

When you love to learn, you learn to love



Safeguarding and Child Protection Policy

Date of Review	September, 2026
Agreed by Governors	September, 2026
Shared with all Staff	September, 2026
Next Review	September, 2027

St John Fisher Catholic Primary School

Safeguarding and Child Protection Policy

"Do not bury your talents, the gifts that God has given you.

Do not be afraid to dream of great things."

Pope Francis

MISSION STATEMENT

"We stand united in faith with the courage to build a loving world of truth, justice, peace and wisdom."

St John Fisher Catholic Primary School is a welcoming and inclusive Catholic community where every child is valued as a unique and precious creation of God. We are committed to providing a safe, nurturing and supportive environment in which all children can learn, grow and flourish in faith, knowledge and understanding.

As members of God's family, we care for and support one another, recognising the dignity and worth of every individual. We strive to ensure that every child feels safe, listened to, respected and valued, and that they are able to develop their God-given gifts and talents. We work in partnership with parents, carers, our parish communities and other agencies to promote the wellbeing and safety of all our children.

Our Catholic faith guides the way we live and work together. Through the teachings and example of Jesus, we seek to show love, compassion, forgiveness and justice in all that we do. We encourage our children to recognise when something is wrong, to have the courage to speak out and to know that there are trusted adults who will listen to them and help them.

Our school motto, *"When you love to learn, you learn to love,"* reflects our belief that education is about developing the whole child. We seek to create a culture in which children are encouraged to grow in confidence, resilience and wisdom, while knowing that their safety, dignity and wellbeing are central to our school community.

We recognise that each person is made in the image and likeness of God. We therefore have a shared responsibility to protect and care for one another and to ensure that every child is able to flourish within a safe, loving and just community.

IMPORTANT CONTACTS

	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
Role	Headteacher	Assistant Headteacher	SENDCo
Name	K Garrett	A Bennett	L Baulch
Contact via	Head Teacher's office Main school office Tel 0208 310 7311 kgarrett@sjf.bexley.sch.uk	Assistant Headteacher's Office Main school office Tel 0208 310 7311 abennett@sjf.bexley.sch.uk	SENDCo's Office Main school office Tel 0208 310 7311 lbaulch@sjf.bexley.sch.uk

	Safeguarding Governor	Chair of Governors	Local Authority Designated Officer LADO
Name	Patrick Gillespie	L Dadzie	M Rumball
Contact via	Main school office Tel 0208 310 7311 pgillespie4.303@lgflmail.org	Main school office Tel 0208 310 7311 ldadzie@sjf.bexley.sch.uk	1st Floor West, Civic Offices, 2 Watling Street, Bexleyheath, DA6 7AT Tel 0203 045 3436 LADO@bexley.gov.uk

Contents

1. Purpose	5
2. Aims.....	7
3. Procedures	8
4. Definitions of abuse.....	10
5. Specific safeguarding issues.....	12
6. Signs and symptoms of abuse.....	21
7. Mental health.....	21
8. Children potentially at greater risk of abuse	22
9. What to do if you suspect abuse has occurred	23
10. Responding to allegations of abuse	24
11. Key roles and responsibilities of the Designated Safeguarding Lead	25
12. Private fostering	27
13. Recruitment and appointment of workers and volunteers.....	28
14. Registered sex offenders.....	29
15. Out-of-school-hours activities.....	30
16. Children who go missing.....	31
17. Additional support plans (Behaviour support plans)	31
18. The use of 'reasonable force'	31
19. Management of children with a Child Protection Plan.....	32
20. Alternative provisions.....	33
21. Operation Encompass	33
22. Record keeping and information sharing	34
23. Confidentiality	35
24. Social media and photography.....	36
25. Online safety	36
26. Mobile phone policy.....	38
27. Support and training of staff and volunteers	38
28. Helping children to safeguard themselves	40
29. Working together with parents and carers.....	42
30. Whistleblowing.....	43
31. Equality statement	43
32. Inspections.....	44
33. Commitment of the Governing Body of St John Fisher	44
APPENDIX A: Making contact with other agencies.....	45
APPENDIX B: Procedure if a child goes missing.....	49
APPENDIX C: Online safety guidelines for parents and carers	52
APPENDIX D: Risk Assessment - Person with relevant sexual offence history.....	55
APPENDIX E: Low-level concerns recording form.....	65

1. Purpose

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the London Safeguarding Children Procedures. This policy reflects the requirements of 'Working Together to Safeguard Children, 2026', 'Keeping Children Safe in Education Statutory Guidance for schools and colleges September 2026' (which all staff have read and signed for) and for 'Prevent Duty Guidance, 2023'.

"Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."

Keeping Children Safe in Education (September 2026)

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes:

- 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 the 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;

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, serious youth violence and county lines.

Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Those children experiencing domestic abuse at home can experience short-term and long-term detrimental impact on their health, wellbeing and ability to learn. The harm done to children by living in an environment where domestic abuse occurs may be caused where they see, hear or experience its effects.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not

meet the thresholds of child abuse, the school will consider which route to take, in line with Bexley Services.

Policy Statement

We in St John Fisher School are committed to practice which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues which cause children harm.

2. Aims

We will aim to safeguard children by:

1. Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
2. Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
3. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
4. Carefully following the procedures for recruitment and selection of staff and volunteers.
5. Providing effective management for staff and volunteers through support, supervision and training.
6. We are committed to reviewing our policy and good practice annually.

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:

1. Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.

2. Ensure children know they can approach adults employed in the school if they are worried.
3. Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

3. Procedures

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

1. Ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role. The Designated Safeguarding Lead at the time of writing this policy is Kelly Garrett, (Headteacher) and the Deputy Designated Safeguarding Leads are Anna Bennett (Assistant Headteacher) and Lynsey Baulch (SENDCo).

Ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is Patrick Gillespie.

2. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Lead, Deputy Safeguarding Leads and Safeguarding Governor and their role.
3. Ensure every member of staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns.
4. Ensure all staff know that if they have concerns there are always three routes available to take to raise these:
 - Speak to the Designated Safeguarding Lead in school, Kelly Garrett, or one of the Designated Safeguarding Deputies, Anna Bennett or Lynsey Baulch.
 - Contact Bexley MASH by ringing 020 3045 5440 if the pupil has a Bexley address. Contact Greenwich social care by ringing 020 8921 3172 if the pupil has a Greenwich address.
 - Contact the Police, by ringing 101 (non-urgent) or 999 (emergency).

5. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
6. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
7. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. If it proves impossible to send a representative, a written report should be submitted to the child protection conference chairman.
8. Keep written chronological records of concerns about children, even if it is assessed that a referral is not necessary; and if that is the case, consider whether a common assessment should be undertaken.
9. Ensure all records are kept securely; separate from the main pupil file.
10. Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer.
11. Ensure safe recruitment practices are always followed.
12. When a child transfers to another school, the Designated Safeguarding Lead will contact the designated member of staff of the receiving school to inform them that there are concerns.
13. All school staff should be prepared to identify children who may benefit from early help, speaking to the Designated Safeguarding Lead or one of the Designated Safeguarding Deputies so that support can be provided soon as a problem emerges.
14. When a child transfers into St John Fisher from another school, contact will be made with the previous school to enquire whether there have been previous safeguarding concerns.

