



St Joseph's Catholic Primary School
part of
The Good Shepherd Catholic Trust



Children Protection and Safeguarding Policy

Owner: Mrs A Hinton (Designated Safeguarding Lead)
Approved by: Mrs G Spencer (Chair of Governors)
Date approved: Summer 2026
Next review date: Autumn 2027

Policy statement

St Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of all pupils. Everyone who works or volunteers in our school shares an objective to help keep pupils safe by contributing to:

- an environment where pupils feel secure, valued and respected;
- early identification of need and prompt, proportionate action where concerns arise;
- prevention through a broad safeguarding curriculum (including online safety, healthy relationships, consent and radicalisation awareness) adapted to our context of high EAL and identified SEND needs;
- safe recruitment, appropriate staff conduct and robust record-keeping.

This policy sets out our approach and procedures and should be read alongside the attached annexes and linked documents (Safer Recruitment Policy, Behaviour Policy, Whistleblowing Policy, SEND Policy, Online Safety Policy, Prevent Duty document, Single Central Record (SCR) procedures). It is written to reflect statutory requirements in Keeping Children Safe in Education (KCSIE) 2026 and associated statutory guidance.

Scope and principles

This policy applies to all staff (including supply staff), volunteers, governors and contractors. The child's welfare is paramount. All staff have a responsibility to provide a safe environment and to act promptly on concerns. The policy reflects current legislative and statutory guidance including KCSIE 2026, Working Together to Safeguard Children and relevant local multi-agency procedures. The school will take proportionate action when needed, following statutory thresholds and local safeguarding partners' arrangements.

Roles and responsibilities

- Designated Safeguarding Lead (DSL): Mrs A Hinton, 0208 270 6480 ahinton@st-jodag.bardaglea.org.uk, available 8am-4pm. Responsible for day-to-day management of safeguarding, referrals to local authority children's services (LBBD MASH/Early Help), maintaining safeguarding records, overseeing training, DSL supervision of deputies and liaison with Trust/Diocese and external agencies. The DSL will ensure the school's safeguarding arrangements reflect local protocols and KCSIE 2026 expectations, including maintaining the single point of contact for multi-agency safeguarding hub referrals.
- Deputy DSLs (DDSLs): Mrs K Nelson-Cole, Miss T Burrows, Mrs N Riley, Ms M Vasques & Miss T David, 0208 270 6480. Act on behalf of the DSL when required; have the same access to safeguarding records and systems and receive appropriate training.
- Headteacher: Mrs A Hinton, has overall responsibility for ensuring that safeguarding arrangements are effective, that staff are supported to carry out their responsibilities and that there are sufficient resources and time for DSL/DDSLs to fulfil their roles.

- Nominated Safeguarding Governor: Mrs G Spencer, office@st-jodag.bardaglea.org.uk Provides governance oversight, ensures compliant systems, reviews anonymised safeguarding data termly and presents an annual safeguarding report to the governing body.
- Trust contact: Mr M Corcoran. For policy alignment, escalation and support where appropriate.
- Local Authority Contacts: LBBD MASH: 020 8227 3811, LADO: Mike Cullen, Mike.Cullern@lbbd.gov.uk, Police: 999 (immediate risk) / 101 (non-emergency).
- All staff: must be alert to signs of abuse, know how to recognise and respond to safeguarding concerns, complete required training and follow reporting procedures. Staff should read Part One and Annexe B (or equivalent) of KCSIE 2026 as directed.

This list will be updated within 5 working days of any staffing change and published on the staff intranet and school website.

Safer recruitment and single central record (SCR)

We follow safer recruitment procedures consistent with KCSIE 2026. The SCR contains required checks for all employed staff, volunteers, contractors and supply staff (DBS with appropriate barred list checks where required, right to work, identity, qualifications where applicable, prohibition from teaching checks, section 128 direction check for governors and senior leaders, childcare disqualification checks where applicable). The SCR is maintained contemporaneously, subject to regular quality checks and is reviewed by the School Business Manager and the nominated governor termly and after each new appointment. A record of verifier name and date the check was seen is kept.

Staff conduct and safer working practice

All staff must adhere to the Staff Code of Conduct (Annexe A). Expectations include boundaries in one-to-one contact, use of personal devices, social media, photographing pupils, professional communication and online contact. Staff sign the code at induction and annually. Allegations management (including low-level concerns) processes are in Annexe B and are compliant with statutory expectations in KCSIE 2026 and local LADO arrangements.

