



Safeguarding and Child Protection Policy and Procedures

2026

'.... there is something **extraordinary** and **wondrous** in everybody as

unique creations of God.

We **value** all our children as **children of God** and **celebrate difference** and **diversity** within a **safe, encouraging** Christian school environment in which all **flourish**.

Therefore, all will aspire with God's strength to reach for the stars.

"I can do all things through him who strengthens me."

Philippians 4:13

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INTRODUCTION

St Mary's CE Primary school fully recognises its responsibilities for safeguarding and Child Protection.

This policy is for the purpose of:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection is only one part of safeguarding and promoting welfare. By working proactively with other agencies, the need for action, to protect children from harm should be reduced.

Children defined as 'in need' are those whose vulnerability is such they are unlikely to reach their potential without the provision of services.

St Mary's CE primary school Designated Safeguarding Leader is:

Mrs C Morton *Headteacher*

The Deputy Designated Safeguarding Leads are:

Miss D Challenger *Home/School Link Worker*

Mrs C Miah *Senior Assistant Headteacher*

Miss A Doorbar *Assistant Headteacher*

Mrs A Mutarah *KS1 lead*

The Local Authority Agency Link for training is

Claire Myatt

Our policy applies to all staff, Trustees and volunteers working in the school, who have a key duty to safeguard and promote the welfare of children.

A child is anyone who hasn't reached their 19th birthday.

All visitors to the school must comply with the school policy and protocols for safeguarding and are advised and supported accordingly on arrival to and for the duration of their visit to the school.

At St Mary's CE Primary School, we are committed to safeguarding children and young people and we expect everyone who works in, or visits our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

This school recognises its legal duty to work with other agencies in protecting children from harm and in responding to abuse.

We aim to encourage open and accepting attitudes towards children as part of our responsibility for pastoral care.

We trust that parents and children will feel able to talk about any concerns and that they will see the school as a safe place if there are difficulties at home.

Children's fears and worries will be taken seriously if they ask for help from a member of staff.

However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1. We believe that children must be protected from harm at all times.
2. We believe every child and young person should be valued, safe and happy.
We want to make sure that children and young people we have contact with know this and are empowered to tell us if they are suffering harm.
3. We want children and young people who use or have contact with our school to enjoy what we have to offer in safety.
4. We want parents and carers to be supported to care for their children in a way that promotes their child's health and well-being and keeps them safe.
5. We will review our Child Protection and Safeguarding Policy and procedures every year or more frequently if necessary to make sure they are still relevant and effective.

LEGAL FRAMEWORK

St Mary's CE Primary School will fulfil their local and national responsibilities as laid out in the following documents:

‘Working Together to Safeguard Children’ (2023), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

The guidance is available via the following link

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

“Keeping Children Safe in Education” (September 2026), which is the statutory guidance for Academies and Colleges. The guidance is available via the following link

This policy has been updated to reflect the statutory guidance *Keeping Children Safe in Education 2026*, effective from 1 September 2026. All staff are required to read and understand Part One of KCSIE 2026 and comply with safeguarding duties outlined within the guidance

https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf

“What to Do if Worried a child is being Abused: Advice for Practitioners” (March 2015)

The guidance is available via the following link:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

“The Prevent duty: safeguarding learners vulnerable to radicalisation (Sept 2023)

. The guidance is available via the following link:

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

“The Prevent Duty Departmental, advice for Academies and child care providers (June 2015).

The guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Furthermore, we will follow the procedures set out by the Stoke-on-Trent Safeguarding Children’s Board:

<https://safeguardingchildren.stoke.gov.uk>

Working together to improve good attendance – August 2024

https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

St Marys CE Primary carries out an annual audit of its Safeguarding which is a requirement of the Education Act 2002 & 2006.

Links should be made with other relevant guidelines, policies and procedures such as (but not limited to):

- Administration of Medicines Policy
- Peer on Peer Abuse Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and
- Procedures Complaints Procedure
- E-safety Policy
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments
- Mental health Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Pastoral Care Policy
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- PSHE policy
- Recruitment and Selection Policy and procedures
- Special Educational Needs and Disabilities Policy
- Staff code of conduct/behaviour policy

Safeguarding Statement

St Mary's CE Primary School is a Christian school where the entire atmosphere is pervaded by the conviction that there is something mysterious, and potentially wonderful, in everybody. Christian principles therefore underpin everything we do, so that good manners, good discipline and respect become part of everyday life. Every child here is valued as a unique individual.

Our school is governed by the four values which can be rooted in Biblical teaching that underpin our daily existence at school and hopefully also at home.

These are; "Respect, Pride, Endeavour and Love".

Children understand these and can apply them to situations in school.