4. Definitions of abuse

These definitions are based on those from *'Keeping Children Safe in Education 2026'*.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 14 including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). The following behaviours and indicators can be signs that children are at risk:

- Drug taking and/or alcohol misuse
- Unexplainable and/or persistent absences from education
- Serious violence, criminal exploitation (including that linked to county lines), radicalisation
- Consensual and non-consensual making or sharing of nudes or semi-nude.
- Repeatedly being removed from the classroom
- Being on a part-time timetable

- Becoming pregnant or being a parent themselves
- Exhibiting early signs of abusive, violent and/or harmful behaviours

5. Specific safeguarding issues

The Keeping Children Safe in Education guidance also highlights Specific Safeguarding issues:

Children absent from education

Schools should implement safeguarding policies, procedures and responses for children absent from education, particularly on repeat occasions and log their destinations should the child leave to go to another school, especially abroad. It is essential that all staff are alerted to signs and individual triggers when evaluating the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

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

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who have unexplained and or persistent absences, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period

of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/ committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

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

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Radicalisation and Extremism

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If appropriate, Designated Safeguarding Lead or Designated Safeguarding Deputies will make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

An individual's engagement with the programme is entirely voluntary at all stages.

The Designated and Deputy Designated Safeguarding Leads have attended the Workshop to Raise Awareness of Prevent (WRAP) and disseminated key information to all staff. In addition, all staff have completed the Prevent: Channel General Awareness module online.

The website 'educate against hate' provides additional information and resources.

Honour-based abuse (HBA)

HBV consists of crimes committed to protect or defend the honour of the family/community. These could include:

- FGM
- Forced marriage
- Breast ironing

Female Genital Mutilation (FGM)

Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims are likely to come from a community that is known to practise FGM (examples are countries in Africa and Asia).

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. The legislation requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either: are informed by a girl under 18 that an act of FGM has been carried out on her; or observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth. **The professional who became aware of the case needs to make the report to the police – it cannot be transferred to another professional.** The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. The report should be made

by calling 101 as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day,

Forced Marriage

This is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Breast Ironing

Breast Ironing also known as breast flattening is the pounding and massaging of a pubescent girls breasts, using hard or heated objects, to try to make them stop developing or disappear. Victims are like to come from a community that is known to practise Breast Ironing (examples are countries in Africa). Professionals should note that girls at risk of Breast Ironing may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Child-on-child abuse (including harassment and violence)

All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. (This may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault. (This may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes.
- The criminal offence of upskirting, 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;

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may involve an online element).

This type of abuse should be investigated and dealt with, never being tolerated or passed off as “just banter”, “just having a laugh”, “part of growing up”, “just having a laugh” or “boys being boys” as this can lead to a culture of unacceptable behaviours, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Local Housing Authority should be contacted to raise concerns at the earliest opportunity.

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

Gang Culture

It can be common for groups of children and young people to gather together in public places to socialise. Belonging to such a group can form a positive and normal part of young people's growth and development.

These groups should be distinguished from 'street gangs' for whom crime and violence are a core part of their identity, although 'delinquent peer groups' can also lead to

increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with the serious violence of a gang.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection from 'Gangs'.

Professionals should note that children at risk of being drawn into a 'Gang Culture' may not yet be aware of what is happening so sensitivity should always be shown when approaching the subject.

If necessary, we would follow the 'Searching, Screening and Confiscation: Advice for Schools' government publication.

Sexual Violence and Sexual Harassment between Children in Schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment can occur online and offline (both physical and verbal) and are never acceptable.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Challenging behaviours such as grabbing bottoms, breast and genitalia, flicking bras and lifting up skirts are important. Dismissing or tolerating such behaviours risks normalising them.

Physical Chastisement

As part of the school and the local authorities high focus on child protection, the following statement is included in our 'Home School Agreement'. It is a reminder to parents that physical chastisement may be illegal in certain circumstances.

Schools have a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school.

As a parent/guardian I understand that I am responsible for disciplining my children or those under my care when they are not in school. I fully understand and am aware that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement has been used or where the use of that force has resulted in injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time). I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support (practical guidance on evidenced support is available from the Youth Endowment Fund (YEF) (the "what works" centre for preventing violence).

All staff should be aware of indicators, which may signal that children are at risk from, or are 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 a 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.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- Being male;
- Having been frequently absent or permanently excluded from school;
- Having experienced child maltreatment;
- Having been involved in offending, such as theft or robbery.

County Lines

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

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or

suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn.

6. Signs and symptoms of abuse

It is important to recognise that safeguarding incidents could happen anywhere and therefore staff should be alert to possible concerns being raised in the school. Staff advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

The signs pupils exhibit may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. *Guidance on recognising signs & symptoms can be found in Chapter 4 of London Child Protection Procedures.*

7. Mental health

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. Schools and colleges should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

8. Children potentially at greater risk of harm

Children who need a social worker

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. A culture of high aspiration is maintained for all pupils.

Looked After Children and Previously Looked After

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are responsible for the induction and monitoring of any Looked After Children who are admitted to the school.

Children with Special Educational Needs and Disabilities

Children with SEND can face additional safeguarding challenges and additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by bullying, without outwardly showing any signs.

- Communication barriers and difficulties in overcoming these barriers.

Children Absent From Education

Children absent from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Elective Home Education

Home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Children Requiring Mental Health Support

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.

Young Carers

Schools should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

Children With Medical Conditions

A child having a medical condition is not in itself an indicator that a child is at greater safeguarding risk. DSLs need to consider whether a medical incident in school triggers a safeguarding duty and whether any further action is needed. A referral would be needed when an incident highlights concern that the child might be at increased risk of being neglected, abused or exploited by persons inside or outside their family unit because of their medical condition. This might occur where relevant information about a child's medical condition is not provided to a school or where they are repeatedly sent without essential medication, thereby putting the individual at risk.

9. What to do if you suspect abuse has occurred

Any staff member who has concerns must report these concerns immediately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads by initially talking about the concern with one of the Designated Safeguarding Leads. After discussing the concern, CPOMS should be completed explaining the concern. In the absence of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads, speak to the most senior member of staff on the premises. The Headteacher, Assistant Headteacher and SENDCo are contactable on their mobile phone when not on the school premises.

All staff may raise concerns directly with children's Social Care Services.

10. Responding to allegations of abuse

Schools should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

- Ideally two members of staff will be present
- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child to continue at his/her own pace
- Ask questions for clarification only, and at all times, avoid asking leading questions
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass this information on immediately to your Designated Safeguarding Lead or Deputy Designated Safeguarding Leads in her absence

After a child has disclosed abuse, the Designated Safeguarding Lead should carefully consider whether or not it is safe for a child to return home to a potentially abusive situation. On these rare occasions, it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

Responding to a child making an allegation of abuse against another child

Treat the disclosure in the same way as you would for any other disclosure. Make initial judgement based on information and decide on the next steps. Involve Bexley Safeguarding Team as appropriate.

