



**Corpus Christi Catholic Primary School**  
**CHILD PROTECTION AND SAFEGUARDING POLICY**

*Joyfully, unique in Jesus' family we learn to use our special gifts  
to love, serve and make the world a better place.*

<b>Child Protection and Safeguarding Policy</b>			
<b>Approval</b>		Board of Governors	
<b>Chairperson</b>	Anna Murphy-Sullivan	<b>Headteacher</b>	Simon Lennon
<b>Date of last review</b>	November 2024	<b>Date of review</b>	November 2025
<b>Date of next review</b>	November 2026	<b>Maintenance</b>	SSD Committee

*'Whoever welcome one such child in my name, welcomes me' Matthew 18:5*

## 1. Purpose:

The Governing Body and staff of Corpus Christi Catholic Primary School recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. The Governing Body will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupils' concerns will be listened to and acted upon.

Corpus Christi Catholic Primary School is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to exercise a duty of care for young people, to safeguard their well-being and to protect them from abuse. All staff are encouraged to think that it 'could happen here' and are instructed to share all concerns with the safeguarding team.

The Governing Body will ensure that the school carries out its statutory duties.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

***Safeguarding and promoting the welfare of children is the responsibility of everyone in the school.***

***The best interests of the child will be paramount in adults decision making.***

### 1.1 Aims of the Policy

- To raise the awareness of **all** (teaching and non-teaching), school staff (including volunteers) of the importance of safeguarding pupils, and of their responsibilities for identifying and reporting actual or suspected abuse.
- To ensure that all staff are properly trained in recognising and reporting safeguarding issues.
- To ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
- To promote effective liaison with other agencies in order to work together for the protection of all pupils.
- To support pupils' development in ways which will foster security, confidence and independence.

**1.2 Contacts:** in the event of a safeguarding concern the following people may be contacted in line with policy:

Safeguarding Lead	Simon Lennon (Headteacher)	office@cccpschool.com
Designated Safeguarding Lead (DSL)	Eithne Boyce (Deputy Headteacher)	office@cccpschool.com
Deputy Designated Safeguarding Lead (DDSL)	Amy Stewart (Inclusion Lead)	office@cccpschool.com
Lead Safeguarding Governor	Anna Murphy Sullivan (Chair of Governors)	anna.murphysullivan@cccpschool.com
Nominated Safeguarding Governor	Neville Conn (Vice Chair of Governors)	neville.conn@cccpschool.com
BCP Children's First Response Hub	01202 123334 Out of Hours: 01305228558	<a href="mailto:childrensfirstresponse@bcpcouncil.gov.uk">childrensfirstresponse@bcpcouncil.gov.uk</a>

### 1.3 Contents:

1. Aims, Contacts and Contents
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### 2. Legislation and statutory guidance:

The Department for Education's statutory guidance [Keeping Children Safe in Education 2025](#)

[Working Together to Safeguard Children](#) 2023

[Working Together to improve school attendance](#) 2024

[Working together to safeguard children 2023 Summary of changes](#) and the [Governance Handbook](#).

We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [DfE Data Protection guidance for schools](#)

- [DfE's generative AI: product safety expectations](#)
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR) The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- The [online safety bill](#) December 2022 is a new set of laws to protect children and adults online

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

### 3. Definitions

**Safeguarding and promoting the welfare of children** means:

- 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
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Safeguarding and promoting the welfare of children is defined in [Working Together to Safeguard Children 2023](#) as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children

- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

**Children** include everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

**Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by-case basis.

#### 4. Equality statement

At Corpus Christi we recognise that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances [Equality, Diversity and Inclusion policy](#). We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after

#### 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in Corpus Christi Catholic Primary School and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This is underpinned by our:

- Relationship and [Behaviour Management Policy](#)
- Anti Bullying and Pupil Well Being Policy
- Online Safety and Acceptable Use Policy
- Pastoral support team
- RSHE curriculum which is inclusive and delivered in accordance with Government guidelines and tackles issues to include:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
- Catholic Character Education embedded across the curriculum