We will respect our parents, teachers and the law and values of Great Britain and each other.

Signs of Safety

It is essential for safeguarding teams within the city to be current with new approaches to transitional working.

As a result, designated staff within St. Mary's CE Primary school will undertake training for Signs of Safety.

The Signs of Safety risk assessment process integrates professional knowledge with local family and cultural knowledge and helps keep the safety and well-being of the child at the centre of the work.

This proactive approach allows a partnership to develop with parents and professional alike to focus on the safety of the child.

Consent

Whilst professionals should in general discuss any concerns with the child, their parents/carers and where possible should seek their agreement to making referrals to First Response/SRT, **this should only be done where such discussion and agreement seeking will not place the child or others at increased risk of suffering significant harm.**

Consent / agreement is not required for Child Protection referrals; however, the referring professional, would need to, where possible.

Discuss with and inform parents or carers that you are making a referral as stated above, **unless** by alerting them you could be putting that child or others at risk.

Safeguarding Arrangements

Safeguarding is everyone's responsibility: all Staff, Local Governing Committee members and Volunteers should play their full part in keeping children safe.

That St Mary's CE Primary School operates a child-centred approach, with a clear understanding of the needs, wishes, views and voices of children.

That all Staff, Local Governing Committee members and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report.

This also includes knowledge in the process for allegations against professionals. Staff, Local Governing committee members and Volunteers should feel confident that they can report **all matters of safeguarding children**, where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

Children who may require Family Help

Staff and Volunteers working within the school should be alert to the potential need for Family Help for children, considering following the procedures identified for initiating Family Help for a child who

- Is disabled and has specific additional needs
- Has special educational needs

- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour.
Including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs and alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child
- Children missing for periods of time from school
- Children who has a family member in custody or the judicial system

Staff should also be alert to children who:

- Are experiencing mental health difficulties.
- Are subject to child-on-parent or child-on-carer abuse.
- Are in kinship care arrangements.
- Are vulnerable to online exploitation.
- Are vulnerable to serious violence or criminal exploitation.

These children may require Family Help or statutory intervention

These children are therefore more vulnerable; the school will identify who the vulnerable children are, ensuring Staff and Volunteers know the processes to secure advice, help and support where needed.

There are 5 main elements to our Policy, which are described in the following sections:

- 1. The types of abuse that are covered by the policy;**
- 2. The signs of abuse that Staff and Volunteers should look out for;**
- 3. Roles and responsibilities for Safeguarding;**
- 4. Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children;**
- 5. How the school will ensure that all Staff and Volunteers are appropriately trained and checked for their suitability to work within the school;**

How the policy will be managed and have its delivery overseen

Our policy is made available to parents, via our website and a hard copy on request.

Our policy will be reviewed annually, or sooner as required relating to any changes in statutory legislation or local guidance and recommendations.

The Head teacher, supported by the Senior Leadership Team and the Local Governing Committee will oversee delivery of the policy into working practices, supported by the Safeguarding review and audit processes across the year.

Types of abuse

Recognising the Signs and Symptoms of Abuse

It is important in this section to provide definitions of abuse and the school should advise that all staff need to familiarise themselves with these definitions. It is also important in this section that you reflect your organisations commitment to ensuring that all workers have a basic awareness of child abuse and how you will ensure this happens i.e. through training. More information regarding training can be sourced at:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/professionals/training/>

Working Together to Safeguard Children 2023 defines the main categories of child abuse, which is also used for the purposes of drawing up Child Protection plans for children at risk of harm. The categories are as follows:

Categories of Abuse

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born; neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Abuse

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation,

kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

Emotional abuse is 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 children 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 children.

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

Signs and Symptoms of Abuse

There is no clear dividing line between one type of abuse and another. The following section is divided into four areas to help categorise what may be seen or heard. Children/young people may show symptoms from one or all of the categories. This should not be used as a checklist. Workers and volunteers should be aware of anything unusual displayed by the child.

PHYSICAL SIGNS OF ABUSE	• Bruise marks consistent with either straps or slaps • Undue fear of adults - Fear of going home to parents or carers • Aggression towards others • Unexplained injuries or burns, particularly if they are recurrent and especially in non-mobile babies • Any injuries not consistent with the explanation given for them • Injuries that occur to the body in places which are not normally exposed to falls, rough games etc. • Reluctance to change for, or participate in games or swimming • Bruises, bites, burns, fractures etc. which do not have an accidental / satisfactory explanation • Cuts/scratches/substance abuse • Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding / squeezing with a tight grip, biting, and burning. • Fabricated illness – see SSCB website for the procedure inc. signs and symptoms. • Exposure to danger / lack of supervision.
NEGLECT	• Under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc. • Injuries that have not received medical attention • Inadequate/inappropriate clothing • Constant hunger • Poor standards of hygiene • Untreated illnesses • Persistent lack of attention, warmth or praise