Responding to Allegations of abuse against a member of staff, another worker including trainee teacher, supply teacher or volunteer

Allegations should be referred to the headteacher. Where there are concerns/allegations about the headteacher, this should be referred to the chair of governors. In the event of concerns/allegations about the headteacher or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs). Learning from all allegations against staff investigations should be gathered, not just from those that are concluded and substantiated.

Low level concerns (behaviours towards a child does not meet the threshold for a referral to the LADO) should be shared with a member of the designated safeguarding team (Mrs Garrett, Mrs Bennett, Mrs Baulch) and recorded and dealt with appropriately (For recording details, see Appendix E).

11. Key roles and responsibilities of the Designated Safeguarding Lead

The role of the Designated Safeguarding Lead is to:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- They should also consult with London Borough of Bexley Multi Agency Support Hub (MASH) (includes the Disabled Children Services) or Greenwich Social Care/Early Help to clarify any doubts or worries (For contact details, see Appendix A).
- The Designated Safeguarding Lead should make a referral to Children's Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.
- Concerns which do not meet the threshold for social care involvement can be referred into Bexley Family Wellbeing / Greenwich Early Help. For Bexley the referral form is the same as for social care. For Greenwich a 'pathway to early help tool' needs completing on the Greenwich website.

- All referrals should be made to the borough in which the child lives, e.g. Bexley, Greenwich etc. If the child is disabled, the referral should be made to the Disabled Children Service.
- A telephone referral to social care should be made and confirmed in writing using an inter-agency referral form (available on the school portal or through the London Borough of Bexley or Greenwich websites) within 48 hours.
- When making a referral, the Designated Safeguarding Lead should keep a written record of:
 - Discussions with child
 - Discussions with parent/s
 - Discussions with staff
 - Information provided to Social Care
 - Advice given and decisions taken (clearly timed, dated and signed).
- Children's Social Care should acknowledge a referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.
- Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Safeguarding Lead.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police – in Bexley this collaboration is called S.H.I.E.L.D) and work with other agencies in line with Working Together to Safeguard Children. NPCC's 'When to Call the Police' should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

The Designated Safeguarding Lead is Kelly Garrett and she has been nominated by the governing body of St John Fisher Catholic Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of Kelly Garrett, the matter should be brought to the attention of Anna Bennett or Lynsey Baulch. In their absence, speak to the most senior member of staff on the premises.

All of the above members of staff are contactable on their school mobile phone when not on the school premises.

Suspensions will not be discussed with anyone other than those nominated above.

It is the right of any individual to make direct referrals to the child protection agencies.

If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

12. Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.

This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

As the name implies, private fostering is a private arrangement made between the parent(s) of a child who is to be with a private carer for more than 28 days. Private Fostering is regulated in England with the latest regulations being 1 July 2005 called The Children (Private Arrangements for Fostering) Regulations.

Many private fostering arrangements operate successfully, however, should the arrangements not work out then this can leave privately fostered children in a vulnerable situation. In order to monitor privately fostered children, all local authorities in England have a duty to privately fostered children set out in the regulations which includes an assessment of their situation and regular visiting by a worker from the children's social work teams. The worker will assess their living conditions, check on the level of contact between the child and the parents, establish if the child should be in nursery or school and ensure the child is registered with a GP. If the worker regards the child as being 'in need' then the local authority may provide services either directly or indirectly to the child or carers.

Legally parents who make arrangements for their children to be privately fostered must notify the local authority where the child is staying at least six weeks in advance.

If the private fostering has been arranged in an emergency then the local authority must be told within 48 hours.

If staff believe that a child is being privately fostered, this should be brought to the attention of Children's Social Care at the London Borough of Bexley.

13. Recruitment and appointment of workers and volunteers

In recruiting and appointing workers we, St John Fisher, will be responsible for following Bexley HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the Selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria.
- Shortlisted candidates will be informed that online searches may be done as part of due diligence checks. These online searches might help identify incidents or issues that have happened and are publicly available online. These may be explored with the applicant during the interview.
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that your applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport & proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.

- We will always interview our candidates for a job.
- We will have at least two people from our organisation on the interview panel one of whom must have successfully completed the safer recruitment training.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- We will ensure that our successful applicant obtains an Enhanced Disclosure and Barring Certificate (DBS) from the Criminal Records Bureau. We will need to see the DBS before we confirm them in post and record details on the Central Register.

In recruiting and appointing volunteers we will be responsible for the following:

- All long-term volunteers will be asked to provide a brief written application confirming their details, experience, etc. and will be interviewed.
- Those who volunteer more than 3 days in any 30 days (including in different settings) or an overnight stay will have an enhanced DBS check and children's barred list check.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.
- As part of induction, all volunteers are given a copy of this policy and asked to sign to say they have read it.

14. Registered sex offenders

A person who attends the premises of St John Fisher Catholic Primary School in any capacity who is required to register with the police under the Sexual Offences Act 2003 is required to notify the school's Designated Teachers for safeguarding.

The school will require persons to participate in a risk assessment and subsequent written agreement.

Risk Assessment

This is a confidential document which will be shared with only the Designated and Deputy Designated Leads at St John Fisher. This assessment is completed with two members of the safeguarding team. The assessment will be reviewed annually unless further information is disclosed to establish any changes of details such as address

changes, further offences or removal from the Sex Offenders' register. The written agreement will be drawn up following the completed risk assessment. (Appendix D)

For support, the school may contact the Jigsaw Team –
Bexleyheath Police Station, 2 Arnsberg Way, Bexleyheath, Kent, DA7 4QS

15. Out-of-school-hours activities

Supervisory arrangements for the management of St John Fisher out of school hours activities

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Safer Working Practices Policy and Code of Conduct:

- All volunteers receive an induction and are given clear written guidance on responsibilities, acceptable behaviour and limits to their role, based on the school's staff handbook.
- As part of induction, all volunteers are given a copy of this policy and asked to sign to say they have read it.
- We will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Registers will include arrival and departure times.
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending our activities.
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However, our team members

will be discouraged from this in circumstances where an adult or child, are left alone.

- All team members should treat all children with dignity and respect in attitude, language and actions.

16. Children who go missing

While children are in school, we have a responsibility for their care and act in loco parentis by taking reasonable steps to ensure their safety and well-being. This responsibility continues when children are participating in educational visits and activities outside of school.

Appropriate arrangements are made for the identification and supervision of children during educational visits, taking account of the nature and location of the visit and the age and needs of the children involved. Where appropriate, children may be provided with identification containing the school's contact telephone number. Procedures are in place should a child go missing while in or out of school (see Appendix B).

