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of a nature which causes injury or distress to a child/young person and is unreasonable under the circumstances may be considered a disciplinary matter.

c) **Bullying**

Bullying between children/young people is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child/young person's wellbeing and in very rare cases has been a feature in the suicide of some children/young people.

All incidences of bullying including cyber bullying and prejudice-based and discriminatory bullying should be reported and will be managed through each school's Anti-Bullying Policy and in some circumstances could lead to a child protection referral. Staff will work with individual children/young people who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the procedures taken are ineffective the

Safeguarding Team will consider implementing child protection procedures.

Staff allowing or condoning bullying may face disciplinary proceedings. This includes cyber, racist, homophobic & gender related etc. bullying. (See also: e) peer on peer/child on child abuse)

d) Child on child sexual violence and sexual harassment and other harmful sexual behaviour.

This is a form of [peer-on-peer abuse](#). Children/young people may be sexually harmed by other children/young people inside or outside of school and online. Our schools have a zero-tolerance approach to sexual violence & sexual harassment and all reports will be taken seriously.

Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern a child/young person may have been sexually abused by another child/young person the school's local authority and parents will be contacted and they will plan together how best to respond.

Our schools regularly review their actions and decisions with locally agreed multi-safeguarding arrangements put in place by the safeguarding partners to ensure that their learners feel confident to make reports and disclosures to their school. We provide support to both alleged victims and perpetrators.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence and

may constitute sexual harassment. Our schools also recognise sexual violence (rape, penetration and sexual assault) and sexual harassment (unwanted conduct of a sexual nature) are crimes and will always follow the DfE [guidance](#) when allegations are received.

e) Peer on peer/child on child abuse

This covers any kind of physical abuse (such as hitting, kicking, shaking, biting and hair pulling), sexual abuse (such as rape, assault by penetration and sexual assault, making someone strip or engage in sexual activity with another), emotional or financial abuse or coercive control exercised between children. It may occur within or out of school and can sometimes be linked to [gang involvement](#). It includes bullying, prejudice-based bullying, discriminatory bullying, cyberbullying, [consensual and non-consensual sharing of nudes and semi-nude images and/or videos](#) (referred to in previous guidance as sexting or youth produced sexual imagery), abuse in intimate personal relationships between peers, [sexual violence, harassment](#) (sexual comments, remarks, jokes and online sexual harassment which can be standalone or part of a broader pattern of abuse).

A whole school preventative approach, which includes focussed staff training, is taken in our schools to enable children/young people to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express views and feedback. It includes easily understood reporting systems that also outline what happens after

the response and how to deal supportively with unsubstantiated, unfounded, false or malicious reports; as well as effective risk assessment and management systems. Even if there are no reported cases of [peer-on-peer abuse](#), our schools are aware that such abuse may still be taking place but is not being reported. They will continue to work with our learners to make procedures more accessible. It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate.

Although both the perpetrator and victim of peer on peer abuse are under 18, understanding the power dynamic between children and young people is very important in helping to identify and respond to peer on peer abuse – there will be a power imbalance and this may be due to age or status – social or economic – and the perpetrator in one situation may be the powerless victim in another so it is essential to try to understand the perpetrator and what is driving their behaviour before taking sanctions.

A thorough investigation of the concerns should take place to include any wider contexts which may be known. However, the victim should always be made to feel safe, and actions will need to be taken to separate victim and perpetrator and ensure that the abuse is not allowed to continue. Staff will remain vigilant and will not downplay the scale or scope of abuse. The issues of the interplay between power, choice and consent should be explored with children/young people. How a setting responds is seen to influence the confidence of others to report what is happening to them. Harmful sexual behaviour must be

addressed to help prevent problematic, abusive and/or violent behaviour in the future. How a school responds to a disclosure or incident of a sexual nature will impact future victims of sexual violence or sexual harassment. Children/young people may not directly inform staff about their abuse. It may be that staff overhear a conversation or changes in the child/young person's behaviour indicate abuse or harm. Sexual assault can result in a range of health needs so the school's safeguarding team will signpost to sources of support.

f) **Racist and other hate incidents**

The St Thomas Catholic Academy Trust values each member of each school community as an individual created in the image of God. It is therefore committed to equality of opportunity for all staff, students and visitors, and to meeting the requirements of the [Equality Act 2010](#). Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes, this might mean giving people extra help so that they have the same chances. We follow the [Trust Equality policy](#) and acknowledge incidents of racist, disablist, homophobic, transphobic or other hate incidents may lead to consideration as a disciplinary matter and/or under Child Protection procedures. All hate incidents, including for example jokes, name-calling or excluding someone on the basis of race, disability, religion, sexual orientation, gender fluidity etc. will be taken seriously and must be reported to the school's head teacher.

Forced Marriages & 'Honour' Based Abuse

Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family).

So-called 'honour-based' abuse (HBA) 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.