### 5.1. All Staff

In Corpus Christi Catholic Primary School:

#### All staff will:

- All staff working directly with children are expected to read at least part 1 of Keeping Children Safe in Education. Those who don't work directly with children can read the condensed version of part 1, in annex A and review this guidance at least annually.
- Sign a declaration at the beginning of the academic year to say that they have reviewed the guidance and read and understand the school's Child Protection and Safeguarding Policy
- Reinforce the importance of online safety when communicating with parents

#### All staff will know:

- Our systems which support safeguarding, including this child protection and safeguarding policy the staff handbook and code of conduct, Anti Bullying and Pupil Well Being policy, the behaviour policy, and the safeguarding response to children who go missing from education, [Children Missing Education Policy](#)
- The role and identity of the person with overall responsibility for safeguarding (Simon Lennon, Headteacher), designated safeguarding lead (DSL Eithne Boyce, Deputy Headteacher/Amy Stewart Inclusion Lead), designated deputy safeguarding lead (DDSL), Designated Safeguarding Officers: Jenna Lucas, Assistant Headteacher; Kerry Macfarlane, Assistant Headteacher; Pastoral Support Workers; Sam Clarke.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals [My Concern](#)

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The fact that children can be at risk of harm inside and outside of their home, at school and online

All staff and the Nominated Safeguarding Governor will undergo Level 2 safeguarding training every two years with refresher training carried out in the intervening year. Level 3 for DSL, DDSL, PSW, HT and CoG

### **5.2 The overall safeguarding lead, designated safeguarding lead (DSL) and deputy designated safeguarding leads (DDSL)**

The DSL (Eithne Boyce) and DDSL (Amy Stewart) are members of the senior leadership team. Our safeguarding lead is Simon Lennon (Headteacher) who has overall responsibility for child protection and wider safeguarding.

During term time, the DSL/DDSLs will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, Amy Stewart will act as cover.

If the DSL and DDSL are not available, the Safeguarding Officers - Kerry Macfarlane or Sam Clarke will act as cover.

#### The DSL will:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Liaise with LA case managers and designated officers for child protection concerns as appropriate
- Be aware of local specialist support available to support children involved in sexual violence and sexual harassment
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Ensure weekly safeguarding meetings occur and that actions are followed up
- Ensure that My Concern is monitored daily and urgent concerns dealt with without delay
- Have overall responsibility for the provision of training for all staff

The DSL will also keep the Headteacher informed of any issues and referrals.

The full responsibilities of the DSL and DDSL are contained in their job description.

### **5.3 The governing board**

The governing body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation

- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a Nominated Safeguarding Governor, to monitor the effectiveness of this policy in conjunction with the full governing board. Anna Murphy Sullivan (Chair of Governors) is the overall safeguarding governor and Neville Conn (Deputy Chair of Governors) is the Nominated Safeguarding Governor
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher/SLT, where appropriate
- All governors will read Keeping Children Safe in Education, Part 1 and, where possible, complete Level 2 safeguarding training either online or attend the formal L2 external safeguarding training (Inset) every two years.
- 'Safer Recruitment' training for all directly involved in hiring staff at Corpus Christi Catholic Primary School
- Governing boards should make sure the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role

The Nominated Safeguarding Governor will:

- Meet 3 times a year with the DSL to ensure that the schools procedures in managing all safeguarding issues are robust and supported by a joint DSL/NSG report on the outcomes.
- Ensure that the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Check that online safety is an interrelated theme within a whole-school approach to safeguarding
- Ensure that the Single Central Record is checked by the DSL
- Provide feedback from link visits to all Governors at FGB meetings on safeguarding in Corpus Christi Catholic Primary School

#### 5.4 The headteacher

The headteacher will:

- Have overall responsibility for the implementation of this policy
- Ensure that all staff (including temporary staff), volunteers visitors and contractors are informed of our systems which support safeguarding, including this policy, as part of their induction
- Ensure all staff understand and follow the procedures included in this policy (including how to report a concern on My Concern)
- Communicate this policy to parents/carers when their child joins the school and via the school website
- Ensure that the DSL has appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent
- Ensure that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer.