17. Additional support plans (Behaviour support plans)

Additional Support Plans are used where appropriate to identify individual strategies and support that help children to regulate their behaviour, manage difficulties and remain safe in school. These may include:

- Positive handling interventions, where necessary and in accordance with the school's policy and procedures.
- Individualised behaviour support strategies and interventions designed to reduce the risk of behaviours escalating and to support children to make safe and appropriate choices.
- Identified trusted adults or other appropriate professionals whom children can talk to about worries, concerns or difficulties. Where appropriate, children may be supported to access additional pastoral or counselling support.
- Additional adult support, including 1:1 Teaching Assistant support, where this is identified as appropriate to meet a child's individual needs and support their safety and well-being.

18. The use of 'reasonable force'

There are limited circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of

actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

The department believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils. The department therefore expects school leaders, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools should, in considering the risks carefully, recognise the additional vulnerability of these groups.

19. Management of children with a Child Protection Plan

Child Protection is the term used to describe the procedures we use for children at risk of significant harm or who have been harmed.

- If a child is subject to a Child Protection Conference, the Designated Safeguarding Team will attend the conference to share any relevant information.
- If the child has a Child Protection Plan, the Designated Safeguarding Team is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Designated Safeguarding Team will inform the Social Worker.

20. Alternative provision

Schools should always know where a child is based during school hours, including having records of the address of an alternative provision and any satellite sites that a child may attend. Reviews of the placement should be frequent enough to have reassurance that the child is regularly attending, and the placement is safe and meets the child's needs.

Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can assure itself that appropriate safeguarding checks have been carried out on new staff.

Exclusions Policy

A student who physically or sexually harasses others may be excluded.

21. Operation Encompass

Our school is part of Operation Encompass.

Operation Encompass is an information-sharing scheme between the police and relevant education settings operating in all police forces across England and Wales. In November 2025, a new statutory duty was placed on the police to notify a child's education setting and where relevant, local authorities, if they have reasonable grounds to believe a child may be a victim of domestic abuse. This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.

Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day. The aim of sharing this information is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic

abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

22. Record keeping and information sharing

The Department of Education guidance says that the Designated Safeguarding Team should keep detailed, accurate, secure written records of referrals and concerns.

Records should 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 rationale for those decisions; These notes should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- The outcome;

The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Safeguarding information should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

If a child transfers to another school or other educational establishment, the Designated Safeguarding Team should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '*confidential, to be opened by addressee only.*' The DSL should consider if any information should be shared in advance of a child leaving, to ensure that support continues.

Where information indicates a risk to others and/or the individual pupil, for example where a pupil has previously carried, threatened with, or used a knife or weapon, the receiving school should assess risk, and accordingly, put in place a safety and support plan for when the child arrives. It would be good practice for a conversation to take

place between the designated safeguarding leads at both settings, where there are issues or concerns.

Professional judgement should be used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. Care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

If a child transfers into St John Fisher, the previous school should be contacted to enquire whether there have been any previous safeguarding concerns. Any such concerns should be shared with the Designated Safeguarding Lead/Deputies so further action can be taken.

The Designated Safeguarding Team should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

St John Fisher Catholic Primary School is fully compliant with GDPR regulations and fully understands that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

23. Confidentiality

We recognise that all matters relating to child protection are confidential.

- The Designated Safeguarding Team will disclose personal information about a pupil to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

- We will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Bexley Safeguarding Children Service on this point.

24. Social media and photography

When a pupil joins St John Fisher, parent/carers are asked whether they give permission for photographs of their child to be displayed in the school, on the school website and the school's social media account.

At school events parent/carers are not permitted to film or take photographs of their child/ren. This ensures we are safeguarding the needs of all children. School will organise for events to be filmed and for photographs to be taken to ensure we can remove any child whose parent/carer has not provided consent for this.

25. Online safety

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of online safety do arise as some students use the technologies negatively.

In St John Fisher, we have a robust filtering and monitoring system which meet the standards set out by the Department of Education.

In doing so we focus on the following four elements:

- Assigning roles and responsibilities
 - The lead responsibility rests with Kelly Garrett as designated safeguarding lead, although all staff receive training (including cyber security training), regarding their responsibility to ensure filtering and monitoring systems are working effectively.
- Reviewing filtering and monitoring provision at least annually.
- Ensuring the school's filtering system blocks harmful and inappropriate content without unreasonably impacting learning.
- Ensuring effective monitoring strategies are in place to meet the safeguarding needs of the school.

- This includes monitoring user logs, monitoring individual devices and physical monitoring. Particular care is taken of those pupils who may be of greater risk of harm when online.

We note the DfE's '[Generative AI: product safety expectations](#)' guidance which supports schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.

If a student is caught viewing inappropriate material or involved with cyber-bullying on a computer or on their mobile phone via the school system during school hours, they will receive a serious sanction. However, out of school and particularly on mobile phones connected to the mobile networks, there is often less supervision, monitoring or filtering. See Appendix C for guidelines to support parents / guardians.

If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the school as soon as possible.

The issues within online safety can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Schools should ensure online safety is considered in all relevant policies and when planning the curriculum, any teacher training, the role/responsibilities of the DSL and any parental engagement.

Where children are being asked to learn online at home, the department has provided advice to support schools to do so safely.

26. Mobile phone policy

All schools should be mobile phone-free environments by default; anything other than this should be by exception only. Statutory guidance on Mobile phones in schools is clear that the department expects schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for headteachers to decide how best to achieve this within their own unique contexts.

At St John Fisher Catholic Primary School, children are not permitted to use or have access to mobile phones during the school day. The only exception is for children who walk home independently and therefore require a mobile phone for their journey home. This currently applies to children in Year 6 and, from the summer term, may also apply to children in Year 5.

Where a child is permitted to bring a mobile phone to school, the phone must be handed to the class teacher at the start of the school day. Phones are securely stored in a locked cupboard during the school day and are returned to the child at the end of the school day. Children must not access or use their phone while it is in school, including during breaktimes, lunchtimes or educational activities.

Parents and carers are reminded that mobile phones brought into school remain the responsibility of the child and family. The school is not responsible for loss or damage to a mobile phone where the school's procedures have not been followed.

27. Support and training of staff and volunteers

St John Fisher Catholic Primary School is committed to ensuring that all staff, volunteers and governors have the knowledge, skills and confidence required to safeguard and promote the welfare of children effectively.

All staff receive regular safeguarding and child protection updates, including online safety, through staff meetings, briefings, email communications and other appropriate means. Safeguarding remains an ongoing priority throughout the year, with information and updates shared in response to changes in statutory guidance, emerging safeguarding concerns and the needs of our school community.

All staff complete appropriate safeguarding and child protection training, including online safety and Prevent training, in accordance with statutory guidance. At the beginning of each academic year, all staff are required to read and confirm that they have read the school's Safeguarding and Child Protection Policy and are reminded of the school's safeguarding procedures and expectations.

In addition to their required training, all staff receive school-based safeguarding training which is specifically focused on the context of St John Fisher Catholic Primary School. This ensures that staff understand the safeguarding arrangements within our school, including the roles and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs), how and when to report concerns, how to contact the Designated Safeguarding Team and the appropriate procedures for responding to safeguarding concerns. Staff are also made aware of relevant local safeguarding arrangements and key contacts, including the Local Authority Designated Officer (LADO).