If staff become aware of either possibility it must be reported immediately to the school's Safeguarding Team or the Police.

g) Female Genital Mutilation

Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to mental and physical health. The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child, and enacted the FGM Act 2003 which includes [mandatory reporting](#) by teachers who become aware that this may be planned or has happened for any child (U18). Access e-learning on FGM [here](#). More information is available [here](#).

h) Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. It can include being threatened, forced or manipulated into:

- Child sexual exploitation
- Working in cannabis factories
- Shoplifting
- Pickpocketing
- Vehicle crime
- County lines
- Modern slavery
- Serious violence

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation. More information is available [here](#).

i) Criminology, anti-social or gang related behaviour

Schools can identify children/young people involved in these kinds of behaviours. We will be particularly aware of the risks of our more vulnerable children/young people being drawn into challenges and difficulties and respond with sensitivity rather than judgement.

Our schools recognise the particular issues in their local community and respond with awareness and sensitivity to the pressures on children/young people, while holding firm boundaries around the school to ensure it is a

safe place for children/young people. They achieve this through the promotion of equality and choice throughout the curriculum and school values. They also build relationships with children/young people, understand who they admire and relate to, and create an environment where it is safe to talk about even the most difficult of things.

Where schools become aware of the [signs of gang activity](#) they will talk with the child/young person and their family, link with preventative services in their area and where necessary [involve the Police](#).

j) **Serious violence & Knife Crime**

Knife crime does occur in our schools' local communities, and they take particular steps to reduce the impact on their children/young people. Central to this is awareness through the curriculum and in the relationships children/young people have with staff. Our schools will report the carrying of knives, but more importantly will explore with children/young people who are concerned safe ways to manage their fears and enable them to build safe relationships with adults so they can talk to us when worried about themselves, their family, their friends or others in the community.

k) **Children/young people at court**

Where courts are involved in children/young people's lives our schools will take additional steps to support them and their family. This includes facilitating access to an age appropriate [guide for young witnesses](#), or supporting families going through separation with [help on child arrangements](#).

l) **Family in prison**

We recognise the additional risks for children/young people with family members in prison. Our schools will adapt to support the different arrangements required and take action to support the child/young person in school following the guidance of the [National Information Centre on Children of Offenders](#).

m) **Homelessness & Poverty**

Children/young people's life chances are dependent upon a complex combination of household income, equality of opportunities and social inclusion/exclusion. While some children/young people who grow up in low-income households will go on to achieve their full potential, many others will not. Poverty places strains on family life and excludes children/young people from the everyday activities of their peers.

Coupled with poverty our schools have a heightened awareness of homelessness. The definition of homelessness means not having a home of your own. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.

Poverty and homelessness may have an impact in terms of tiredness, appearance, mental and physical health, stress, anxiety, attainment, self-esteem and vulnerability to the other safeguarding issues identified.

Our schools pay particular attention to these children/young people, providing support for engagement wherever possible and talking to parents about their worries. Where these issues are causing the child/young person significant harm, the child protection process is followed.

n) **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and / or coercion of children/young people under the age of 18 into penetrative or nonpenetrative sexual activity in exchange for things such as money, gifts, accommodation, affection, or status. The victims can be male or female. The manipulation or 'grooming' process involves befriending children/young people, gaining their trust, and often feeding them drugs and alcohol, or making them look at sexual images or watch sexual activities, encouraging children/young people to behave in sexually inappropriate ways or grooming a child/young person over the internet, as a one-off occurrence or over a long period of time, before the abuse begins. It may also happen without the child/young person's immediate knowledge by for example, others sharing videos or images of them on social media. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. While children/young people may believe they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. CSE is a serious crime and can have a long-lasting adverse impact on a child/young person's physical and emotional health. It may also be linked to child trafficking. All staff must be aware of the indicators of sexual exploitation and all concerns reported immediately to their school's Safeguarding Team. Further information is [available here](#).

o) **Substance misuse**

Our schools take a serious view of substance misuse while recognising that children/young people may get caught up in misusing substances through vulnerability or exploitation.

All cases of substance misuse should be brought to the attention of the head teacher and Designated Safeguarding Lead who will consider both the pupil/student behaviour policy and any factors that may indicate a child/young person needs help or protection.

p) **County Lines**

County lines are a network between an urban centre and county location where drugs are sold often over a mobile phone. Children and vulnerable people are used to transport drugs, cash or even weapons. It can involve intimidation, blackmail and serious violence.

We recognise the potential for these issues near our schools and are particularly aware of the risks to children/young people who are, or previously have, been subject to safeguarding concerns, where there are unstable home conditions, social isolation, significant money issues or homelessness, gang activity or where children/young people have been excluded from education.