Training and induction

- All staff receive safeguarding induction on appointment that includes the school's child protection policy, the staff behaviour policy (code of conduct), the identity and role of the DSL and DDSs, how to report concerns (including escalation routes), and completion of statutory online and face-to-face training where specified. Staff must read Part One and Annexe B (or the information required by the Headteacher) of KCSIE 2026 as applicable.
- DSL and DDSs complete accredited DSL training with full refresher training every 2 years or sooner, in line with local expectations, and attend regular multi-agency safeguarding meetings and networks. DSLs must have appropriate time, funding, supervision and support to undertake the role and to access inter-agency working.

- Targeted training (e.g., managing disclosures with pupils with SEND, online harms, child criminal and sexual exploitation, harmful sexual behaviour) is provided based on need. The SENDCO will complete relevant safeguarding training including DSL training within 3 months of appointment if acting as DSL.
- Training is provided for all staff at the beginning of each academic year, with additional updates provided throughout the year as they are released. Training records are maintained. Compliance target: 100% for statutory training. Non-compliance is escalated to the Headteacher and safeguarding governor; appropriate action is taken to mitigate risk.

Recognising and responding to concerns

All staff should be alert to signs of abuse (neglect, physical, emotional, sexual) and specific safeguarding issues (child sexual exploitation, FGM, radicalisation, online grooming, modern slavery, county lines, domestic abuse, fabricated or induced illness, harmful sexual behaviour, forced marriage, serious youth violence). Staff follow the one-page flowchart in Annexe C when responding to a disclosure: listen, reassure, do not promise confidentiality, ask only open clarifying questions, if necessary, record facts and report to DSL immediately. Staff may make a referral directly to LBBD MASH or the police if the DSL is unavailable and there is an immediate risk. The school will follow local thresholds and procedures when deciding on Early Help or statutory referrals.

Record-keeping, retention and information sharing

- All safeguarding concerns are recorded promptly, factually and contemporaneously on CPOMS. Records include chronology, decisions, outcomes and rationale for information sharing. Where paper notes are made, they must be transferred to the secure system promptly and stored securely pending upload.
- Access is restricted: DSLs. Staff may add new reports but may not edit previous entries. Audit logs are maintained.
- Retention: child protection records are retained securely in line with KCSIE 2026 and local guidance; records relating to a child are kept until the child's 25th birthday unless statutory guidance states otherwise or local policy dictates a different retention period. Records of low-level concerns and allegations are held separately from personnel files in line with guidance.
- Information is shared on a need-to-know basis. Parents/carers are informed of safeguarding concerns, except where doing so would place the child at increased risk or impede a statutory investigation. The policy explains circumstances where information is shared without consent, in line with statutory guidance, data protection legislation (including the UK GDPR) and local multi-agency protocols.

Multi-agency working and referrals

We operate in line with LBBD MASH and Early Help pathways and the local safeguarding partnership. The DSL will liaise with social care, police, health, CAMHS, youth offending services, the Trust/Diocese and other agencies as needed. The DSL is responsible for referrals, compiling chronologies, attending relevant multi-agency meetings (strategy, CIN, CP conferences) and contributing to assessments. Records of

referrals and outcomes are retained, including the rationale for decisions and any escalation.

Managing allegations against staff and low-level concerns

Procedures for allegations against staff, including low-level concerns, follow LADO guidance, KCSIE 2026 requirements and Trust/Diocese procedures (Annexe B).

Definitions and processes are clear:

- Allegation: where a person in a position of trust is alleged to have harmed a pupil or behaved in a way that indicates they may pose a risk of harm to children.
- Low-level concern: behaviour that is inconsistent with the Staff Code of Conduct but does not meet the threshold for a LADO referral.

Procedure summary:

- If an allegation involves potential significant harm, inform the Headteacher immediately; if the allegation is about the Headteacher, inform the Chair of Governors/Trust Safeguarding Lead. The Headteacher/Chair will consult the LADO within required timescales and follow LADO recommendations.
- The school will ensure appropriate liaison with the designated officer (LADO), police and local authority children's services, and will follow the statutory guidance on suspension, information sharing and support for staff and pupils.
- Low-level concerns: staff report to Headteacher or DSL; concerns are recorded with name, date and actions and stored securely; patterns of behaviour are monitored; proportionate actions (coaching, supervision, formal management) are implemented and recorded.
- Record-keeping: Allegations and low-level concerns are retained securely and separately from personnel files in line with KCSIE 2026.