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training appropriate to their roles and responsibilities. Their safeguarding and child protection training is updated at least every two years, in accordance with statutory guidance, and they undertake additional training and updates as necessary to maintain current knowledge and skills. This includes keeping up to date with local safeguarding arrangements, referral processes, emerging safeguarding risks and relevant national guidance. The Designated Safeguarding Team also engages with relevant local safeguarding networks and professional updates to ensure that the school's safeguarding practice remains effective and responsive to the needs of its children.

All new staff receive safeguarding induction as part of their introduction to the school. This includes familiarisation with the school's Safeguarding and Child Protection Policy, safeguarding procedures, reporting arrangements, online safety expectations and the roles of the Designated Safeguarding Team. Volunteers, students and staff on placement receive appropriate safeguarding information and induction before

working with children. Governors receive safeguarding training as part of their induction and are provided with the information they need to understand their strategic safeguarding responsibilities.

Staff are regularly reminded of the signs and indicators associated with different forms of abuse and neglect, including those identified within this policy. They are supported to understand how concerns may present within our particular school context and are reminded of the importance of reporting concerns promptly, recording information factually and following the school's agreed safeguarding procedures.

The school is committed to ensuring that safeguarding training is relevant, current and responsive to the needs of our children and the wider school community. Staff are encouraged to raise questions, seek advice and discuss safeguarding concerns with the Designated Safeguarding Team whenever they are unsure about the appropriate course of action.

28. Helping children to safeguard themselves

Schools should ensure that children are taught about safeguarding, including online safety, and recognise that one approach may not be appropriate for all children such as more vulnerable children, victims of abuse and some SEND children. Schools should consider this as part of providing a broad and balanced curriculum. Education plays a crucial part in creating a culture that does not tolerate any form of prejudice or discrimination.

Assemblies, Relationships, Sex and Health Education (RSHE) lessons, circle time and school trip risk assessments are a common feature of how we educate children to keep themselves safe at St John Fisher. Safeguarding is also promoted through our wider curriculum, pastoral provision and day-to-day interactions with children. We recognise that children have different needs and experiences and ensure that safeguarding education is age appropriate and adapted where necessary to support individual children, including children with SEND and those who may be particularly vulnerable.

Posters

Posters and age-appropriate resources are visible throughout the school to help children understand that they should speak to a trusted adult if they are worried, unhappy or feel unsafe, either because of something that has happened to them or because they are concerned about someone else.

Worry Monsters

Worry Monsters are used in classrooms to provide children with an additional way of sharing worries or concerns. Children are regularly reminded of the trusted adults they can speak to and are encouraged to ask for help whenever they need it.

Circle Time

Circle time is used by teachers to address issues that are relevant to the needs and experiences of their class. This may include relationships, feelings and emotions, personal safety, resolving difficulties and helping children to talk about concerns or worries.

Relationships, Sex and Health Education (RSHE)

Children across the school are taught RSHE in an age-appropriate way to help them understand healthy and respectful relationships, personal boundaries, how to keep themselves safe and where to seek help. These lessons reflect the Catholic ethos and values of St John Fisher and support children to understand the dignity and worth of themselves and others. Further details can be found in the school's RSHE policy.

NSPCC Speak Out Stay Safe

St John Fisher takes part in the NSPCC Speak Out Stay Safe programme. Age-appropriate assemblies and classroom activities are delivered to help children recognise what abuse is, understand that it is never their fault, identify trusted adults and know how to speak out and ask for help if something worries them.

Road and Public Transport Safety

Children are regularly reminded about road and public transport safety, particularly when preparing for and undertaking school trips. Road safety is promoted through age-appropriate teaching and wider school initiatives, including participation in Walk to School Week. The school also works with Transport for London (TfL), including through visits to school which help children to understand safe and responsible behaviour when using public transport.

School Trips and Educational Visits

Children are taught how to keep themselves safe when taking part in educational visits and activities outside school. This includes age-appropriate reminders about road and public transport safety, staying with the group, recognising trusted adults and what to do if they become separated from the group. These expectations are reinforced

through preparation for individual visits and the arrangements set out within school trip risk assessments.

The school recognises that helping children to safeguard themselves is an ongoing process. Children are encouraged to develop the confidence, knowledge and understanding to recognise when something may be wrong, to speak to a trusted adult and to seek help without fear of blame or judgement.

29. Working together with parents / carers

At St John Fisher, we recognise that safeguarding children is a shared responsibility and that working in partnership with parents and carers is an important part of keeping children safe. We seek to develop positive and respectful relationships with families and provide parents and carers with information, advice and opportunities to access support where appropriate.

The school may work with external agencies and organisations to provide information and guidance for parents and carers on areas such as positive parenting, relationships, child safety and safeguarding. Where appropriate, this may include providing information about relevant UK legislation, safeguarding expectations and support available to families. We recognise that families may have different experiences, backgrounds and understandings of safeguarding, and we seek to ensure that information is communicated clearly and sensitively.

To support effective safeguarding, the school will share information with other agencies where there is a lawful basis to do so and where this is necessary to promote the welfare or protect the safety of a child. Parents and carers will normally be informed when information is being shared or when a referral is made to another agency, unless doing so would place the child or another person at increased risk of harm, prejudice the prevention or detection of a crime, or otherwise be contrary to the child's best interests.

Where appropriate, parents and carers may be asked to provide consent to information sharing or to support the involvement of other agencies. However, the school will not seek consent where there is a safeguarding reason not to do so or where information can be shared lawfully without consent.

The school recognises the importance of working openly and collaboratively with parents and carers while always keeping the safety and welfare of the child at the centre of decision-making.

30. Whistleblowing

All staff should feel able to raise concerns about the conduct, behaviour or actions of colleagues, including concerns relating to safeguarding or the welfare of children, without fear of reprisal. Staff should not feel that they have to remain silent if they believe that something is wrong or that safeguarding procedures are not being followed.

At St John Fisher Catholic Primary School, staff are expected to raise concerns in accordance with Bexley Council's Whistleblowing Policy. This provides guidance on how concerns should be raised and the support available to staff who wish to do so.

Where a concern relates to the Designated Safeguarding Lead or another member of the school's safeguarding team, staff should follow the appropriate safeguarding and whistleblowing procedures and should not allow concerns to go unreported.

The school is committed to maintaining a culture in which concerns can be raised openly and appropriately and where staff understand that speaking up is an important part of safeguarding children and maintaining high standards of professional conduct.

31. Equality statement

St John Fisher Catholic Primary School is committed to promoting equality, inclusion and respect for all members of our school community. We seek to ensure that no child, member of staff, volunteer or visitor is discriminated against on the grounds of disability, race or ethnicity, sex, age, religion or belief, sexual orientation, or any other protected characteristic under the Equality Act 2010.

Our Catholic ethos recognises the dignity and worth of every person as made in the image and likeness of God. We are committed to creating an inclusive and respectful environment in which everyone is valued, treated fairly and able to participate fully in school life.