EMOTIONAL SIGNS OF ABUSE	• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression / aggression, extreme anxiety • Nervousness, frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration
INDICATORS OF POSSIBLE SEXUAL ABUSE	• Inappropriate relationships with peers and/or adults • Persistent tiredness • Running away/stealing/lying • Humiliating, taunting or threatening a child whether in front of others or alone • Persistent lack of attention, warmth or praise • Shouting/yelling at a child • Radicalisation – use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others • Language and drawing inappropriate for age • Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour • Regularly engages in age inappropriate sexual play • Sexual knowledge inappropriate for their age • Wariness on being approached • Soreness in the genital area or unexplained rashes or marks in the genital areas • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thigh or buttock

INDICATORS OF POSSIBLE SEXUAL ABUSE (continued)	• Any allegations made by a child concerning sexual abuse • Sexual activity through words, play or drawing • Child who is sexually provocative or seductive with adults • Inappropriate bed-sharing arrangements at home • Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations • Eating disorders - anorexia, bulimia • Unaccounted sources of money • Telling you about being asked to 'keep a secret' or dropping hints or clues about abuse Remember - Signs and symptoms often appear in a cluster, but also many of the indicators above may be caused by other factors - if in doubt check it out. The most important factor is a report by the child
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Child on Child Abuse (Bullying) and forms of bullying including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse.

(Please see our Anti Bullying Policy)

Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding that we will endeavour to ensure our Staff, Local Governing Body and Volunteers are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Honour based abuse
- Female Genital Mutilation (FGM)
- Forced Marriage

- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Mental Health
- Private Fostering
- Radicalisation
- Sexting
- Trafficking
- Peer on peer abuse
- Children missing from home or care
- Up Skirting/ Down blousing
- Serious Violence
- Children missing from education

Broad government guidance on the issues listed above can be found <https://safeguardingchildren.stoke.gov.uk/professionals?categoryId=3>

For Local guidance and training/support - please also refer to:

<https://safeguardingchildren.stoke.gov.uk/homepage/17/professionals>

Specific Safeguarding Issues Prevent Duties

St Mary's CE Primary School will ensure all staff including Local Governing Body and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Headteacher / and Local Governing Body will:

- Adopt the PREVENT Policy as recommended by Stoke on Trent Children's Safeguarding Board (March 2019) and undertake the associated audit/action plan annually (as minimum)
- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure staff implement the duty

We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. Records are to be made, updated and stored as appropriate.

We use the Local Authority case referral pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to **PREVENT/CHANNEL** and/or social care.

Child Sexual Exploitation and Sexualised Behaviour

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Although the majority of children at risk of Child Sexual Exploitation (CSE), are children and young people who attend secondary school, primary school aged children can also be at risk, or can be vulnerable to early grooming prior to entering secondary school.

For this reason, we ensure that staff have a clear understanding of the definition of CSE and the risk indicators, as well as the procedures which are to be followed. We ensure that curriculum based learning has embedded within it a range of opportunities to enhance self-awareness, self-esteem and resilience in children so they are less likely to become involved in situations of CSE later on.

Our PSHE curriculum lessons support them in awareness of what safe social interactions feel like and how they need to be tuned into their feelings so they can gauge when then may be in a risky situation. Lessons focus on promoting healthy interactions, positive relationships and independent self-care skills for children, and will enable teachers to alert children to the dangers of grooming and CSE in a way that respects their right to feel safe and that is appropriate for their age/stage of development.

Practitioners use correct anatomical language for naming body parts.

E-Safety policies are rigorous and E-Safety is taught throughout the school so that children know how to keep themselves safe online.

We also provide guidance and support for parents and carers.

Staff observe behaviour closely. When sexualised behaviour has been observed, where a child or parent has informed staff that such behaviour has taken place, or where potential CSE indicators have been highlighted, they will record this as an incident.

Below Low	Age-appropriate sexual exploration	No action; continue to log observations on My Concern
		Inform parents/carers to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the

Low	Inappropriate sexual behaviour which is not considered to be abusive. Low level understanding of online safety, which has led to inappropriate online activity or contact with unknown individuals that could put the child at risk of CSE	behaviours, and consider a possible referral to other agencies e.g. CAHMS, Educational Psychologist, Behaviour Improvement Team, CSC. Work with the family to offer further education on online safety and the risks of CSE. Complete a referral form and email to the CSE Social Work (for information only).
Medium / High	Inappropriate sexual behaviour which when put together with other information might be an indication that the child is a victim of CSE or that the child is experiencing sexual abuse. Sexual behaviour which constitutes an offence.	Consider instigating an 'Family Help'. A discussion should take place with Children's Social Care to determine next steps - e.g. informing parents, investigation, and Police involvement. If necessary, this should then be escalated to the Safeguarding Referral Team or Local Support Team. A MARF should be completed and emailed to SRT along with the RFM. The RFM should also be emailed to the CSE Social Worker.