Our schools will be vigilant for the for the [signs of exploitation](#) and take prompt action to involve [the Police](#) and Children's Services where concerned.

q) **Trafficking**

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter a country

illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival at their destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

- Children/young people are a special case: any child/young person transported between or within countries or cities/towns for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for children/young people to give informed consent under these circumstances.
- Even when a child/young person understands what has happened, they may still appear to submit willingly. Any concerns about trafficking and exploitation must be reported to the school's Safeguarding Team immediately.

r) **Radicalisation and Extremism**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism includes, for example, far right views, animal rights activism and religious fundamentalism.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children/young people may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital our staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the child/young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child/young person may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the child/young person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child/young person may have perceptions of injustice; a feeling of failure; rejection of civic life;

- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need or disability** – children/young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Radicalisation

In order to reduce the risks of children/young people being radicalised our schools have:

- Ensured their Designated Safeguarding leads, deputies and a substantial portion of the staff group have completed Prevent training;

- maintained and applied a good understanding of the relevant guidance in relation to preventing children/young people from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raised awareness about their role and responsibilities in relation to protecting children/young people from radicalisation and involvement in terrorism;
- raised awareness about the safeguarding processes relating to protecting children/young people from radicalisation and involvement in terrorism;
- identified the Designated Safeguarding Lead as the first point of contact for case discussions relating to children/young people who may be at risk of radicalisation or involved in terrorism;
- collated relevant information from referrals of vulnerable children/young people into the Channel process (where applicable);
- ensured their Designated Safeguarding Lead (or designate) can attend Channel meetings as necessary and carry out any actions as agreed;
- ensured that progress on actions would be reported to the Channel Co-ordinator; and
- shared any relevant additional information in a timely manner.

Further information can be [found here](#).

s) **Online or internet use**

For many adults, there is a separation in their minds between 'real life' and the 'online world'. The connected world embraces both online and offline and is the norm for most children/young people, having grown up with the use of mobiles phones, tablets and computers on a daily basis. While mobile devices are a source of fun, entertainment, communication and education we know that

some adults and children/young people will use these technologies to harm children/young people. Our schools' policies state they may not be used in school time. The harm might range from hurtful and abusive texts and e-mails, to enticing children/young people to engage in sexually harmful conversations, webcam photography or face-face meetings. In many cases, abuse will take place concurrently via online channels and in daily life. Children/young people can also abuse their peers online via abusive, harassing, and or misogynistic messages, the non-consensual sharing of indecent/sexual images, especially around chat groups and the sharing of abusive images and pornography to those who do not wish to receive such content. Our schools' online safety policies explain how we try to keep children/young people safe in the home. Our schools follow [UK Council for Internet Safety and Department for Education Guidance](#) around 'sharing nudes and semi-nudes' – staff will immediately report concerns to their Designated Safeguarding Lead.

Social networking sites are the more obvious sources of inappropriate and harmful behaviour and children/young people cannot access these on our IT system. We will work with children/young people on how to maintain their own safety and how to summon help if they are concerned about what they see online. Some children/young people will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe.

Our schools' staff Code of Conduct policies provide further advice and guidance regarding the use of social networking and electronic communication with children/young people in

our care. In our schools, online safety is considered whilst planning the curriculum, any teacher training, when planning the role and responsibilities of the designated safeguarding lead and any parental engagement.

Further information can be found in our schools' online-safety policies.

t) **Photography and images**

The vast majority of people who take or view photographs or videos of children/young people do so for entirely innocent, understandable and acceptable reasons. We know some people abuse children/young people through taking or using images, so our schools must ensure that the following safeguards are in place.

While parents may be permitted to bring in a camera to events, no staff member should use their personal equipment to take photographs of children/young people. Our schools provide equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy, they should contact their head teacher.

To protect children/young people our schools will:

- a) seek parental consent for photographs to be taken or published (for example, on their website or in the newspapers or other publications).
- b) ensure that the child/young person is appropriately dressed.
- c) encourage children/young people to tell them if they are worried about any photographs that are taken of them.

Consensual sharing of indecent and/or sexual images, especially between older children/young people of the same age, may

require a different response. It might not be abusive but children/young people need to know it is illegal, whilst non-consensual is illegal and abusive. Staff should be aware that many indecent images in current circulation were taken by the child/young person themselves or peers (see DfE advice: [consensual and non-consensual sharing of nude and semi-nude images and/or videos](#), for further information). Sex, sexuality and relationships should be an age-appropriate topic in the home and include what to do if children/young people are worried about an image they see.

u) **Private Fostering**

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian or person with parental responsibility. Close relatives include parents, stepparents, aunts, uncles, brothers, sisters and grandparents.

By law, the relevant local authority must be told about all private fostering situations. The child/young person's parents, private foster carer and anyone else (including the school) involved in/aware of the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person and ensure advice, help and support is available when needed.

v) **Body Image and confidence**

Children/young people come under increasing pressure to conform to so-called ideals by peers, adults, sometimes parents, the mass media, [through social media](#) and through their own view of themselves. [Research](#) shows more than half of children/young people worry about the way they look, and this can lead to withdrawal, isolation, emotional and, at its extremes serious, physical harm. Our schools work assertively to tackle these values, support individuality and teach body confidence at each school and encourage children/young people to work together to present a positive and healthy view of body shape.

w) **Young carers**

Young carers are 18 or under and help look after a relative who has a condition, such as a disability, illness (including 'long covid'), mental health condition, or a drug or alcohol problem. Most young carers look after one of their parents and/or care for siblings. They do extra jobs in and around the home, such as cooking, cleaning, helping with medication or helping someone to get dressed and move around. Some children/young people give a lot of physical help to a parent or sibling who is disabled or ill. Along with doing things to help, they may also be giving emotional support to family members.