32. Inspections

Ofsted inspects early years, schools and post-16 provision under the Education Inspection Framework. As part of inspection, inspectors consider the effectiveness of a school's safeguarding arrangements and whether the school is taking appropriate action to identify, respond to and manage safeguarding concerns.

St John Fisher Catholic Primary School is committed to maintaining effective safeguarding arrangements at all times and not simply in preparation for inspection. Our safeguarding practice is reviewed regularly to ensure that it reflects current statutory guidance, local safeguarding arrangements and the needs of our children and school community.

33. Commitment of the Governing Body of St John Fisher

The governors of St John Fisher are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of St John Fisher. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm including online safety. We are supported by London Borough of Bexley in all child protection matters. We have accepted this policy and will implement it. As part of our commitment, we, the governing body of St John Fisher School, will ensure that this Safeguarding Policy is reviewed on an annual basis. We will also make child protection a standing agenda at all of our meetings and monitor this policy by replying to reports, from the Head Teacher and staff, tabled at full governing body meetings.

This policy should be given to all new employees and made freely available to all staff, parents and carers.

APPENDIX A

MAKING CONTACT WITH OTHER AGENCIES

At St John Fisher Catholic Primary School, safeguarding concerns must always be taken seriously and acted upon promptly. Staff must report concerns to the Designated Safeguarding Lead (DSL), Mrs Kelly Garrett, or, in her absence, a Deputy Designated Safeguarding Lead (DDSL).

Where a child is at immediate risk of harm, or there is an emergency, staff must not delay action while attempting to contact the DSL. Call 999 where there is an immediate risk to life or serious harm.

The local authority responsible for a child's social care will normally be determined by the child's home address, rather than the location of the school. As St John Fisher Catholic Primary School is situated close to the Bexley/Greenwich border, staff should check the child's home address and contact the appropriate local authority where a referral or consultation is required.

The DSL/DDSL will normally make referrals to external agencies and will ensure that all actions, decisions and outcomes are recorded appropriately.

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

Agency / Contact	Purpose	Contact details	Availability / further information
Bexley Multi-Agency Safeguarding Hub (MASH)	To discuss safeguarding concerns about a child who lives in the London Borough of Bexley, including concerns about abuse, neglect or significant harm.	020 3045 5440	Monday - Friday, 9am - 5pm
Bexley Children's Social Care - Out of Hours	For urgent safeguarding concerns about a	020 8303 7777 or 020 8303 7171	Out of hours, including evenings,

	child who lives in Bexley outside normal MASH opening hours.		overnight and weekends.
Bexley Children's Social Care / Early Help referral	To make a referral where a child living in Bexley may require support or protection.	Referral made through the London Borough of Bexley online referral process.	The DSL/DDSL should normally make referrals on behalf of the school.
Bexley Family Wellbeing Service	To seek early help and support for children and families where additional support is required but the threshold for statutory social care is not met.	020 3045 5440	Contact MASH for advice about the appropriate route.
Greenwich Children's Social Care	To discuss safeguarding concerns about a child who lives in the Royal Borough of Greenwich, including concerns about abuse, neglect or significant harm.	020 8921 3172	Monday - Friday, 9am - 5pm
Greenwich Children's Social Care – Emergency Duty Team	For urgent safeguarding concerns about a child who lives in Greenwich outside normal office hours.	020 8854 8888	Out of hours
Greenwich Early Help / referral	To seek early help or make a referral where a child	Follow the Royal Borough of Greenwich	The DSL/DDSL should normally make referrals on

	living in Greenwich may require additional support.	children's services referral process.	behalf of the school.
Local Authority Designated Officer (LADO) – Bexley	To seek advice or make a referral where there is an allegation or concern about an adult who works with or volunteers with children.	020 3045 3436 LADO@bexley.gov.uk	The Headteacher/DSL should seek advice from the LADO as soon as possible where an allegation may meet the LADO threshold.
Metropolitan Police	Where a criminal offence may have been committed, or where a child is at immediate risk of significant harm.	999 - emergency 101 - non-emergency	999 must be used where there is an immediate danger or risk of serious harm.
NSPCC Helpline	Advice and support for adults who are concerned about the safety or wellbeing of a child.	0808 800 5000	For adults concerned about a child.
Childline	Confidential support for children and young people.	0800 1111	Free support for children and young people.

Making a referral

Staff should report all safeguarding concerns to the DSL or a DDSL as soon as possible. The DSL/DDSL will consider the information available, determine the appropriate course of action and, where necessary, make a referral to Children's Social Care, the police or another relevant agency.

A concern does not need to be substantiated before it is discussed with Children's Social Care. Staff should not investigate safeguarding concerns themselves or wait for

further evidence where there is a reasonable concern that a child may be at risk of harm.

Where there is an immediate risk of harm, the police or Children's Social Care should be contacted without delay. Staff should not wait for the DSL to become available if doing so would place a child at further risk.

Confidentiality and information sharing

Information relating to safeguarding concerns must be shared appropriately and on a need-to-know basis. Staff must not promise a child that information will be kept secret. Children should be reassured that information will only be shared with those who need to know in order to help keep them safe.

Safeguarding information must be recorded factually and objectively on the school's safeguarding recording system.

Allegations against adults working with children

Where an allegation or concern relates to a member of staff, volunteer, governor or any other adult working with children, the matter must be reported immediately to the Headteacher/DSL. The Headteacher/DSL will consider whether the matter meets the threshold for referral to the Local Authority Designated Officer (LADO).

Where the concern relates to the Headteacher, the matter must be referred to the Chair of Governors, in accordance with the school's procedures for managing allegations against adults working with children.

In an emergency, call 999.

Contact details should be checked regularly against the relevant local authority and safeguarding partnership websites to ensure that this appendix remains accurate and up to date.

APPENDIX B

PROCEDURE IF A CHILD GOES MISSING

St John Fisher Catholic Primary School has a duty of care to all children in its care. If a child is discovered to be missing from the school site or from an educational visit, staff must respond immediately and take reasonable and proportionate steps to locate the child and ensure their safety.

The priority is always to locate the child quickly, maintain appropriate supervision of the other children and escalate the situation without delay.

If a child goes missing from the school site

The member of staff who discovers that a child is missing must:

- inform the Headteacher/DSL or a member of the Senior Leadership Team immediately;
- establish when and where the child was last seen and obtain a recent description of the child and what they were wearing;
- check the child's likely locations and any areas where they may have gone;
- ensure that the school gates, exits and immediate surrounding areas are checked promptly;
- deploy appropriate staff to search the school building, grounds and immediate surrounding area;
- maintain supervision of the remaining children at all times;
- check attendance and registers to establish whether the child may have left with another group or adult;
- check relevant CCTV, where available and appropriate;
- contact the child's parent/carer as soon as appropriate and keep them informed;
- contact the police on 999 if there is an immediate concern for the child's safety, if the circumstances indicate that the child may be at risk of harm, or if the child cannot be located promptly.

The Headteacher/DSL will coordinate the response and determine whether additional agencies need to be contacted, including Children's Social Care.