The DSL will investigate the incident, or behaviours that have taken place and make a considered assessment of its nature before deciding on the appropriate next steps.

Female Genital Mutilation (FGM)

St Mary's CE Primary School recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action.

All suspected or actual cases of FGM is a Safeguarding concern in which Safeguarding Procedures will be followed.

Private Fostering

Definition of a Private Fostering Arrangement

A privately fostered child is a child under 16 years old (or 18 years old if disabled) living away from his/her birth parents for longer than 28 days with a person who is not:

- A parent of the child
- Someone who has parental responsibility for the child
- A close relative of the child

Definition of a Close Relative:

The Children Act 1989 (Section 105) defines a relative in relation to a child as: a grandparent, brother, sister, uncle or aunt (whether of the full blood or half blood or by affinity) or step parent (a married step parent, including a civil partnership). This excludes unmarried couples but in practice, unmarried or putative fathers will be included in all decision-making.

There is a duty on the part of parents and prospective carers entering into private fostering arrangements to notify their local authority. This is in order to safeguard and protect the child's welfare as well as ensuring that the child, carer and parent are receiving appropriate support and help.

Signs that a child might be privately fostered

Consider the following:

- Is the child under the age of 16 (or 18 if disabled)?
- Is the child new to your school?
- Although there may be a number of reasons for a child joining the school, including being in local authority foster care or a member of a travelling community, a new child could be a privately fostered child.
- Has the child mentioned that they are no longer living at home / living with someone else?
- Is the child accompanied to school by someone other than a parent/recognised carer?
- Has a child disappeared from your school without a given reason?
- Is the child's carer vague about the child's education, their routines and needs?
- If the child has come from overseas, do you know the purpose of the visit and the living arrangements? Are they accompanied by their parents? Is the child here for the purposes of education?
- Could the child be a trafficked child?

St Mary's CE Primary School recognises and understands that there is now a mandatory reporting duty to report to the Local Authority any signs which suggest that a child may be privately fostered. Failure to do so may result in disciplinary action.

All suspected or actual cases of Private Fostering is a Safeguarding concern in which Safeguarding Procedures will be followed.

Child on Child Abuse

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. At the St Mary's we are committed to ensuring that any form of child on child abuse or harmful behaviour is dealt with immediately and consistently.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as Child Protection issues.

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuses and sexual exploitation, bullying, cyber bullying and sexting. It may be appropriate to regard a young person's behaviour as abusive if some of the following features are present:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person
- The allegation refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Sexual Violence, such as rape, assault by penetration and sexual assault
- Sexual Harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or a broader pattern of abuse
- Up skirting, (this is now a criminal offence) which 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
- Down blousing which typically involves taking photos down a blouse or shirt
- Indicates that young people outside the school may be affected by this student

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any concerns or disclosures regarding child on child abuse should be treated in the same way as other safeguarding matters through following this policy.

A factual record should be made of the allegation and the DSL informed.

The DSL will follow through the outcomes of the discussion and make a referral where appropriate.

If the allegation indicates that a potential criminal offence has taken place the police will be informed. Parents, of both the pupil/s being complained about and the alleged victim/s, will be informed and kept updated on the progress of the allegation/referral.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the secure safeguarding records. If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.

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

Serious Violence

All Staff should be aware of indicators, which may signal that children are at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

Roles and responsibilities for Safeguarding:

All organisations that work with children share a commitment to safeguard and promote their welfare and hold shared responsibility.

1. Local Authority have a duty to safeguard and promote the welfare of children in need.
2. Social Care has to ensure children are protected from harm or risk of social exclusion. They act as the principal point of contact for children of whom there are concerns.
3. Schools have a crucial role in identifying concerns and possible abuse/neglect at an early stage.
4. Health Professionals support and promote health and development from birth
5. Housing Officers recognising welfare issues in their daily contact with families
6. Police have to uphold the law and prevent crime
7. Faith Communities carry an important role in supporting families.

Violence Against Women and Girls (VAWG)

The school recognises that violence against women and girls can begin with harmful attitudes and behaviours displayed during childhood.

We are committed to:

- Challenging misogynistic attitudes and behaviours.
- Promoting respectful relationships.
- Educating pupils about consent, respect and equality in an age-appropriate manner.

- Identifying and responding to harmful sexual behaviour.
- Ensuring all forms of sexual harassment and sexual violence are taken seriously and never dismissed as "banter", "part of growing up" or "just joking".