Children and young people should not undertake inappropriate or excessive caring roles which impact on their development. The [Care and Support Statutory Guidance 2016](#) (First contact & identifying needs, s6.68-6.73) lists some duties which would be considered inappropriate, but you should also consider the impact of the following caring responsibilities on children/young people:

- personal care such as bathing and toileting
- strenuous physical activity such as lifting
- administering medication
- maintaining the family budget
- emotional support to the adult

x) **Children/young people going missing**

All staff are aware that children/young people going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child/young person going missing in future. Staff are aware of their school's unauthorised absence and children missing from education procedures.

y) **Modern slavery**

Modern slavery is the illegal exploitation of people for personal or commercial gain. Victims are trapped in servitude, which they are deceived and coerced into, and feel they cannot leave. It can include:

- human trafficking
- sexual exploitation
- criminal exploitation
- forced labour
- domestic servitude

Our schools work within the remit of their local Modern Slavery procedures. Concerns will be referred to children's services or [the police](#) for them to then follow the [National Referral Mechanism](#).

z) **Children/young people who have previously had a social worker**

Children/young people who have previously been 'looked after' by a local authority or had a social worker may require additional support. This includes children/young people who have returned home from care, who have been adopted, or who are care leavers.

Our schools will assess the need for additional support to all children/young people who have previously had a social worker.

Appendix B – The Designated Safeguarding Lead

The Local Academy Committee of each school will ensure there is a suitably qualified and trained Designated Safeguarding Lead (DSL) who is a senior member of the leadership team, with at least one Deputy trained to the same level. The following responsibilities form part of the DSL's Job Description. The DSL will:

- Ensure safeguarding children/young people is a central ethos in their school
- ensure all staff are familiar with the Safeguarding Children policy and part 1 (or Annex A as appropriate) and Annex B of Keeping Children Safe in Education.
- Ensure all staff have developed skills and knowledge to identify and report abuse, including safeguarding concerns or allegations of abuse against staff.
- Be the first point of contact for any member of staff worried about a child/young person and provide advice and support to resolve that concern. The DSL will ensure they or a Deputy is available to staff during school hours and for any out of hours/out of term activities.
- Maintain oversight and hold ultimate lead responsibility (which cannot be delegated) for any concern about a child/young person, including children/young people requiring early help or child protection. This will include managing referrals by ensuring they or a deputy are allocated to any child/young person referred to children's services (including children/young people in care and those who have returned home from care). This person will keep the DSL up to date (if not the DSL), communicate all significant information and provide reports to other agencies and attend all relevant meetings for that child/young person.
- Ensure the child protection files are up to date and kept in a secure and confidential place with concerns and referrals in separate files for each child/young person in line with Keeping Children Safe in Education. When children/young people leave our schools, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL should plan for the transition of children/young people early and consider what information is to be shared ahead of the file transfer. Files should be sent securely, and confirmation of receipt obtained.
- Refer cases as necessary to other agencies, including the Channel programme where there is a concern about radicalisation, [the Police where a crime may have been committed](#) and the Disclosure & Barring Service. The DSL will also liaise with senior mental health leads in their schools.
- Take the lead responsibility for promoting educational outcomes i.e. the academic progress and attainment, of children or young people in need (including those who have or have had a social worker) and maintaining their high aspirations by knowing the welfare, safeguarding, and child protection issues that children/young people are

experiencing or have experienced. The DSL will ensure relevant staff have information to help these children/young people achieve, identify the challenges they may experience and enable access to adjustments to best support their progress.

- Where they are not the head teacher, liaise closely with the headteacher about any ongoing enquiries, police investigations or concern for children.
- Ensure the Safeguarding Children policy is reviewed at least annually, is available publicly and that parents are aware of the role of the school in safeguarding children including referral to other agencies
- Review the staff CPD programme to ensure information is updated, particularly that peer on peer abuse, sexual violence and sexual harassment and harmful sexual behaviour is understood by all staff, and to ensure there is an annual review of online safety
- Consider how barriers to reporting could be overcome for children with SEND or physical health issues
- Check safer recruitment processes are compliant
- Receive relevant safeguarding training (along with any deputy DSLs) at least every two years and Prevent awareness training. The DSL and their deputies must seek out additional learning opportunities (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) to ensure their knowledge and skills are refreshed regularly (at least annually) and they are aware of any change in requirements, including through their local safeguarding children partnership. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures, and responsibilities of other agencies, particularly children's social care.