Peer-on-peer abuse, bullying and sexual harassment

Peer-on-peer abuse (including sexual harassment, harmful sexual behaviour, initiation/hazing) is explicitly recognised. The school's approach includes:

- prevention through curriculum, whole-school culture, staff training and assemblies;
 - clear reporting routes and supportive responses for victims, ensuring investigation is proportionate and trauma-informed;
 - disciplinary processes for perpetrators in accordance with the Behaviour Policy and legal obligations, alongside restorative and educative interventions where appropriate;
 - risk assessments and safety planning for both victim and alleged perpetrator; involvement of external agencies where thresholds are met.
- Peer-on-peer incidents are recorded on CPOMS. The school will consider contextual safeguarding, safeguarding during mediation, and support for any pupil affected.

SEND, EAL and vulnerable pupils

Recognising our context (high EAL and pupils with SEND), the policy includes adaptations:

- accessible reporting options (visual aids, translation, use of trusted adults);
- liaison with SENCO, speech and language therapists, occupational therapists, CAMHS and other professionals;
- Personalised learning plans (PLPs) record safeguarding-related needs and strategies to reduce barriers to disclosure;
- staff receive training on recognising and responding to signs of abuse for pupils with communication needs and neurodiversity;
- when appropriate, adjustments to safeguarding practice are made to ensure equity of protection.

Annexe D provides guidance for conducting disclosures with pupils with SEND and EAL adaptations, including use of appropriate interpreters and independent advocates where necessary.

Online safety

Online safety is a safeguarding priority. The Online Safety Policy sets out acceptable use agreements, filtering and monitoring arrangements, incident procedures (sexting, online grooming), and education for pupils and parents. Technical safeguards (filtering and monitoring) are managed and regularly reviewed and there is clarity on the responsibilities of staff, volunteers and contractors. Staff must follow guidance on professional online conduct (Annexe A) and report online incidents to the DSL. The school teaches pupils digital resilience and monitors harms arising from online use.

Whistleblowing

Staff are encouraged to raise concerns about unsafe practice or misconduct via the Whistleblowing Policy. Concerns about the Headteacher should be reported to the Chair of Governors or Trust/Diocese as set out in the Whistleblowing Policy. The school ensures staff are given clear routes to raise concerns and are protected from detriment.

Safeguarding curriculum and prevention

The PSHE/RSHE and wider curriculum include age-appropriate content on online safety, healthy relationships, consent and radicalisation awareness. Coverage is recorded in the curriculum overview and monitored; materials are adapted for EAL and SEND pupils. Pupils are taught how to keep themselves safe, how to report concerns and how to access support. Termly checks of pupil understanding are carried out and curriculum content is reviewed against local priorities and safeguarding trends.

Governors and governance oversight

The governing body ensures this policy is effective and compliant with statutory guidance. The governors receive termly anonymised safeguarding data (number/type of referrals, training compliance, open cases). The governing body ensures adequate resources, that safer recruitment and training systems are effective, and that the DSL has sufficient time and funding to carry out the role. The governing body ensures there

is a designated governor with responsibility for safer recruitment and single central record oversight.

Monitoring, audit and review

The DSL provides termly anonymised safeguarding data to governors and conducts periodic audits against KCSIE 2026 expectations and local partnership requirements. The policy is reviewed annually or sooner if statutory guidance changes. The school participates in local safeguarding audits and external review where appropriate.

Linked documents

Safer Recruitment Policy; Whistleblowing Policy; Behaviour Policy; SEND Policy; Online Safety Policy; Prevent Duty document; Staff Code of Conduct; SCR procedures; Safeguard user guidance; local LBBD MASH and LADO guidance; Trust/Diocese safeguarding procedures.

ANNEXES

Annexe A — Staff Code of Conduct

Introduction

This Code of Conduct sets out clear expectations for staff behaviour to safeguard pupils and staff, and to maintain public confidence in the school. All staff must read, sign and adhere to this Code at induction and annually.

Professional behaviour and boundaries

- Maintain high standards of professional behaviour and act as positive role models.
- Avoid behaviour that could be perceived as inappropriate or unprofessional.
- Keep interactions with pupils professional, respectful and proportionate.
- Avoid one-to-one unsupervised situations where possible; if unavoidable, ensure transparency (door open or visible to others) and record the reason.