Staff will remain vigilant to signs of harmful attitudes towards women and girls and report concerns to the DSL.

Mental Health and Emotional Wellbeing

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

Staff should be particularly alert to:

- Persistent low mood.
- Anxiety.
- Self-harm.
- Eating disorders.
- Suicidal ideation.
- Significant changes in behaviour.

Where concerns exist, staff must record concerns on MyConcern and discuss them with the DSL without delay.

The school will work with families and partner agencies to secure appropriate support through Family Help, CAMHS and specialist services where required.

As outlined at the start of this policy document, the Designated Safeguarding Lead(s) are: Mrs C Morton

Deputy Designated Safeguarding Leads

Miss D Challenger Mrs C Miah Miss A Doorbar Mrs A Mutarah

The designated governor for Child Protection and safeguarding is:

Fr John Stather

We recognise that because of the day to day contact with children, School staff are well placed to observe the outward signs of abuse. The School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse

We will follow the procedures set out by the Local Safeguarding Children's Board and the locally agreed inter-agency procedures and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have at least one Designated Safeguarding Leader (DSL) who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for Child Protection and safeguarding
- Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Leader(s) and has an understanding of their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for Child Protection
- Ensure that parents have an understanding of the responsibility placed on the School and staff for Child Protection by setting out its obligations in the School prospectus
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the Child Protection Register
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations
- Ensure information sharing, including transfer of files follows guidance and legislation on Secure Information Sharing
- Follow procedures that comply with guidance from the Local Authority where an allegation is made against a member of staff or volunteer
- To assign an appropriate Local Governing Committee disciplinary and complaints committee if required
- A designated Governor with responsibility for Child Protection must liaise with the Local Authority in the event of allegations of abuse being made against the Headteacher
- Child Protection statistics must be reported at least annually to the Governing Body with due regard given to confidentiality
- Ensure safe recruitment practices are always followed

Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children:

PROCEDURE FOR ALL STAFF TO FOLLOW

The Three “E” s

When trying to decide whether the concerns are sufficient to require action, judgements should be based on:

- **Evidence** - what have I seen or heard? (Write it down verbatim)
- **Experience** - what does my past involvement with Child Protection and with this child / family tell me?
- **Empathy** - what non-verbal / intuitive cues am I aware of?

N.B. It is not the School's job to decide whether the child has been abused or by whom. If necessary, the designated person(s) responsible will consult the SRT team (Safeguarding Referral Team) **Tel: 01782 235100**

<https://safeguardingchildren.stoke.gov.uk>

However, if unsure as to whether or not a referral into SRT is required, then the designated person(s) responsible should contact a Social worker from the Locality Team to discuss concerns and ascertain whether or not the concerns meet the threshold for safeguarding.

When the concerns do meet the threshold for a safeguarding referral, SRT should be contacted and a Transitional (Multi-Agency) Referral Form (MARF) must be completed and submitted as directed.

Where the concerns do not meet the threshold for safeguarding, discussions with a Social Worker from the Locality Team can take place with regard to what support can be offered and what action needs to be taken to address concerns.

- If staff have any **safeguarding concerns** about a child, they are required to report them initially, and swiftly, using the Record of Concern My Concern system and procedure, to the Designated Safeguarding Leader(s) who will then decide if outside agencies responsible for investigation and Child Protection need to be contacted.
- Do not delay in reporting. If it is not possible to immediately log the record of concern on My Concern, please ensure that you have spoken to the DSL or deputy DSL – to ensure swift action can be taken – the ‘golden hour’
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure **they should always speak to the Designated Safeguarding Leader**. In **exceptional circumstances**, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care
- **Staff must record any and all concerns using the RECORD OF CONCERN on My Concern system and procedures.** Please ensure the level of detail required and ensure factual recording of information only.

- Attempts will also be made by the DSL to discuss significant concerns with the family prior to making a referral to Social Services **unless there are legitimate concerns that such discussions may increase the likelihood of risk to the child.**
- School staff **should not carry out investigations nor decide whether children have been abused. This is a matter for the specialist agencies.**
- All staff should be familiar with the procedures for keeping a confidential written record of any incidents. The School will seek advice from the SRT Team or the Police if unsure how to proceed.
- If any child is injured accidentally, parents will be informed immediately and all accidental injuries will be recorded in line with the School's accident reporting system.

TALKING TO AND LISTENING TO CHILDREN

Receive

- **LISTEN** to the child, if you are shocked at what they say to you try not to show it. Take what they say to you seriously, children rarely lie about abuse and if they are not believed it adds to the traumatic nature of disclosing. They may retract what they have said if they meet with revulsion or disbelief.
- **ACCEPT** what they say, be careful not to burden them with guilt by asking "why didn't you tell me before?"