Appendix C – The Local Academy Committee and LAC Safeguarding Governor

Local Academy Committees and Directors

- have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to Keeping Children Safe in Education, ensuring policies, procedures, training and the teaching of safeguarding in their schools or colleges are effective and comply with the law at all times. Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children should also be followed
- should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements (Safeguarding Director and Safeguarding LAC Governor). This person should be trained in line with local safeguarding children board/partnership (LSCB/P) requirements.
- should ensure they facilitate a whole school/college approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, all operating with the best interests of the child at their heart. They should ensure there are appropriate policies and procedures in place in order for action to be taken in a timely manner to safeguard and promote children's welfare including: an effective child protection policy, a behaviour policy, a staff behaviour policy, appropriate safeguarding arrangements for children who go missing from education, a safer recruitment policy etc.
- should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed (in line with Keeping Children Safe in Education requirements) to the role of designated safeguarding lead, as well as one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead, in line with LSCB/P requirements. Local Academy Committees and Directors should also ensure that all staff undergo safeguarding and child protection training (including online safety) on a regular basis, in line with any advice from the LSCB/P.
- should ensure that the school/college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. Local Academy Committees, Directors, school senior leadership teams, and designated safeguarding leads should follow their LSCB/P arrangements.

- must comply with the Data Protection Act 2018, and the UK General Data Protection Regulation duties and other obligations to process personal information fairly and lawfully and to keep the information held safe and secure.

Appendix D - Links to relevant legislation and guidance

[Working together to safeguard children](#): A guide to inter-agency working to safeguard and promote the welfare of children DfE 2018 (updated December 2020)

[Misuse of Drugs Act 1971](#)

[Keeping Children Safe in Education](#), DfE 2021

[Teaching online safety in school](#): Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects, DfE June 2019

[SEND Code of Practice](#): 0 to 25 years
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities DfE, 2015 (updated April 2020)

[Children missing education](#): Statutory guidance for local authorities, DfE 2016

[Framework for the Assessment of Children in Need and their Families](#) 2000 (archived 2013)

[What to do if you're worried a child is being abused](#): Advice for practitioners, DfE, 2015

[The Equality Act 2010](#): guidance. Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty

[Safeguarding children who may have been trafficked: practice guidance](#), HMG, 2011

[Revised Prevent duty guidance: for England and Wales](#), HO 2021

[Protecting children from radicalisation: the prevent duty](#), DfE 2015

[Children Act 1989](#)

[Human Rights Act 1998](#)

[UN Convention on the Rights of the Child](#)

[Data Protection Act 2018](#)

[Data protection: toolkit for schools, DfE 2018](#)

[Guide to the UK General Data Protection Regulation \(UK GDPR\)](#), ICO

[Sexual Offences Act 2003](#)

[Children Act 2004](#)

[Education Act 2002](#)

[Protection of Freedom Act 2012](#)

[Counter-Terrorism and Security Act 2015](#)

[Female Genital Mutilation Act 2003](#)

[Serious Crime Act 2015](#)

[Mandatory reporting of female genital mutilation: procedural information](#), HO 2016

[The Anti-social Behaviour, Crime and Policing Act 2014](#)

[Forced Marriage guidance](#), FCO & FCDO 2013 (updated 2021)
[Malicious Communications Act 1988](#)

[Communications Act 2003](#)

[Public Order Act 1986](#)

[The Modern Slavery Act 2015](#)

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#), HMG 2018

[Mental health and behaviour in schools, DfE 2018](#)

[The Domestic Abuse Act 2021](#)

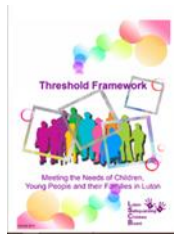
Appendix E – Key Staff - Cardinal Newman Catholic School

Headteacher	Andrew Bull
DSL & role (L3 trained)	Glenn Billington (Assistant Headteacher)
Deputy DSL(s) & role (L3 trained)	Michelle Chappell (Deputy Headteacher) Claire Daly (Deputy Headteacher) Helen Fay (Deputy Headteacher)
Additional Safeguarding professionals	Kirsty Bradshaw (Lead Operative Safeguarding Professional) Nicki Brown (Family Worker)
Chair of Local Academy Committee	Fiona Traynor-Bucknall (ftraynor-bucknall@stcat.co.uk)
Safeguarding Governor	Dee Drennan
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duff (eduffy@stcat.co.uk)
Prevent SPOC	Glenn Billington
Encompass / Relay SPOC	Glenn Billington Deputy SPOC – Kirsty Bradshaw
Designated Teacher for Looked After Children	Glenn Billington Deputy – Kirsty Bradshaw
Staff who have undertaken Safer Recruitment training	Andrew Bull Michelle Chappell David Martin Helen Fay Claire Daly Glenn Billington Sharon Bradley Emma Thoulass Gemma Young Avril Dowdeswell Kelly Bignall Kesan Govender Laura Wigley Lawrence Makokha Paul Hegarty Sian Streeter Urvashi Makwana Yann Le Coguic Shelley Blackbird Angela Hutcheson Kendra Slawinski

Useful Information and Links (Use these and the above staff information to personalise this policy to your school)

[Luton Safeguarding Children Board](#)

[Luton Threshold Framework](#)



[Luton SCB Child Protection Procedures](#)

Luton Multi Agency Safeguarding Hub

01582 547653 or (Out of hours number 0300 3008123)

Luton Prevent Team

Email prevent@luton.gov.uk

Luton LADO

01582 548069 or via email on LADO@luton.gcsx.gov.uk

[LADO Allegations Flowchart](#)

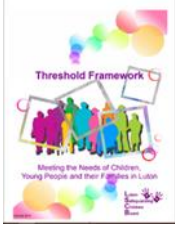
[Luton SCB Child Protection Procedures Escalation Policy](#)

[Luton SCB Child Protection Procedure on Safer Recruitment](#)

Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies. In Luton, the arrangements continue to be referred to as Safeguarding Children and Adult's Boards.