A missing child should **not** be treated as a routine absence. The response must take account of the child's age, individual needs, vulnerabilities, medical needs, known risks, previous behaviour and the circumstances in which they have gone missing.

If a child goes missing during an educational visit

Before leaving school, the visit leader must ensure that:

- the school has the full itinerary and contact details for the visit;
- staff have access to a charged school mobile phone;
- the school has the mobile number being used by the visit leader;
- appropriate registers and emergency contact information are available;
- all staff understand the arrangements for responding to a missing child.

If a child goes missing during a visit, the visit leader must:

1. Raise the alarm immediately and inform the school.
2. Establish when and where the child was last seen and obtain a clear description.
3. Keep the remaining children together and ensure they remain appropriately supervised.
4. Deploy staff to search the immediate area, where this can be done safely.
5. Alert the venue's security staff or management where appropriate.
6. Contact the police promptly where the child cannot be located immediately, where there is a concern that the child may have left the site, or where there is any immediate safeguarding risk.
7. Keep the school informed and maintain clear two-way communication.
8. Contact the child's parent/carers as directed by the Headteacher/DSL.
9. Follow any instructions provided by the police, venue management or other emergency services.

Staff must not place themselves or other children at risk while searching for a missing child.

When the child is found

Once the child has been located:

- the school/visit leader must be informed immediately;
- the child's wellbeing must be checked;
- parents/carers should be updated as appropriate;
- the circumstances must be recorded fully;

- the DSL/Headteacher will consider whether a safeguarding referral or further action is required;
- the incident must be reviewed to identify any learning and whether risk assessments or procedures need to be amended.

The purpose of the review is to understand what happened, identify any learning and strengthen safeguarding arrangements. It should not be used to create a culture of blame.

All staff must be familiar with this procedure and know who to contact immediately if a child goes missing.

APPENDIX C

ONLINE SAFETY GUIDANCE FOR PARENTS AND CARERS

Technology is an important part of children's lives and can support learning, communication, creativity and entertainment. At St John Fisher Catholic Primary School, we want children to benefit from technology while developing the knowledge, skills and confidence to use it safely and responsibly.

Parents and carers play an important role in helping children develop safe online habits. The following guidance may help.

Talk regularly about online safety

Talk to your child about what they do online, who they communicate with and how they feel about their experiences. Encourage them to tell you if something online makes them feel worried, uncomfortable, upset or confused.

Make sure your child knows that they can always talk to a trusted adult and that they will not be in trouble for telling you about something that has happened online.

Know what your child is using

Find out which websites, games, apps and social media platforms your child uses and check the age restrictions before allowing access.

Remember that many online games and platforms include communication features that allow children to interact with people they may not know in real life.

Use parental controls

Use parental controls and privacy settings on devices, broadband services, games consoles and apps where appropriate. These can help to manage the content children can access, who they can communicate with and how much time they spend online.

However, parental controls should be used alongside supervision and conversation rather than as a replacement for them.

Help your child respond to problems online

Teach your child to:

- stop and leave a website, game or conversation if something makes them uncomfortable;
- block or mute people who behave inappropriately;
- use reporting tools when something is unsafe or inappropriate;
- never share passwords, addresses, school details or other personal information with people they do not know;
- tell a trusted adult if they receive an upsetting message, image or request;
- save evidence, such as screenshots, where appropriate, if something concerning has happened online.

Be aware of online friendships

Children may form friendships with people they have only met online. Help your child understand that people online may not always be who they say they are.

Children should never arrange to meet an online contact in person without a parent or trusted adult knowing and appropriate arrangements being made.

Establish healthy routines

Agree reasonable boundaries around screen use, including where and when devices can be used. Encourage children to have time away from screens, particularly around bedtime, and ensure that devices are not routinely used in bedrooms overnight where this can be avoided.

The aim should be to establish healthy and consistent routines rather than relying solely on fixed time limits.

Model positive online behaviour

Children learn from the adults around them. Model respectful communication online and encourage children to think carefully before posting, commenting, sharing or forwarding content.

Remind children that messages, photographs and videos can be copied and shared beyond their intended audience and may be difficult to remove completely.

If you are concerned

If you are worried about something that has happened to your child online, talk to them calmly and listen to what they tell you. Do not immediately remove access to every device, as this may make children less likely to tell you about future concerns.

If the concern relates to another child, an adult or a safeguarding issue, contact the school and speak to the DSL or a member of the safeguarding team.

Parents and carers can also access advice and support from organisations including NSPCC, Childline and CEOP.

Useful sources of advice:

- NSPCC - advice for parents and carers about keeping children safe online.
- Childline - confidential support for children and young people.
- CEOP Education - advice about online sexual abuse and how to report concerns.
- Internet Matters - practical guidance for parents and carers on children's online safety.

Parents and carers should remember that online safety is an ongoing conversation. As children become older and their use of technology changes, the conversations, boundaries and supervision they need will also change.

APPENDIX D

RISK ASSESSMENT – PERSON WITH RELEVANT SEXUAL OFFENCE HISTORY

This form must be completed by the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) where the school becomes aware that a person with a relevant sexual offence history may have contact with a child attending St John Fisher Catholic Primary School.

This document contains highly confidential safeguarding information and must be stored securely. Information must only be shared with those who have a legitimate need to know.

1. Details of the person

Name of person:

.....

Date of birth, where known:

.....

Address, where relevant:

.....

Relationship to the child:

.....

2. Source and details of the disclosure

Date the school became aware:

.....

How did the school become aware?

.....

Details of information disclosed or received:

.....

.....

.....

Source of information / agency involved:

.....

Has the information been verified with the relevant agency?

☐ Yes ☐ No ☐ Not applicable

If yes, provide details:

.....

3. Sexual offence / relevant safeguarding history

Details of relevant convictions, cautions, restrictions or safeguarding information, where known:

.....

.....

.....

Is the person currently subject to notification requirements, MAPPA arrangements, licence conditions, a court order or other restrictions?

☐ Yes ☐ No ☐ Unknown

If known, provide details of any relevant conditions or restrictions:

.....

.....

Relevant agency / professional contact:

.....

Date of most recent consultation:

.....

The school should not attempt to obtain information about a person's criminal history independently where this information is not already known. The DSL should seek advice from the police, Children's Social Care or other relevant safeguarding professionals where appropriate.

4. Child / children potentially affected

Child's name:

.....

Year group:

.....

Date of birth:

.....

Does the person live with the child?

☐ Yes ☐ No ☐ Part-time / regularly ☐ Unknown

Relationship to the child:

.....

5. Contact between the person and the child

Details of current or proposed contact with the child:

.....

.....

.....

Frequency and nature of contact:

.....

.....

Does the person have unsupervised contact with the child?

☐ Yes ☐ No ☐ Potentially

Does the person collect or drop off the child at school?

☐ Yes ☐ No ☐ Potentially

Does the person attend the school site or school events?

☐ Yes ☐ No ☐ Potentially

Details of any other contact or circumstances relevant to the risk assessment:

.....

6. Permission / parental responsibility

If the person is not a family member, who has authorised or permitted contact with the child?