Reassure

- **STAY CALM**, reassure the child that they have done the right thing in talking to you. Be honest with the child, do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now"
- **DO NOT** promise confidentiality, you have a duty under Section 47 of The Children Act 1989 to refer a child who is at risk.
- **TRY** to alleviate any feelings of guilt that the child displays, i.e. "You are not alone; you are not the only one this sort of thing has happened to"
- **ACKNOWLEDGE** how hard it must have been for the child to tell you what has happened.
- **EMPATHISE** with the child, don't tell them what they should be feeling

React

- **REACT** to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, **DO NOT** interrogate the child or make investigations with third parties to establish any of the facts.
- **DO NOT** examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid) **DO NOT** take photographs of injuries.
- **AVOID** asking leading questions, i.e. “did he touch you?” You need to be careful about what you ask the child, you may taint any evidence being put before a court.
- **USE** open questions, such as “anything else you would like to tell me?” “when did it happen?” **USE ‘TED’** Tell me, **E**xplain, **D**escribe.
- **DO NOT** criticise the perpetrator, the child may love him/her and reconciliation may be possible.
- **DO NOT** ask the child to repeat what has been said to another member of staff.
- **EXPLAIN** what you have to do next and to whom you have to talk to.
- **INFORM** the designated lead for Child Protection
- **RECORD AS SOON** as it reasonably practical, make notes on what has happened and add them, or work with the DSL to add them to My Concern
- **DO NOT** destroy these notes, they should be retained in a safe place. The court in any legal process may require them.
- **Record Place, Date, Time** and the details of the child involved. Record any noticeable non-verbal behaviour of the child. If the child uses their own words to describe sexual organs/acts, record those words spoken do not translate them into proper words.
- If you have identified any injuries draw a diagram to indicate positioning. This can then be added to the body map on MY CONCERN.
- Be objective in your recording include statements made, observational things, rather than assumptions or interpretations.
- Rely on **FACT**, a fact is any event that can be perceived by one of the five senses.
- **DO NOT** ask a child to sign a written copy of the disclosure or a ‘statement’
- **DO NOT** discuss this with anyone other than the DSL

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

CHECKING OF STAFF AND VOLUNTEERS

Parents can feel confident that careful procedures, through the Disclosure and Barring Service (DBS), are in place to ensure that all staff appointed are suitable to work with children. DBS Procedures are also applied to voluntary helpers and nonteaching staff.

Volunteers and Regulated Activity

From September 2026, the supervision exemption has been removed for regulated activity.

Volunteers who teach, train, instruct, care for or supervise children may be undertaking regulated activity even when supervised.

The school will:

- Assess all volunteer roles.
- Obtain Enhanced DBS and Children's Barred List checks where required.
- Maintain accurate Single Central Record entries.
- Review volunteer recruitment and induction processes annually.

Governors, trustees and leaders will ensure compliance with the Crime and Policing Act 2026 requirements regarding regulated activity.

- At the start of every academic year, staff are reminded to disclose any information to the headteacher that could change the status of their current DBS. All staff and Trustees sign and date a form to this affect. This information will be used to risk assess and a further DBS check will be made if necessary.

ADDITIONAL INFORMATION

- Child Protection and safeguarding will be addressed through and across the curriculum as appropriate, but especially in our Citizenship and through ICT and Thought for the Day for E Safety.

St Mary's CE Primary School will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. All children are encouraged to show respect for others and to take responsibility (appropriate to age) for protecting themselves. Parents have the responsibility of helping children to behave in non-violent and non-abusive ways towards both staff and pupils. Parents can feel confident that careful procedures, through the Disclosure and Barring Service (DBS), are in place to ensure that all staff appointed are suitable to work with children. DBS Procedures are also applied to voluntary helpers and nonteaching staff.

Gender Questioning Children

The school recognises that children who are questioning their gender may require additional support and safeguarding consideration.

Staff will:

- Maintain a child-centred approach.
- Act in the best interests of the child.
- Work collaboratively with parents where appropriate.
- Consider all safeguarding, wellbeing and vulnerability factors.
- Seek advice from the DSL where any safeguarding concerns arise.

Decisions affecting individual children will be considered carefully on a case-by-case basis and in line with current Department for Education guidance.

ATTENDANCE AND SAFEGUARDING

1. Statutory Obligations

From **1 September 2025**, attendance will be recognised as a statutory safeguarding issue, under the updated **KCSIE 2025** guidance. Our school is committed to upholding this requirement by following “Working Together to Improve School Attendance” and promptly escalating any safeguarding concerns stemming from absences to Children’s Services.