#### 6. Confidentiality

All staff should follow the guidance on confidentiality in accordance with data protection and Local Authority guidance on information sharing and that of our school policy. [Data Protection Policy](#).

It should be noted that:

- Timely information sharing is essential for effective safeguarding

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Staff should never promise a child that they will not tell anyone about a report or abuse, as this may not be in the child's interest. The school uses the TED (Tell, Explain, Describe) approach to questioning a child who has made a disclosure.
- Any member of staff who is in doubt about sharing information should speak to the DSL
- The DSL will act in line with the [governments' information sharing advice for safeguarding concerns](#)

## 7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

### 7.1 If a pupil at Corpus Christi Catholic Primary School makes a disclosure to a member of staff or volunteer they should:

- Listen and allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- If appropriate use the TED style questioning technique
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Speak to the DSL and report on My Concern as soon as possible. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so

### 7.2 If a child has made a disclosure that indicates that there are suffering or likely to suffer harm, or in immediate danger

- Speak to the DSL (or in their absence the DDSL) as soon as possible
- Report a factual recount of the conversation or observation on My Concern
- The DSL will make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger.
- Please note that anyone can make a referral.
- The local authority will make a decision about what course of action to take and will let the person who made the referral know the outcome.
- The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If the concern is in reference to the HT, then it will be referred to the Chair of Governors.

## 7.2

The school has signed up to Operation Encompass (April 1st 2021) whose purpose is to safeguard and protect young people who have been involved in a domestic abuse incident. Through this reporting system the school will be informed of incidents where pupils in the school have witnessed a domestic abuse incidents and will:

- Support the children who have witnessed sexual violence through Pastoral Support Work intervention on the day of receipt of the Operation Encompass email
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Discuss as a safeguarding team and consider any additional actions that need to be taken

### 7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

- **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

- **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

### 7.4 If you have concerns about extremism

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action
- If in exceptional circumstances the DSL is not available, then speak to the DDSL or member of the safeguarding team who will seek advice from MASH
- A referral to BCP Council children's social care will be made as appropriate
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### 7.5 If you have a mental health concern

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

- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by informing the DSL.
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL on an agreed course of action

If staff have a mental health concern that is also a safeguarding concern, immediate action should be taken in line with the policy.

### **7.6 If you have concerns about a staff member, supply teacher or volunteer**

- If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the DSL or headteacher
- If the concerns/allegations are about the headteacher, contact the Chair of Governors

#### **7.6a Low level concerns about staff**

In line with KCSiE, paragraph 437 states, 'All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken', all low-level concerns and case managing allegations regarding staff will be stored electronically and be fully accessible only to the Headteacher and DSL

The purpose of recording low level concerns is:

- to ensure staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others
- to empower staff to share any low-level safeguarding concerns confidentially (report safeguarding concerns to DSL or DDSL)
- to address unprofessional behaviour and support the individual to correct it at an early stage (report to line manager)
- to handle and respond to such concerns sensitively and proportionately when they are raised
- to help identify any weakness in the schools safeguarding system.

If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, school will consult with the LADO.

Corpus Christi will ensure that there is a culture where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All records will be confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

### **7.7 If there is an allegations of abuse made against other pupils (child-on-child abuse)**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse. However, all child on child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's [Behaviour Policy](#), but this Child Protection and Safeguarding Policy applies to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

**If a child makes an allegation of abuse against another child:**

- Record the allegation on My Concern and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

**We will minimise the risk of child on child abuse by:**

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female or male pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent including that outlined in the school’s [RHSE policy](#)
- Ensuring pupils know they can talk to staff confidentially
- Ensuring all staff are trained to understand how to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

**7.8 If there is a report of Sexting**

In Corpus Christi Catholic Primary School pupils are not allowed to have smart phones and other phones are allowed by agreement with the headteacher. Phones are kept locked in a box in the classroom.