Communication and use of technology

- Use school devices and accounts for all school-related communications; do not use personal devices to contact pupils.
- Do not accept pupils as friends/followers on personal social media accounts or engage in direct messaging with pupils on private platforms.
- Maintain professional boundaries if contacted by pupils or parents via personal accounts—refer to SLT/DSL and respond via school channels only.
- Mobile phones and other personal devices should be used only in designated areas and not in classrooms when pupils are present, except in emergencies or where used for an agreed educational purpose.

Photography, images and data protection

- Obtain written parental consent before photographing or recording pupils for non-routine uses.
- Use school devices for images, store securely in line with data protection procedures and the school's acceptable use policy.
- Do not post images of pupils on personal social media or transfer school images to personal devices.

Physical contact and restraint

- Physical contact should be avoided unless necessary, appropriate and proportionate (e.g., to comfort a distressed pupil or to prevent harm).
- Follow the school's Positive Handling/Restraint Policy and only use approved techniques where staff are trained and there is an immediate risk.
- Record any physical intervention in line with policy and inform DSL/parents as appropriate.

Gifts, rewards and hospitality

- Small tokens or rewards are acceptable if consistent with school policy and not creating a sense of obligation.
- Declare gifts of significant value or offered in unusual circumstances to the Headteacher and record them.

Confidentiality and information sharing

- Share safeguarding concerns on a need-to-know basis only and follow the school's data protection processes.
- Do not promise confidentiality to pupils making disclosures; be clear that information will be shared with the DSL.

Conduct outside work

- Behaviour outside work should not bring the school into disrepute or affect suitability to work with children.
- Declare to the Headteacher any cautions, convictions or membership of organisations that could impact safeguarding responsibilities.

Reporting concerns about staff

- Report any concerns about professional conduct of staff to the Headteacher or DSL without delay.
- If the concern involves the Headteacher, report to the Chair of Governors or Trust Safeguarding Lead.

Declaring relationships and conflicts of interest

- Declare any close relationships with pupils, parents or staff (outside school) that could raise safeguarding concerns.

- Follow the school's process for managing personal relationships and conflicts of interest.

Safer working practises summary

- Keep colleagues informed of one-to-one meetings or situations that could be open to misinterpretation.
- When supporting personal care needs, follow agreed care plans and have another staff member nearby where practicable.
- Dress professionally and appropriately for the role while respecting cultural and faith requirements.

Staff declaration

I have read and understood the Staff Code of Conduct and agree to adhere to its provisions. I understand that breaches may lead to disciplinary action or referral to external agencies.

Name:

Role:

Signed:

Date:

Annexe B — Allegations Management and Low-Level Concerns

Part 1 — Allegation Reporting Form (for potential significant harm)

(To be completed immediately by the person receiving the allegation and sent securely to Headteacher and DSL)

1. Date and time of report: ____
2. Name and role of person making the report: ____
3. Name of pupil(s) involved (if applicable): ____
4. Nature of allegation (concise factual summary): ____
5. Date(s)/time(s) of alleged incident(s): ____
6. Location of alleged incident(s): ____
7. Is there any immediate risk to pupils or staff? Yes / No If yes, actions taken (including emergency services): ____
8. Immediate steps taken by staff (safeguarding, separation, first aid): ____
9. Name of person alleged to have caused harm and role: ____
10. Witnesses (names, roles, contact details): ____
11. Evidence gathered (notes, images, electronic evidence) and where stored: ____
12. Has the incident been reported to LADO/Police/Local Authority? Yes / No
 - If yes: Date/time of contact: ____ Name of officer: ____ Advice given: ____
13. Actions advised / taken by Headteacher/DSL: ____
14. Record of information given to parent(s)/carer(s) and rationale if not informed: ____
15. Next steps and timescales (investigation, suspension considerations, support for pupil/staff): ____
16. Signatures:
 - Person completing form: ____ Date: ____
 - Headteacher / Chair / DSL: ____ Date: ____

Part 2 — Low-Level Concern Recording Form (for behaviour inconsistent with Code of Conduct but not reaching LADO threshold)

(To be completed by the person raising the concern; stored securely and monitored for patterns)

1. Date and time of report: ____
2. Name and role of person reporting: ____
3. Name and role of staff member involved: ____
4. Description of behaviour or concern (factual, include context): ____
5. Who else was present (names/roles): ____
6. Immediate action taken (if any): ____
7. Advice given by Headteacher/DSL and actions to be taken (coaching, management conversation, training, monitoring): ____
8. Outcomes and review date: ____
9. Is there escalation to LADO or formal HR process required? Yes / No If yes, rationale: ____
10. Stored by: ____ (role) Date: ____