2. Monitoring and Record-Keeping

We will maintain precise attendance registers and be prepared to share daily attendance data with the Department for Education as required by admissions regulations and penalty notice frameworks.

3. Identifying Risks

All staff must be vigilant for **unexplained or persistent absences**, understanding these may signal serious safeguarding issues. Where such patterns emerge, escalation pathways will be followed without delay.

4. Staff Training and Policy Integration

Attendance protocols will be integrated with safeguarding procedures in our policy suite, and all staff will be trained on recognising and responding to attendance-related safeguarding concerns.

5. Governance and Oversight

The governing body will regularly review attendance data, interrogate trends for possible safeguarding implications, and ensure our school’s approach to attendance is safe, effective, and compliant.

Attendance is recognised as a vital safeguarding responsibility.

Being absent from education, as well as missing education, may be an indicator of abuse, neglect, child sexual exploitation, child criminal exploitation, mental health concerns or other safeguarding risks.

Staff must remain vigilant regarding patterns of absence and report concerns immediately to the DSL

Please see attendance policy for further information

INFORMATION SHARING

Sharing Information with other Academies/Schools

Child Protection information must be transferred as soon as possible to the pupil's new Academy/School, but kept separately from the main pupil file. Parental consent is not required to transfer this data, since it is held to prevent harm to a child. Where parents object, the fact should be recorded and the reasons to transfer should be noted.

Information should be securely transferred by post or by direct transfer by Designated Safeguarding Leader to the Designated Safeguarding Leader at the Academy/School the pupil is transferring to. Ensure a written receipt is obtained. Custody of and responsibility for the records then passes to the Academy/School the pupil transfers to.

Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". 2023.

The guidance is available via the following link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

ONLINE SAFETY AND FILTERING/MONITORING

Filtering and Monitoring

The effectiveness of filtering and monitoring systems will be formally reviewed and recorded at least annually and whenever significant changes occur within the school's technology infrastructure.

Governors and leaders will receive assurance reports regarding:

- Effectiveness.
- Risks identified.
- Remedial actions taken.

Staff understand their roles and responsibilities for online monitoring and reporting concerns. Staff should be aware that online risks include:

- Content risks.
- Contact risks.
- Conduct risks.
- Commercial risks.
- Misinformation.
- Disinformation.
- Conspiracy theories.

Online safety forms part of the school's whole school safeguarding approach

USE OF AI IN SCHOOL

Artificial Intelligence (AI), Deepfakes and Emerging Technology

The school recognises that advances in AI can create new safeguarding risks.

Risks may include:

- AI-generated intimate images.
- Deepfake images and videos.
- Online grooming using AI-generated content.
- Disinformation, misinformation and conspiracy theories.
- Manipulated content designed to deceive children.

Staff will:

- Remain vigilant to emerging online harms.
- Report concerns immediately to the DSL.
- Educate pupils about identifying misleading or manipulated content.
- Follow DfE guidance regarding the safe use of generative AI.

Any AI-generated sexual image involving a child will be treated as a safeguarding matter and managed in line with statutory guidance.

How the school will ensure that all Staff and Volunteers are appropriately trained, and checked for their suitability to work within the school:

How the policy will be managed and have its delivery overseen:

Training:

The School is committed to ensuring that all staff and volunteers working with children have the core skills and knowledge as a foundation of best practice in collaborative working to safeguard and protect our young people from harm.

It is a statutory requirement that individual agencies/organisations are responsible for ensuring that their staff are competent and confident to carry out their responsibilities for safeguarding and promoting children's welfare. The school, supported by Stoke-on-Trent Safeguarding Children Board (SCB), undertakes rigorous training programmes in order to support front-line service delivery designed to safeguard children.

Safeguarding training is undertaken at a number of levels to address the learning needs of staff based upon their degree of contact with children and or parents/carers; their level of responsibility and independence of decision making.

All safeguarding training delivered to or accessed by staff is quality assured by the Headteacher, Clare Morton.

Recruitment, Staffing:

As a school, we operate under a Safer Recruitment Policy and set of procedures. Advice can be sought from HR. We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff

who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;

- We will check the identity of a person being considered for appointment and their right to stay in the UK;
- We will undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We will ensure Staff and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post; We will apply the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty.
- We will have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor.
- Our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children
- If a Governor is involved in what is defined as regulated activity, then that person has the appropriate DBS / other checks required.
- We understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises. Any allegations against a member of staff who are associated with the clubs would be dealt with through the LADO process and allegations/ concerns would be recorded and recommendations actioned.