- If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

**The DSL will make an immediate referral to police and/or children's social care if:**

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

## **8. Online safety and use of mobile technology**

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

Content area of risk for online safety are as follows:

- Misinformation
- Disinformation (including fake news)
- Conspiracy theories

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms of identification, intervene in and escalate any incidents or concerns, where appropriate.
- Follow guidelines in accordance with the school's [Online Safety and Acceptable Use Policy](#)

### **8.1 Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Pupils are not permitted to bring mobile/smart phones to school unless authorised.

A [letter](#) is sent annually to all parents/carers outlining the rules in relation to pupils and phones in schools.

## **9. Notifying parents in relation to all disclosures**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **10. Pupils with special educational needs, disabilities or health issues**

We recognise that pupils with special educational needs (SEND) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

## **11. Looked-after and previously looked-after children (LAC and PLAC)**

At Corpus Christi Catholic Primary School we are committed to do all that we can to promote the educational achievement and well being of Children in Care (CIC) and children who were previously looked after (PLAC) in accordance with the school's [CIC Policy](#)

## **12. Pupils in Alternative Provision**

Where a pupil is in Alternative Provision Corpus Christi School will ensure that:

- appropriate safeguarding checks have been carried out on anyone working at the AP
- any changes that might put the pupil at risk, e.g. staff changes, are made known to the school in order that the school can make sure appropriate safeguarding checks have been carried out
- the school always knows where a child is based during school hours. This includes maintaining records of the address of the AP and any sub-contracted provision or satellite sites the child might attend
- the school regularly reviews AP placements, at least half-termly, in order to provide assurance that:
- the child is regularly attending
- the placement continues to be safe and meets the child's needs
- where safeguarding concerns arise, the placement should be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed

## **12. Complaints and concerns about safeguarding policies**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

This will be conducted in line with the school's [Complaints Policy and Procedures](#)

## **14. Record-keeping**

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing using the school system My Concern.

Record will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable amount of time after they have left the school. All safeguarding records will be passed on to another school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

## 15. Training

### All staff

- All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas
- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually
- Formal L2 safeguarding training (Inset) every two years and refresher in intervening year
- My Concern training for all new staff at induction

### DSL and DDSLs

- The DSL and DDSLs will undertake child protection and safeguarding training at least every 2 years.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- They will also undertake [Prevent awareness training](#)
- [Safer Recruitment training](#) will be conducted through NSPCC Keeping children safe.

### Governors

- All governors receive induction training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities
- All governors are required to read KCSiE Part 1 annually and, where possible, attend L2 safeguarding training biennially.
- Safer Recruitment for Governors who are available for interview panels.
- As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose in addition to Level 3 CP and Safeguarding training.

### Staff who have contact with pupils and families

- All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

The term 'children missing education' is different from 'children absent from education'. Staff will support children who are absent from education and help prevent the risk of them becoming a child missing education in the future.

The pan-dorset safeguarding children partnership recognises that accountability for safeguarding rests with Dorset Police, NHS Dorset, BCP and Dorset Council through the provision of a shared and equal duty to engage with all other relevant agencies working with children and young people to ensure a coherent approach to the wide, local safeguarding system. <https://pdscp.co.uk/>

## **16. Safeguarding Audit**

Safeguarding External and Internal Audit requirements. External Audit completed once every two years and internal audits completed in alternating years

This policy will be reviewed **annually** and approved by the full governing board.

### **Links with other policies**

This policy links to the all school policies including the following:

- Anti Bullying and Pupil Well Being Policy
- Relationships and Behaviour Management Policy
- Complaints Policy and Procedure
- Health and Safety Policy
- Pupil Attendance Policy
- Online Safety Policy
- Relationship and Sex Education Policy

***Data protection should not be a barrier to information sharing where the needs of a child are concerned.***

During a period of a pandemic the safeguarding and child protection policy shall continue to be followed and safeguarding will continue to be of the utmost importance for all.