Appendix E – Key Staff - St Martin de Porres Catholic Primary School

Headteacher	Nicola Morgan
DSL & role (L3 trained)	Michelle Button (Assistant Headteacher)
Deputy DSL(s) & role (L3 trained)	Louise Jarvis (Family Worker) Annette Barnaville (Deputy Headteacher) Hayley Gallagher (Deputy Headteacher)
Additional Safeguarding professionals	Nicola Morgan Asha Gherra Jane Chiverton
Chair of Local Academy Committee	Jane Crow - Chair
Safeguarding Governor	Jane Crow (jcrow@stcat.co.uk)
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy (eduffy@stcat.co.uk)
Prevent SPOC	Nicola Morgan
Encompass / Relay SPOC	Nicola Morgan
Designated Teacher for Looked After Children	Jane Chiverton
Staff who have undertaken Safer Recruitment training	Nicola Morgan Michelle Button Cheryl Harris Annette Barnaville Hayley Gallagher
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	<p>Luton Safeguarding Children Board Luton Threshold Framework</p>  <p>Luton SCB Child Protection Procedures</p> <p>Luton Multi Agency Safeguarding Hub 01582 547653 or (Out of hours number 0300 3008123)</p>

	<p>Luton Prevent Team Email prevent@luton.gov.uk</p> <p>Luton LADO 01582 548069 or via email on LADO@luton.gcsx.gov.uk LADO Allegations Flowchart</p> <p>Luton SCB Child Protection Procedures Escalation Policy Luton SCB Child Protection Procedure on Safer Recruitment</p>
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies. In Luton, the arrangements continue to be referred to as Safeguarding Children and Adult's Boards.

Appendix E – Key Staff - St Margaret of Scotland Catholic Primary School

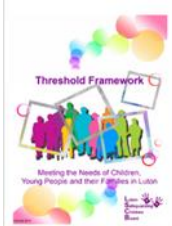
Headteacher	Gabrielle Somes
DSL & role (L3 trained)	Gabrielle Somes (Headteacher)
Deputy DSL(s) & role (L3 trained)	Jenny Newman (Deputy Headteacher) Julie Barnaville (Family Worker) Julie Wiles (Family Worker)
Additional Safeguarding professionals	
Chair of Local Academy Committee	Debbie Main (main@nores.org.uk ,
Safeguarding Governor	Joe Richardson
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy (eduffy@stcat.co.uk)
Prevent SPOC	Jenny Newman
Encompass / Relay SPOC	Julie Barnaville and Julie Wiles
Designated Teacher for Looked After Children	Jenny Newman
Staff who have undertaken Safer Recruitment training	Gabe Somes Jenny Newman Amanda Webb Suzanna Neate
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	<p>Luton Safeguarding Children Board Luton Threshold Framework</p>  <p>Luton SCB Child Protection Procedures</p> <p>Luton Multi Agency Safeguarding Hub</p>

	<p>01582 547653 or (Out of hours number 0300 3008123)</p> <p>Luton Prevent Team Email prevent@luton.gov.uk</p> <p>Luton LADO 01582 548069 or via email on LADO@luton.gcsx.gov.uk LADO Allegations Flowchart</p> <p>Luton SCB Child Protection Procedures Escalation Policy Luton SCB Child Protection Procedure on Safer Recruitment</p>
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies. In Luton, the arrangements continue to be referred to as Safeguarding Children and Adult's Boards.

Appendix E – Key Staff - St Mary’s Catholic Primary School


Headteacher	Steve Chiswell
DSL & role (L3 trained)	Sarah Ball (SENDCo)
Deputy DSL(s) & role (L3 trained)	Steve Chiswell Amanda Dowling
Additional Safeguarding professionals	
Chair of Local Academy Committee	Colette Donohue (colette.donohue@icloud.com)
Safeguarding Governor	Pauline Cotton
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy
Prevent SPOC	Steve Chiswell
Encompass / Relay SPOC	Sarah Ball / Steve Chiswell
Designated Teacher for LAC	Sarah Ball
Staff who have undertaken Safer Recruitment training	Steve Chiswell Sarah Ball
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	<p>Luton Safeguarding Children Board Luton Threshold Framework</p>  <p>Luton SCB Child Protection Procedures</p> <p>Luton Multi Agency Safeguarding Hub 01582 547653 or (Out of hours number 0300 3008123)</p>

	<p>Luton Prevent Team Email prevent@luton.gov.uk</p> <p>Luton LADO 01582 548069 or via email on LADO@luton.gcsx.gov.uk LADO Allegations Flowchart</p> <p>Luton SCB Child Protection Procedures Escalation Policy Luton SCB Child Protection Procedure on Safer Recruitment</p>
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies. In Luton, the arrangements continue to be referred to as Safeguarding Children and Adult's Boards.