ALTERNATIVE PROVISION

1. When placing a pupil in AP, **St Mary's** remains fully responsible for the child's safeguarding. We will:
 - Require **written confirmation** that all relevant safeguarding checks have been carried out by the AP provider.
 - Require the provider to notify us of any **staff changes** affecting the pupil's safety so we can ensure new staff have the appropriate checks.
 - Maintain an accurate **record of the pupil's location**, including AP provider addresses and any satellite sites.
 - Conduct **half-termly reviews** to verify attendance, safety, and the continued suitability of the placement.
 - **Immediately review and, if necessary, terminate** placements when safeguarding concerns are identified until such concerns have been satisfactorily addressed.
2. **Mobile Phones and Smart Devices**
3. The school recognises that personal mobile devices can present safeguarding risks.

4. Staff, visitors and volunteers will comply with the Staff Code of Conduct regarding mobile devices.
5. Pupil access to mobile phones will be managed in accordance with the school's behaviour and online safety policies.
6. The use of devices to create, share or store inappropriate images is strictly prohibited and will be treated as a safeguarding concern. Please see Mobile Phone policy.

Allegations of abuse made against a person who works with children

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.

Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately.

Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the Designated Senior Manager, Mrs C Morton (Headteacher).

It is important that you do not share your concerns with anyone else unless the Headteacher is unavailable and you are asked to do so by a member of SLT.

If the allegation is against the Headteacher, it should be reported to the Chair of Local Governing Committee, Fr J Stather.

A member of the Office staff will provide the number. It is important that you do not share your concerns with anyone else unless Chair of Local Governing Committee is unavailable and you are asked to do so by the Vice Chair.

Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff.

In line with government guidance and SSCB procedures, the Headteacher / Chair of Local Governing Committee will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

- 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 if they work regularly or closely with children

(Dealing with allegations of Abuse Against teachers and Other Staff – DFE statutory guidance 2012)

This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if a Child Protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm'.

If this is the case a referral will be raised with the relevant Safeguarding team and a section 47 Child Protection strategy meeting will be convened that the Headteacher / Chair should attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Joint Evaluation Meeting (JEM) to consider the issues and any action required.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve a Senior HR advisor for the School.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will take appropriate investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when appropriate, in line with current guidance.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

All staff are referred to the SCB website for latest guidance on managing allegations against staff or volunteers.

Managing Allegations:

All staff are referred to the SCB website link below for latest guidance on managing allegations against staff or volunteers:

Please note: This guidance should be referred to, and followed as required, **via the link above**. Please do not download a copy, as it is regularly refreshed and updated.

The Designated Safeguarding Leader(s) will be the person(s) to make referrals.

The Designated LADO manager for Stoke on Trent is **Talitha Thompson**

Contact Details for the LADO – Stoke-on-Trent.

The Safeguarding Referral Team (SRT) 01782 235100

(Monday to Thursday, 8.30am to 5pm and Friday 8.30am to 4.30pm)

In an emergency outside office hours' telephone 01782 234234

If parents have any concerns they should be addressed to the Head Teacher, Mrs C Morton or the Chair of Local Governing Committee, Fr J Stather.

Organisations and Individuals Using School Premises

The school recognises its safeguarding responsibilities when external organisations, clubs, tuition providers, sports providers and community groups use school premises.

Any safeguarding concerns arising from these organisations will be referred through appropriate safeguarding and LADO procedures.

Safeguarding arrangements and recruitment checks may be requested before access to facilities is granted

ROLE OF THE DESIGNATED LEAD

(from Keeping Children Safe in Education 2025)

General Information:

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;

- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The Designated Safeguarding Lead is expected to:

- liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for Child Protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

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

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

- understand the assessment process for providing Family Help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;

- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Staff Reading Requirements

From September 2026, all staff, volunteers, governors and trustees must read and understand Part One of Keeping Children Safe in Education 2026. The previous option of reading Annex A has been removed. Staff will confirm annually that they have read, understood and will comply with Part One and any safeguarding updates issued throughout the year.

Raise Awareness

The Designated Safeguarding Lead should:

- ensure the school's Child Protection policies are known, understood and used appropriately;
- ensure the school's Child Protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection file

Where children leave the school ensure their Child Protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The school uses My Concern to log any concerns across the school. All staff have their own protected log in details.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the Designated Safeguarding Lead, to define what "available" means and whether in exceptional circumstances availability via phone and Zoom or other such media is acceptable.

It is a matter for individual schools and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Next review: September 2027

Signed: C Morton **Headteacher**

Signed: Fr J Stather **Chair of Trustees**

Policy Date: September 2026

Appendix A
Stoke on Trent City Safeguarding
<https://www.icmec.org/wp-content/uploads/2018/08/NSPCC-role-designated-safeguarding-lead-dsl.pdf>

Appendix B

Flow Chart for raising Safeguarding concerns about a Child