Part 3 — Process summary

- On receiving allegation of potential significant harm, Headteacher/DSL must be informed immediately. If allegation concerns Headteacher, inform Chair of Governors/Trust Safeguarding Lead.
- Consult LADO within required timescales and follow LADO advice on immediate safeguarding actions and investigatory steps.
- Consider immediate measures to safeguard pupils (separation, restrictions, suspension following HR advice) and support for any pupils involved.
- Maintain records securely and separately from personnel files as required by KCSIE and local guidance.
- For low-level concerns, record fully, ensure proportionate management actions, monitor for patterns, and retain records in secure central log.

Annexe C — Immediate Actions Flowchart for Staff

Quick steps for staff when encountering safeguarding concerns or disclosures:

1. If a pupil is at immediate risk:

- Ensure immediate safety; call emergency services (999) if needed.
- Inform DSL or DDSL immediately.
- If DSL/DDSL unavailable and immediate risk exists, refer directly to local authority MASH or the police.

2. If a pupil discloses abuse:

- Listen calmly and attentively.
- Do not promise confidentiality; explain you must tell the DSL to keep them safe.
- Ask only open clarifying questions (who, what, where, when) — avoid leading or multiple choice.
- Do not investigate or interview the pupil.
- Record precisely what was said, using the child's words if possible, noting time, date and who was present.
- Mark any visible injuries on a body map if appropriate.
- Report to DSL immediately (same day).

3. If you witness concerning behaviour:

- Ensure immediate safety and separate parties if necessary.
- Record facts and report to DSL.

4. Reporting:

- Use the school's secure recording system (CPOMS) to log the report.
- If concerns are about staff behaviour, follow the allegations procedure (Annexe B).

5. Follow-up:

- DSL to assess and decide on referral to MASH/Early Help, inform parents unless doing so increases risk, and record rationale.

- DSL to attend multi-agency meetings and implement safety plans.

Annexe D — SEND and EAL Adapted Disclosure Guidance & Checklist

Purpose:

Guidance to support staff in obtaining disclosures and recording concerns from pupils with communication needs, EAL or neurodiversity.

Principles:

- Use accessible communication methods and allow additional time.
- Use trusted adults or familiar staff to facilitate disclosure.
- Avoid using family members as interpreters where possible; use independent professional interpreters or bilingual advocates.
- Record the method of communication and any adaptations made.

Checklist for staff (before, during and after disclosure)

Before:

- Identify most appropriate communicator (trusted adult, familiar staff).
- Arrange quiet, private, low-stimulus space.
- Prepare visual aids, symbol cards or easy read materials if needed.
- If an interpreter is required, source an independent professional and record their details.

During:

- Use simple, clear language; check understanding frequently.
- Ask one question at a time; use yes/no or visual choices if necessary.
- Do not use leading questions; encourage the pupil to show or indicate where possible.
- Accept alternative communication (PECS, Makaton, signing) and record exactly what the pupil used and said.
- Provide reassurance but do not promise confidentiality.

Recording:

- Record verbatim as far as possible and note how communication was facilitated.
- Record the name and role of interpreter/communication aid used.
- Note any sensory or behavioural triggers observed and immediate needs.
- Upload to Safeguard promptly and inform DSL.

After:

- Liaise with SENCO to update PLP/EHCP where appropriate.
- Consider multi-agency referral to SALT, CAMHS or specialist services.
- Ensure ongoing support and monitoring; involve parents unless it increases risk.

Annexe E — Links and cross-references

- Safer Recruitment Policy <https://www.stjosephsdagenham.co.uk/policies>
- Behaviour Policy <https://www.stjosephsdagenham.co.uk/policies>
- Whistleblowing Policy <https://www.stjosephsdagenham.co.uk/policies>
- SEND Policy <https://www.stjosephsdagenham.co.uk/send>
- Online Safety Policy <https://www.stjosephsdagenham.co.uk/policies>
- Prevent Duty document <https://www.stjosephsdagenham.co.uk/safeguarding>
- Staff Code of Conduct <https://www.stjosephsdagenham.co.uk/policies>
- CPOMS user guidance [CPOMS Video Library](#)
- Local Authority: LBBD MASH and LADO guidance [Children, young people and families | London Borough of Barking and Dagenham](#)
- Trust/Diocese safeguarding procedures [The Good Shepherd Catholic Trust - Policies](#)