Appendix E – Key Staff - St Vincent’s Catholic Primary School


Headteacher	Steve Chiswell
DSL & role (L3 trained)	Sarah Ball (SENDCo)
Deputy DSL(s) & role (L3 trained)	Steve Chiswell Adrienne Azzopardi
Additional Safeguarding professionals	
Chair of Local Academy Committee	Colette Donohue (colette.donohue@icloud.com)
Safeguarding Governor	Pauline Cotton
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy
Prevent SPOC	Steve Chiswell
Encompass / Relay SPOC	Adrienne Azzopardi / Sarah Ball
Designated Teacher for Looked After Children	Adrienne Azzopardi
Staff who have undertaken Safer Recruitment training	Steve Chiswell Colette Donohue Sarah Ball
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	<p>Central Bedfordshire Safeguarding Children Board Central Bedfordshire Assessment and Thresholds Guidance</p>  <p>Central Bedfordshire SCB Child Protection Procedures</p> <p>Central Bedfordshire Access and Referral Hub (including Prevent referrals)</p>

	<p>0300 300 8585 or (if out of hours, the social care emergency duty team on 0300 300 8123)</p> <p>Central Bedfordshire's Allegations Manager (LADO) 0300 300 5026 / 0300 300 8142</p> <p>Central Bedfordshire SCB Child Protection Procedures Escalation Policy</p> <p>Central Bedfordshire SCB Child Protection Procedure on Safer Recruitment</p>
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies. In Central Bedfordshire, the arrangements continue to be referred to as the Safeguarding Children Board.

Appendix E – Key Staff - St Joseph’s Catholic Secondary School


Headteacher	Ciran Stapleton
DSL & role (L3 trained)	Sophie Cheston (DSL/HOY)
Deputy DSL(s) & role (L3 trained)	Vicki Buchanan (DDSL)
Additional Safeguarding professionals	James Gibbons Rob Dann Kelly Riddles
Chair of Local Academy Committee	Roman Kulczykowski (R.Kulczykowski@st-josephs.slough.sch.uk)
Safeguarding Governor	Jim Hayes
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy
Prevent SPOC	Rob Dann
Encompass / Relay SPOC	Sophie Cheston
Designated Teacher for Looked After Children	Sophie Cheston
Staff who have undertaken Safer Recruitment training	Ciran Stapleton Oona McAteer Fahimah Araf James Gibbons Rob Dann Denise Jay Jeremy Smith Jacky Cope
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	<p>Slough Safeguarding Partnership Slough Safeguarding Partnership Thresholds Guidance: Children</p>  <p>Slough Multi Agency Safeguarding Children Partnership Procedures</p>

	<p>Slough Referral and Assessment Hub Child Protection: 01753 875362 or (if out of hours, the emergency duty team on 01344 786543) Early Help and general enquiries: 01753 477321</p> <p>Slough Prevent Team 01753 875201 or email Prevent@slough.gov.uk</p> <p>Slough Designated Officer (LADO) Tel: 01753 474053 or email: lado@slough.gcsx.gov.uk</p> <p>Slough Safeguarding Partnership Resolving Professional Disagreement and Escalation Policy Slough Safeguarding Partnership Guidance for Safe Recruitment</p>
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies.

Appendix E – Key Staff - St Ethelbert’s Catholic Primary School and Nursery


Headteacher	Fiona Maynard
DSL & role (L3 trained)	Jo Rodrigues (Deputy Head)
Deputy DSL(s) & role (L3 trained)	Fiona Maynard (Headteacher)
Additional Safeguarding professionals	Kerry Slattery, Safeguarding and Pupil Well-being Officer
Chair of Local Academy Committee	Catherine Hayes (c.hayes@stethelberts.slough.sch.uk)
Safeguarding Governor	Catherine Hayes
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy
Prevent SPOC	Kerry Slattery
Encompass / Relay SPOC	Kerry Slattery
Designated Teacher for Looked After Children	Jo Rodrigues
Staff who have undertaken Safer Recruitment training	Fiona Maynard, Alyssa Mercer, Emma Harper, Jess Page and Jay Nandhra
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	<p>Slough Safeguarding Partnership Slough Safeguarding Partnership Thresholds Guidance: Children</p>  <p>Slough Multi Agency Safeguarding Children Partnership Procedures</p> <p>Slough Referral and Assessment Hub Child Protection: 01753 875362 or (if out of hours, the emergency duty team on 01344 786543)</p>

	<p>Early Help and general enquiries: 01753 477321</p> <p>Slough Prevent Team 01753 875201 or email Prevent@slough.gov.uk</p> <p>Slough Designated Officer (LADO) Tel: 01753 474053 or email: lado@slough.gcsx.gov.uk</p> <p>Slough Safeguarding Partnership Resolving Professional Disagreement and Escalation Policy Slough Safeguarding Partnership Guidance for Safe Recruitment</p>
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies.