.....

Has the child's parent/carer been informed of the safeguarding concern?

☐ Yes ☐ No ☐ Not appropriate at this stage

If not, provide the reason:

.....

The DSL must consider carefully whether informing a parent or carer could increase the risk to the child or compromise a police or safeguarding investigation.

7. Risk assessment and safeguarding arrangements

Identified risks to the child:

.....

.....

.....

Protective factors:

.....

.....

Actions / controls required to reduce risk:

.....

.....

.....

Examples may include: restrictions on contact, supervised contact, arrangements for collection from school, restrictions on attendance at school events, information sharing with relevant professionals, communication with parents/carers, or other measures agreed with safeguarding partners.

Who is responsible for implementing the agreed arrangements?

.....

Date arrangements will be reviewed:

.....

8. Multi-agency involvement

Has advice been sought from any of the following?

- ☐ Children's Social Care / MASH
- ☐ Police
- ☐ MAPPA
- ☐ Probation Service
- ☐ Other safeguarding professional
- ☐ No external advice required at this stage

Details of advice received and actions agreed:

.....

.....

.....

Date of consultation / referral:

.....

Name and role of professional contacted:

.....

9. DSL decision and rationale

Overall safeguarding risk assessment:

- ☐ Low
- ☐ Medium
- ☐ High
- ☐ Immediate / significant risk requiring urgent action

DSL decision / action taken:

.....

.....

.....

Rationale for decision:

.....

.....

.....

Further action required:

.....

.....

10. Review

Date of initial assessment:

.....

Date of review:

.....

Reviewed by:

.....

Changes to risk / circumstances:

.....

.....

Further action required:

.....

Confidentiality and information sharing

This form contains confidential safeguarding information. It must be stored securely and handled in accordance with the school's safeguarding, data protection and information-sharing procedures.

Information should only be shared with those who have a legitimate need to know and where sharing is necessary and proportionate to safeguard the child. Information may need to be shared with the police, Children's Social Care, MAPPA, Probation or other safeguarding partners where appropriate.

This form must not routinely be shared with MAPPA. Where MAPPA involvement is relevant, the DSL should record the advice received and actions agreed and share information through the appropriate professional channels.

The risk assessment should be **reviewed whenever there is a significant change in circumstances and at least annually while the identified risk remains relevant.**

St John Fisher Catholic Primary School – DSL Record

Form discussed with Headteacher / DSL:

☐ Yes ☐ No ☐ Not applicable

Name:

.....

Date:

.....

Further action:

.....

.....

Date for review:

.....

APPENDIX E

LOW-LEVEL CONCERNS RECORDING FORM

St John Fisher Catholic Primary School

This form should be completed by any member of staff or volunteer who has a concern about the behaviour of an adult working with or volunteering in school which, while not meeting the threshold for a referral to the LADO or formal safeguarding procedures, may be inconsistent with the school's expectations or Code of Conduct.

A low-level concern may arise from a single incident or a pattern of behaviour. It may relate to behaviour towards a child, children or colleagues. Staff should report concerns even where they are unsure whether the behaviour is significant enough to constitute a low-level concern.

Do not investigate the concern yourself. Record what you have seen, heard or been told as accurately and factually as possible and pass this form to the Headteacher/DSL.

1. Person the concern relates to

Name:

.....

Role / position:

.....

Relationship to the school:

- ☐ Member of staff
- ☐ Supply / agency staff
- ☐ Volunteer
- ☐ Student / trainee
- ☐ Other: _____

2. Details of the concern

Date of incident / concern:

.....

Time:

.....

Location:

.....

Who was present?

.....

Child / children involved, if relevant:

.....

What happened?

Please provide a clear, factual account of what you saw, heard or were told. Include the person's words or actions where relevant. Avoid assumptions, opinions or interpretations.

.....

.....

.....

.....

.....

What specifically caused you concern?

.....

.....

.....

3. Nature of the concern

Please tick any that apply:

- ☐ Inappropriate language, comments or jokes
- ☐ Over-familiarity with a child
- ☐ Inappropriate physical contact
- ☐ Favouritism or differential treatment
- ☐ Inappropriate communication with a child
- ☐ Contact with a child outside appropriate professional boundaries
- ☐ Inappropriate use of technology or social media
- ☐ Behaviour which could be perceived as intimidating, humiliating or degrading
- ☐ Failure to maintain appropriate professional boundaries
- ☐ Behaviour inconsistent with the school's Code of Conduct
- ☐ Behaviour which causes concern about professional judgement
- ☐ Other: _____

Is this the first concern you are aware of about this person's behaviour?

- ☐ Yes
- ☐ No
- ☐ Unsure

If you are aware of previous concerns, please provide brief details if known:

.....

.....

Do not attempt to investigate or gather further information before reporting the concern.

4. Immediate action taken

Did you take any immediate action in response to the concern?

- ☐ No
- ☐ Yes - please provide details:

.....

.....

Was the DSL / Headteacher informed verbally?

- ☐ Yes
- ☐ No

If yes, when and who was informed?

.....

5. Person completing the form

Name:

.....

Role:

.....

Date completed:

.....

Signature:

.....

[For completion by the Headteacher / DSL](#)

6. Initial consideration

Date received:

.....

Received by:

.....

Initial assessment:

- ☐ Low-level concern – record and monitor
- ☐ Further information required
- ☐ Concern may meet the threshold for a safeguarding referral
- ☐ Concern may meet the threshold for referral to the LADO
- ☐ Immediate safeguarding action required

Rationale / decision-making:

.....

.....

Action taken:

.....

.....

.....

Was advice sought?

- ☐ No
- ☐ DSL / DDSL
- ☐ Local Authority Designated Officer (LADO)
- ☐ Children's Social Care
- ☐ Police
- ☐ Other: _____

Details of advice received / action agreed:

.....

.....

7. Outcome and monitoring

Does the concern form part of a pattern of behaviour?

- ☐ No
- ☐ Yes
- ☐ To be monitored

Further action required:

.....

.....

Professional discussion / action with the adult concerned:

.....

.....

Date of review, if required:

.....

Review outcome:

.....

.....

Important information for staff

A low-level concern is not insignificant. Recording concerns allows the school to identify patterns of behaviour and take appropriate action before concerns escalate.

Staff should report concerns as soon as possible and should not wait until they have gathered further evidence or decided whether the behaviour constitutes misconduct or a safeguarding concern.

A concern should be recorded even where the person reporting it feels that the behaviour may have been unintentional or that there may be an innocent explanation. The purpose of recording the concern is to enable the Headteacher/DSL to consider the information appropriately.

Where a concern indicates that a child may be at risk of harm, the school's safeguarding procedures take priority. The matter must be escalated immediately to the DSL/Headteacher and, where appropriate, to external safeguarding agencies or the LADO.

All low-level concern records must be treated as confidential safeguarding information, stored securely and shared only with those who have a legitimate need to know.

If the concern relates to the Headteacher, it must be reported to the Chair of Governors in accordance with the school's procedures for managing allegations against adults working with children.