Appendix E – Key Staff - St Anthony’s Catholic Primary School and Nursery

Headteacher	Siobhan Oppe
DSL & role (L3 trained)	Jess Costelloe
Deputy DSL(s) & role (L3 trained)	Siobhan Oppe
Additional Safeguarding professionals	Sue Hayes (SENDco) Ruth Russell (ASENDco) Carol Vaughan (Learning Mentor) Alpita Chavda (Year 1 teacher) Daljit Dhani (Office manager)
Chair of Local Academy Committee	Margaret Matthews (margaret.matthews6@gmail.com)
Safeguarding Governor	Margaret Matthews
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy
Prevent SPOC	Jess Costelloe
Encompass / Relay SPOC	Jess Costelloe
Designated Teacher for Looked After Children	Jess Costelloe
Staff who have undertaken Safer Recruitment training	Siobhan Oppe Jess Costelloe Lucy Blackinston Nikki Tew
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	<p>Slough Safeguarding Partnership Slough Safeguarding Partnership Thresholds Guidance: Children</p>  <p>Slough Multi Agency Safeguarding Children Partnership Procedures</p> <p>Slough Referral and Assessment Hub Child Protection:</p>

	<p>01753 875362 or (if out of hours, the emergency duty team on 01344 786543) Early Help and general enquiries: 01753 477321</p> <p>Slough Prevent Team 01753 875201 or email Prevent@slough.gov.uk</p> <p>Slough Designated Officer (LADO) Tel: 01753 474053 or email: lado@slough.gcsx.gov.uk</p> <p>Slough Safeguarding Partnership Resolving Professional Disagreement and Escalation Policy Slough Safeguarding Partnership Guidance for Safe Recruitment</p>
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies.

Appendix E – Key Staff - St Joseph’s Catholic Infant School and Nursery

Headteacher	Ann Taylor
DSL & role (L3 trained)	Ann Taylor Hayley Tobin (DHT)
Deputy DSL(s) & role (L3 trained)	Hayley Tobin Jo Stone (pre-school manager)
Additional Safeguarding professionals	Kath Brooks (Club Manager)
Chair of Local Academy Committee	Sonia Ibbotson
Safeguarding Governor	Sonia Ibbotson
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy
Prevent SPOC	Ann Taylor
Encompass / Relay SPOC	Ann Taylor
Designated Teacher for Looked After Children	Ann Taylor
Staff who have undertaken Safer Recruitment training	Ann Taylor Nicky Jones (Governor Nov 2021) Lesley Jacques (Office Manager Nov 2021) Hayley Tobin (DHT Nov 2021)
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	Buckinghamshire Safeguarding Children Partnership Buckinghamshire Family Information Service SchoolsWeb Education Safeguarding Advisory Service – 01296 387981 First Response Team (including Early Help, Channel) – 01296 383962 (out of hours: 0800 999 7677) Local Authority Designated Officer (LADO) – 01296 382070 Bucks Family Information Service – 01296 383065

	Buckinghamshire Council Equalities and School Improvement Manager – 01296 382461 Buckinghamshire Council Prevent Co-ordinator – 01296 674784 Thames Valley Police – 101 (999 in case of emergency)
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies.

Appendix E – Key Staff - St Edward’s Catholic Junior School and Nursery

Headteacher	Suzette Harris
DSL & role (L3 trained)	Suzette Harris
Deputy DSL(s) & role (L3 trained)	Joanna Heritage (Deputy Headteacher)
Additional Safeguarding professionals	Clare Halewood (Learning Support Mentor)
Chair of Local Academy Committee	Elaine Sidhu (chairofgovernors@stedwards.bucks.sch.uk)
Safeguarding Governor	Elaine Sidhu
Chair of Board of Directors	Elizabeth Duffy (eduffy@stcat.co.uk)
Safeguarding Director	Elizabeth Duffy
Prevent SPOC	Suzette Harris
Encompass / Relay SPOC	Suzette Harris
Designated Teacher for Looked After Children	Suzette Harris
Staff who have undertaken Safer Recruitment training	Suzette Harris
Useful Information and Links (Use these and the above staff information to personalise this policy to your school)	<p>Education Safeguarding Advisory Service - 01296 382912 ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</p> <p>First Response Team (including Early Help, Channel) 01296 383962 (Out of hours 0800 999 7677) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p> <p>Local Authority Designated Officer (LADO) 01296 382070</p>

	<p>The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis</p> <p>Bucks Family Information Service 01296 383065 Information for families on a range of issues including childcare, finances, parenting and education</p> <p>Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines Schools Web School bulletin, Safeguarding links, A-Z guide to information and services BCC Equalities & School Improvement Manager 01296 382461 BCC Prevent Co-ordinator 01296 674784</p> <p>Thames Valley Police 101 (999 in emergency)</p>
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Local Multi Agency Safeguarding Arrangements

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies.