St John Henry Newman's Safeguarding and Child Protection Policy

Academic Year 2026-2027

Contents

Contents 2
Document Control 4
Background 4
Purpose 5
Scope 6
Useful Contacts 6
Useful Contacts 6
Prevention 7
Standard Commitments 7
Nursery, Primary and Special Schools Using the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme ..... **Error! Bookmark not defined.**
Primary Settings 8
Secondary and Post-16 Settings .....**Error! Bookmark not defined.**
Procedures 9
Multi-Agency Procedures 9
Staff Induction and Safeguarding Awareness 9
Reporting Concerns 10
Designated Safeguarding Lead Arrangements 11
Training 11
Online Safety 12
Filtering and Monitoring 12
Whistleblowing and Low-Level Concerns 12
Working with Parents and Carers 13
Vulnerable Groups of Children 13
Alternative Provision and Off-Site Education 13
The Governing Body/Proprietors/Management Committee [delete as appropriate]'s Obligations 13
Multi-Agency Working 14

Record Keeping, Confidentiality and Information Sharing 15
Communication with Parents/Carers 16
Responding to Child-on-Child Abuse, Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour 16
Supporting Children 17
Protecting Children 17
For Special Schools ..... **Error! Bookmark not defined.**
Children Who Have Returned Home to their Family From Care 18
Children Exposed to Risk Outside the Home (ROTH) 18
Children at Risk of Radicalisation 19
Privately Fostered Children 19
Preventing Unsuitable People From Working With Children 19
Recruitment 19
Allegations that may Meet the Harms Threshold (KCSIE Part Four, Section One) 20
Concerns that do not Meet the Harms Threshold 20
Other Related Policies and Procedures 21
Governing Body Safeguarding Responsibilities 22
Use of Setting Premises for Non-Setting Activities 22
Definitions 22
Context 22
Review Actions 25
Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children 26

Document Control

1. PCC policy document control

Version	V1.1
Senior Responsible Officer (SRO)	Rebecca Gibson – Education Safeguarding Manager
Approved by	Jane Bellamy – Deputy Safeguarding Lead
Approved on	26/8/2026
Review date	26/8/2027

2. St John Henry Newman Catholic Primary School policy document control:

Version	V 1		
Senior Responsible Officer (SRO)	Mark Cooper		
Approved by	Mark Cooper – Headteacher	Lucy White – Chair of Governors	Mark Cooper GOV – Designated Safeguarding Lead
Approved on	Date	Date	Date
Review date	<Insert date 12 months post approval>		

Version	Date	Description	Author
V1	11.9.26	Initial draft	Laura Spaven

Background

3. **St John Henry Newman Catholic Primary School is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility.**

4. Our safeguarding arrangements are underpinned by:
   - Keeping children safe in education 2026,
   - Working together to safeguard children 2026,
   - The Education Act 2002,
   - Children Act 1989 and Children Act 2004,
   - The Human Rights Act 1998,
   - The Equality Act 2010,
   - Data Protection Act 2018 and UK GDPR, and
   - Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures.

5. The welfare of the child is paramount and all decisions made by St John Henry Newman Catholic Primary School (**known as STJHN**) will be taken in the best interests of children.

6. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping children safe in education 2026 (KCSIE). **All** staff must be made aware of their duties and responsibilities under Part One of this document.

7. It is essential that everyone working in a school or college understands their safeguarding responsibilities. The governing body, working in partnership with the senior leadership team and the Designated Safeguarding Lead (DSL), will ensure that all staff, including those who do not work directly with children, read and understand at least Part One of KCSIE.

8. Governing bodies and proprietors should ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in KCSIE.

9. Through their day-to-day contact with pupils, and direct work with families, all staff in school have a responsibility to:

   - Identify concerns early, offer support, and prevent issues from escalating,
   - Provide a safe environment in which children can learn,
   - Identify children who may benefit from Family Help and early support,
   - Know what to do if a child tells them he/she is being abused or neglected in line with the setting procedures, and
   - Follow the referral process if they have a concern and support children's social care and other agencies following this (paragraphs 55-61 of KCSIE).

10. This policy is consistent with the Cambridgeshire & Peterborough Safeguarding Partnership Board procedures.

Purpose

11. There are four main elements to this policy:

    1) **Prevention –** Through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos,

    2) **Procedures –** For identifying and referring cases, or suspected cases, of abuse or exploitation,

    3) **Supporting children –** Particularly those who may have been abused or witnessed violence towards others, and

    4) **Preventing unsuitable people working with children –** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

12. This policy is available to parents on request and is on the STJHN website: St John Henry Newman VA Primary School - Safeguarding and Child Protection

Scope

13. This policy sets out how the setting's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the setting. Our policy applies to **all** staff, paid and unpaid, working in the setting including governors.

14. We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something, and "should" when the advice set out should be followed unless there is good reason not to.

15. Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge,
- Protecting children from maltreatment, whether that is within or outside the home, including online,
- Preventing 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,
- Promoting the upbringing of children with their birth parents, or otherwise within their family network through a kinship care arrangement, whenever possible and where this is in the child's best interests, and
- Taking action to enable all children to have the best outcomes.

Useful Contacts

Useful Contacts

Useful Contact	Communication Route
PCC Education Safeguarding Team	Peterborougheducationsafeguarding@peterborough.gov.uk
PCC Education Safeguarding Manager	Rebecca.gibson@peterborough.gov.uk
PCC Education Safeguarding Advisor	Louise.hooper@peterborough.gov.uk
PCC Education Safeguarding Advisor	Gina.hayes@peterborough.gov.uk
PCC Education Safeguarding Operation Support Assistant	Melissa.clarke@peterborough.gov.uk

PCC Education Navigator – MASH	pcceducationnavigator@peterborough.gov.uk
Early Help/Targeted Support	Tel: 01733 863649
MASH – General Enquiries	Tel: 01733 864170
MASH – Professional Consultation Line	Tel: 01733 864180
MASH referral Portal	Professional (peterborough.gov.uk)
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@peterborough.gov.uk Tel: 01733 864038
Police Child Abuse Investigation Unit	Tel: 101
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422596
Cambridgeshire and Peterborough Safeguarding Partnership Board – Safeguarding Multi-Agency Procedures	Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board

Prevention

Standard Commitments

16. We recognise that children who are confident, resilient, listened to, and supported by positive relationships with trusted adults are better protected from harm. We are committed to creating a culture where safeguarding is everyone's responsibility, children's welfare is paramount, and children feel able to seek help when they need it. The setting will:

- Establish and maintain a culture of safeguarding in which all children feel safe, secure, respected and valued, including within the online environment, and are encouraged and supported to talk openly about anything that worries them,
- Ensure that all children are listened to and that their wishes, views and feelings are taken seriously and appropriately considered when determining what action to take, in accordance with their age, understanding and individual needs,
- Ensure children know who they can turn to for help and support within the setting, understand how to report concerns about themselves or others, and are confident that concerns will be taken seriously and acted upon promptly and appropriately,
- Promote protective behaviours, resilience, wellbeing and positive mental health through a broad, balanced and inclusive curriculum and through the wider life of the setting,

- Provide a curriculum, including Relationships Education, Relationships and Sex Education and Health Education (where applicable), Health Education and online safety education, that is age, stage and developmentally appropriate and responsive to the specific needs, vulnerabilities and experiences of individual children,
- Support children to recognise risks both online and offline, including abuse, exploitation, grooming, coercion, harmful sexual behaviour, sexual violence and sexual harassment, criminal exploitation, child-on-child abuse, radicalisation, misinformation and disinformation, and to know how to seek help and support,
- Recognise that children may be at greater risk of harm or face additional barriers to disclosing abuse, including children with special educational needs and disabilities (SEND), children who are or have been looked after, young carers, children who identify as LGBTQ+, children experiencing mental health difficulties, and children with protected characteristics, and ensure appropriate support is in place,
- Ensure all staff understand that safeguarding incidents and behaviours can be associated with factors outside the school/college and can occur between children as well as between adults and children,
- Promote equality, diversity and inclusion, helping children to develop an understanding of respect, tolerance, healthy relationships, consent, protected characteristics and individual differences,
- Challenge, address and respond robustly to all forms of prejudice-related behaviour, discrimination and abuse, including sexism, misogyny, misandry, sexual harassment, sexual violence, homophobia, biphobia, transphobia, racism, disablism and other behaviours motivated by prejudice or hate. Such incidents will be recorded, monitored and responded to in accordance with the setting's policies and procedures, and
- Foster strong and trusted relationships between children and staff to ensure that concerns can be identified early, help can be provided as soon as problems emerge, and children receive the right support at the right time.

17. STJHN will incorporate into the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts.

Primary Settings

18. (Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021) 1.2.7 We use PSHE and RSE teaching units from the TenTen programme. These units support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect

(PS5-6). All children have opportunities to practice seeking help or advice from others, including from their Networks of Support, and develop their problem-solving strategies, which can be applied in a range of contexts. The programme also supports schools with listening to pupil voice, building awareness and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

Procedures

Multi-Agency Procedures

19. STJHN will follow the procedures set out in the Cambridgeshire & Peterborough Safeguarding Partnership Board Multi-Agency Procedures.

20. STJHN will liaise with the three statutory safeguarding partners (Local Authority, Health and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children 2026.

21. **The Designated Safeguarding Lead is:**

Mark Cooper (Head Teacher)
……...

22. **The Deputy Designated Safeguarding Leads are:**

Laura Spaven (Assistant Headteacher)
……
Deana Jordan
……
Roisin O'Shea
……..

23. **The nominated Governor for Safeguarding and Child Protection is:**

Ruth Roberts
……

24. **[Insert other lead roles, e.g. Prevent lead, Online Safety Lead etc.]**

Staff Induction and Safeguarding Awareness

25. The governing body will ensure that all staff, volunteers, governors and trustees receive appropriate safeguarding information at induction and are provided with regular safeguarding updates thereafter.

26. From induction onwards, all staff will be made aware of:

- The identity and role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSLs),
- The setting's safeguarding and child protection procedures,
- The systems for recording and reporting safeguarding concerns,
- Their individual responsibility to safeguard children and report concerns without delay,
- The requirement to read and understand Part One of KCSIE,
- The setting's staff code of conduct and whistleblowing procedures, and
- The role of filtering and monitoring systems and the process for reporting concerns relating to online safety.

27. Staff must understand:

- How to identify signs of abuse, neglect, exploitation and child-on-child abuse,
- That children can be at risk of harm both inside and outside the home, inside and outside the setting and online,
- The importance of professional curiosity,
- Their responsibility to provide a safe environment in which children can learn,
- Their role in Family Help and Early Help processes,
- The process for making referrals to Children's Social Care,
- The safeguarding response to children who are absent from education, particularly where absence is repeated or prolonged, and
- The safeguarding risks associated with misinformation, disinformation, generative AI, deepfakes and other emerging technologies.

Reporting Concerns

28. All staff must act immediately if they have concerns about a child's welfare.

29. For example, staff are required to record safeguarding concerns on CPOMS immediately and submit them to the DSL or DDSL without delay. Any concerns relating to physical abuse, sexual abuse or a child at immediate risk of harm must also be reported verbally to the DSL/DDSL as soon as possible and followed up in writing.

Designated Safeguarding Lead Arrangements

30. The governing body ensure that an appropriately trained DSL and sufficient Deputy DSLs are appointed to provide effective safeguarding leadership.

31. The DSL or a Deputy DSL will always be available during operating hours and term time to discuss safeguarding concerns and support staff in making referrals where necessary.

32. In the absence of the DSL and all Deputy DSLs, staff should seek immediate advice from the Safeguarding Governor and, where required, make a direct referral to Children's Social Care or the Police through the safeguarding Professional Referral process. Staff should never delay action because a DSL is unavailable.

33. Whilst there is no statutory requirement for DSL availability during holidays, the setting will ensure that safeguarding arrangements remain proportionate to the needs of pupils. This may include monitoring safeguarding email accounts and providing a nominated safeguarding contact for urgent child protection matters.

Training

34. The governing body will ensure that all staff receive safeguarding and child protection training at induction and through annual updates.

35. Training will include:

- Child protection procedures,
- Child-on-child abuse,
- Exploitation,
- Online safety,
- Prevent awareness,
- Filtering and monitoring responsibilities,
- Children missing education,
- Family help processes,
- Professional curiosity,
- Information sharing,
- The risks associated with misinformation and disinformation,
- Emerging technologies and AI-related safeguarding risks, and
- Local safeguarding procedures and multi-agency working arrangements.

Online Safety

36. The governing body recognises that safeguarding includes protecting children from online risks and harms.

37. STJHN's Online Safety Policy reflects the requirements of KCSIE, Meeting digital and technology standards in schools and colleges and Generative AI: product safety expectations.

38. The Online Safety Policy St John Henry Newman VA Primary School - Policies and Key Documents is aligned with the Behaviour Policy and includes procedures for responding to:

- Online abuse and exploitation,
- Cyberbullying,
- Harmful online content,
- Misinformation and disinformation,
- Making, possessing or sharing nudes and semi-nudes (see Sharing nudes and semi-nudes: advice for education settings working with children and young people), and
- Risks associated with generative AI, deepfakes and manipulated imagery.

39. STJHN operates a phone-free environment for pupils. Any exceptions are set out within the Use of Mobile Phones Usage Code of Conduct.

Filtering and Monitoring

40. The governing body ensure that appropriate filtering and monitoring systems are in place to safeguard children online and limit exposure to harmful content.

41. With support from the DSL and relevant IT providers, the effectiveness of filtering and monitoring systems will be reviewed at least annually by the designated senior leader responsible.

Whistleblowing and Low-Level Concerns

42. The governing body will ensure that all staff recognise their duty to raise concerns about poor, unsafe or inappropriate practice.

43. Concerns will be managed sensitively, proportionately and in accordance with the setting's Whistleblowing Policy, Staff Code of Conduct, and procedures for managing allegations and low-level concerns about adults working with children. See Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children.

Working with Parents and Carers

44. The governing body will ensure that parents and carers are informed of the setting's safeguarding responsibilities and that this Safeguarding and Child Protection Policy is published and accessible via the setting's website.

Vulnerable Groups of Children

45. The governing body recognises that while all children can be harmed, some children may face additional barriers to safeguarding and may be at greater risk of abuse, neglect or exploitation, both online and offline.

46. STJHN will give particular consideration to children identified within KCSIE as potentially vulnerable and ensure appropriate support and protective measures are implemented where required.

Alternative Provision and Off-Site Education

47. Where pupils access alternative provision or are educated off-site STJHN remains responsible for ensuring appropriate safeguarding arrangements are in place.

48. STJHN will:

- Undertake appropriate due diligence before any placement begins,
- Obtain written confirmation that relevant safeguarding and safer recruitment checks have been completed,
- Maintain effective information-sharing arrangements with the provider,
- Monitor attendance, welfare and safeguarding arrangements throughout the placement, and
- Review placements immediately where safeguarding concerns arise and end placements where necessary.

The Governing Body's Obligations

49. The governing body recognise that they have a strategic leadership responsibility for safeguarding and promoting the welfare of children and must ensure that the setting complies with its duties under legislation and statutory guidance. Readers should refer to Part Two of KCSIE for the full responsibilities of governing bodies, proprietors and management committees.

50. The governing body will ensure that safeguarding arrangements are effective, child-centred and embedded throughout the setting. Safeguarding governance includes leadership and oversight, safer recruitment, child protection arrangements, online safety, filtering and monitoring, staff training, and the promotion of a culture where

safeguarding is everyone's responsibility.

51. The governing body will:

- Appoint a Safeguarding Governor to provide strategic oversight and champion safeguarding,
- Ensure all governors and trustees receive safeguarding and child protection training, including online safety, at induction and through regular updates,
- Ensure governors can provide appropriate strategic challenge regarding safeguarding arrangements and their effectiveness,
- Ensure compliance with duties under the Human Rights Act 1998, Equality Act 2010, Public Sector Equality Duty and Cambridgeshire & Peterborough Safeguarding Partnership Board's safeguarding arrangements,
- Receive and scrutinise an annual safeguarding report and ensure any identified weaknesses are addressed without delay,
- Review, ratify and update this Safeguarding and Child Protection Policy annually,
- Ensure this policy is understood and implemented by all staff,
- Ensure the policy is published on the setting's website,
- Ensure appropriate filtering and monitoring systems are in place and reviewed annually,
- Ensure that children's wishes, views and feelings are considered when safeguarding decisions are made, and
- Promote a strong safeguarding culture where the welfare of children is paramount.

Multi-Agency Working

52. Education settings have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the STJHN contributes to multi-agency working in line with Working Together to Safeguard Children 2026.

53. STJHN will:
- Work to develop effective links with relevant services to promote the safety and welfare of all pupils and students,
- Co-operate as required, in line with Working Together to Safeguard Children 2026, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups,
- In line with Working Together to Safeguard Children 2026, distinguish between universal services, early help and the targeted early help level of Family Help – which is a formal, local-authority-coordinated, consent-based offer, distinct from universal early help.
- The DfE statutory guidance on school attendance Working Together to Improve School Attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns,
- Notify the relevant Social Care Team immediately if:

- It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently),
- There is an unexplained absence of a pupil who is subject to a Child Protection Plan,
- There is any change in circumstances to a pupil who is subject to a Child Protection Plan, and

- When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Record Keeping, Confidentiality and Information Sharing

54. STJHN will maintain clear, detailed, accurate, written records of concerns about children, including rationale of action taken in consultation with local threshold guidance.

55. Records should include:

- A clear and comprehensive summary of the concern,
- The child's lived experience, and where appropriate their views,
- Details of how the concern was followed up, decision making, use of local partnership tools and note of any actions taken and any outcomes, and
- A record of discussion/communication with parents and their views.

56. Any STJHN Hardcopy safeguarding files should be kept confidential and stored securely.

57. Electronic records are stored on an identified, purpose-built, secure platform CPOMS and meets the DfE's Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges. All staff are directed to the National Cyber Security Centre's (NCSC) Cyber security training for school staff.

58. Information about children and their families is defined as 'special category personal data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

59. STJHN will ensure that information is shared appropriately to safeguard and promote the welfare of children, in accordance with data protection legislation and relevant information-sharing guidance. Staff must understand their responsibility to share information where necessary to protect children. The DSL will ensure that safeguarding information is shared on a need-to-know basis, that decisions to share or withhold information are recorded, and that Subject Access Requests are managed in accordance with the Data Protection Act 2018 and UK GDPR.

Communication with Parents/Carers

60. STJHN is committed to working openly and collaboratively with parents and carers to safeguard and promote the welfare of children. Parents and carers are informed of the school's safeguarding and child protection responsibilities through the school website and other relevant communications:

    - Where there are concerns about a child's welfare, STJHN will, wherever appropriate, seek to discuss these with parents and carers and work in partnership with them to identify the most effective support. However, there may be circumstances where sharing information with parents could place a child or another person at increased risk of harm or could impede a criminal investigation. In such cases, STJHN will act in the child's best interests and seek advice from relevant safeguarding agencies as required, and
    - STJHN will maintain a clear record of discussions held with parents and carers, including the rationale for any decision not to inform them.

Responding to Child-on-Child Abuse, Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

61. STJHN recognises that children can abuse other children, and that child-on-child abuse can occur both inside and outside of school, including online. All forms of child-on-child abuse are taken seriously and will never be dismissed as banter, part of growing up, or simply having fun. This includes, but is not limited to:
    - Bullying (including cyberbullying),
    - Physical abuse,
    - Initiation or hazing behaviours,
    - Prejudice-based abuse,
    - Sexual harassment,
    - Sexual violence,
    - Consensual and non-consensual sharing of nude and semi-nude images and/or videos, and
    - Harmful sexual behaviour.

62. STJHN will respond to all concerns in a proportionate, appropriate and timely manner, ensuring that the needs and safety of all children involved are considered.

63. Staff will maintain an attitude of 'it could happen here' and will follow the procedures set out in this policy and statutory guidance. Further information can be found in Part Five of KCSIE, which sets out the expectations for schools and colleges in relation to child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour. Also see Sharing nudes and semi-nudes: how to respond to an incident.

Supporting Children

Protecting Children

64. STJHN recognises that whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups:

- Children who need a social worker (Child in Need and Child Protection Plans),
- Children who are absent from education,
- Elective home education (EHE),
- Children requiring mental health support,
- Looked after children and previously looked after children,
- Care leavers,
- Young carers,
- Children with special educational needs, disabilities or health issues,
- Safeguarding children with medical conditions,
- Children who are lesbian, gay or bisexual, and
- Children who are questioning their gender.

65. This policy runs alongside other policies which can be found on this page: St John Henry Newman VA Primary School - Policies and Key Documents Including, but not limited to, SEND Policy, Attendance Policy, Behaviour Policy and Safer Recruitment Policy. It also works alongside with Working Together to Improve School Attendance.

66. STJHN understands that it is important to recognise specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should act on concerns immediately and follow organisation procedures, including recording concerns and speaking with DSL (or a deputy). The list below details those groups as per KCSIE's Annex A, which contains detailed definitions:

- Child abduction and community safety incidents,
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE),
- County lines,
- Children and the court system,
- Children missing from education,
- Children with family members in prison,
- Cybercrime,
- Domestic abuse,
- Homelessness,
- Modern Slavery and the National Referral Mechanism,
- Preventing radicalisation,
- The Prevent duty,
- Channel,

- Serious Violence,
- Honour based abuse (including Female Genital Mutilation and Forced Marriage),
- FGM,
- FGM mandatory reporting duty for teachers, and
- Forced marriage.

67. STJHN is aware of the following acts/resources and uses them to assess on a case-by-case basis, which can be accessed via these links:

- Domestic Abuse Act 2021,
- Marriage and Civil Partnership (Minimum Age) Act 2022,
- Female Genital Mutilation Act 2003,
- Risk Outside the Home (ROTH) Assessment Tool, and
- Risk Outside the Home (ROTH) Assessment Guidance.]

68. At STJHN, we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

69. To achieve this, Peterborough's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the DSL or Domestic Abuse (DA)Lead. On receipt of any information, the DSL or DA Lead will decide on the appropriate support the child may require.

70. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings.

71. It is a statutory duty for teachers in England and Wales to personally report cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers must consider and discuss such cases with the DSL and involve social care as appropriate.

Children Who Have Returned Home to their Family from Care

72. STJHN recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Children's Social Care if a concern arises.

Children Exposed to Risk Outside the Home (ROTH)

73. Extra-familial harms (Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation (including county lines and online exploitation), serious youth violence, peer-on-peer abuse and radicalisation.
74. School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. Staff should report this to the DSL/DDSL as soon as possible.

Children at Risk of Radicalisation

75. The governing body will ensure that a DSL has undertaken Prevent Lead training (refreshed every 2yrs) and that all staff receive training about the Prevent Duty within induction and regular updates/annual refreshers.

76. **The following member of staff is the Prevent Lead and has undertaken Prevent Lead training:**

    Laura Spaven

77. STJHN's Designated Safeguarding Lead (and Deputies) should be aware of local procedures for completing a National Prevent referral form.

78. See also The Prevent duty: an introduction for those with safeguarding responsibilities, and Prevent duty guidance: England and Wales (2023).

79. PREVENT concerns should be raised to the named lead above as soon as possible.

Privately Fostered Children

80. Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or close relative, in their own home for 28 days or more.

81. STJHN will follow the mandatory duty to inform the Peterborough City Council of any Private Fostering arrangements via a Safeguarding Referral.

Preventing Unsuitable People From Working With Children

Recruitment

82. STJHN will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of KCSIE. This section

should be read in conjunction with the STJHN's Safer Recruitment Policy: St John Henry Newman VA Primary School - Policies and Key Documents

83. The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

84. **The following members of staff have undertaken Safer Recruitment training**

Laura Spaven & Mark Cooper

Allegations that may Meet the Harms Threshold (KCSIE Part Four, Section One)

85. Any allegation of abuse made against any person in paid or unpaid capacity that meets the harms threshold as set out in KCSIE's Part Four, Section One, will be reported straight away to the Head Teacher.

86. In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors. STJHN must follow the procedures set out in Part Four of KCSIE.

87. STJHN will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made and adhere to the relevant procedures set out in KCSIE, Part Four and the setting's HR Policies as well as seek advice from their HR provider.

88. The Headteacher will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

89. Before contacting the LADO, STJHN will use the guidance chart found in Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children to support their decision-making.

90. If STJHN identifies that a child has been harmed, may be at risk of harm, or requires an immediate safeguarding response, the DSL (or deputy) will make a referral to the LADO, Children's Social Care and the police without delay, as appropriate.

91. STJHN will use the local LADO Procedures set out by the Cambridgeshire & Peterborough Safeguarding Partnership Board.

92. STJHN will follow the duty of care set out on page 111 of KCSIE regarding the welfare of those involved.

Concerns that do not Meet the Harms Threshold

93. Low level concerns that do not meet the harms threshold should be reported to the Headteacher. The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

94. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. STJHN will follow the procedures set out in Part

Four, Section Two of KCSIE.

95. As good practice governing bodies and proprietors should set out their low level concerns section within their staff code of conduct : St John Henry Newman VA Primary School - Policies and Key Documents

96. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

97. STJHN can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. Records will also comply with the Privacy Policy: St John Henry Newman VA Primary School - Policies and Key Documents

98. STJHN will promote an open culture where concerns about adults working in or on behalf of STJHN are addressed promptly and appropriately. This helps identify inappropriate behaviour early, reduce the risk of abuse, and ensure all adults understand and follow professional boundaries, the setting's ethos and values.

99. STJHN should ensure that **all** staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils, parents or carers as advised within the Professional and Personnel Relationships Guidance. Signed confirmation is required.

100. STJHN will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Other Related Policies and Procedures

101. See the Context section for the STJHN's list and links to relevant policies.

102. For Nursery and Primary Schools – incorporate EYFS statutory framework for group and school-based providers.

103. STJHN must have a Whole-School Allergy Policy for supporting children with medical conditions. This will be displayed on the school website in accordance with section 34 of the Children's Wellbeing and Schools Act 2026, Allergy safety in schools statutory guidance, Stronger protections for children with allergies in school.

Governing Body Safeguarding Responsibilities

Use of Setting Premises for Non-Setting Activities

104. If the governing body provides extended facilities or before or after setting activities directly under the supervision or management of setting staff, the setting's arrangements for safeguarding as written in this policy shall apply.

105. Where services or activities are provided separately by another organisation or individual, either on or off setting site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the setting on these matters where appropriate.

106. The governing body use the guidance on After-school clubs, community activities, and tuition - safeguarding guidance for providers, which details the safeguarding arrangements that settings should expect these providers to have in place.

Definitions

107. Terms and definitions used in this policy:

Term	Definition
STJHN	St John Henry Newman (the School)
SRO	Senior Responsible Officer
PCC	Peterborough City Council
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SEND	Special Educational Needs and Disabilities
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation
MARAC	Multi Agency Risk Assessment Conference
HBA	Honour Based Abuse
CCE	Child Criminal Exploitation
LADO	Local Authority Designated Officer
EYFS	Early Years Foundation Stage

Context

108. Internal and external context relevant to this policy:

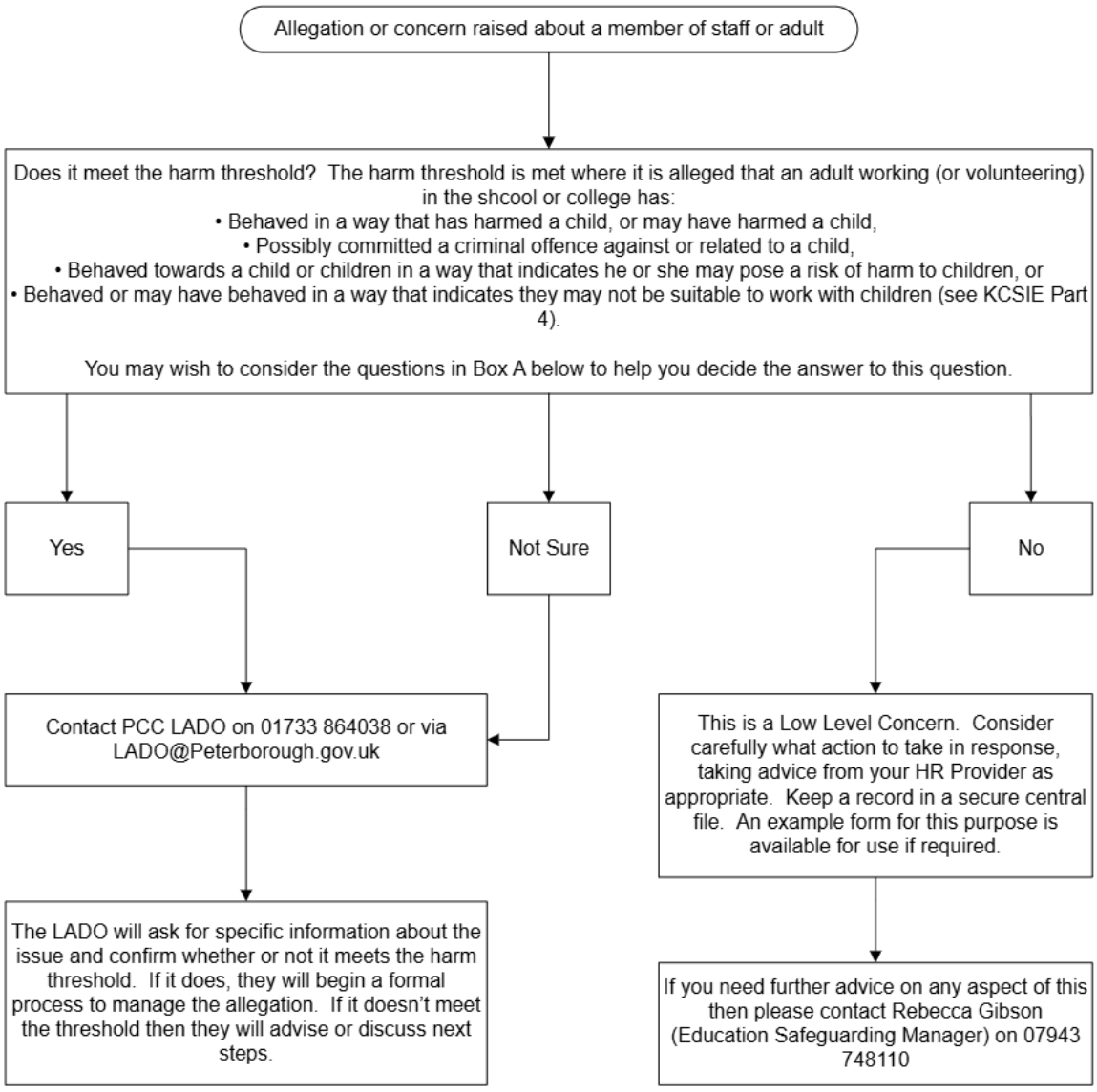
Internal Documents *List of internal documents related to this policy. Include reference numbers and links for easy access.*	• Anti-bullying policy • Allergy Safety Policy • Attendance policy (including Children who are absent from Education) • Behaviour policy • Complaints policy • Equality policy • First Aid policy • Health and Safety policy • Intimate Care policy • Lone Working policy • Online Safety policy • Physical Intervention policy • Safer Recruitment policy • SEND Policy • Staff Code of Conduct • Staff Discipline and Grievance procedures • Supporting Pupils with Medical Conditions policy • Mobile Phone Usage Policy • Privacy Policy • Whistleblowing policy •
Legislation, Standards, etc. *List of external legislation or government regulations, etc. relating to this policy. Include website links for easy access.*	• After-school clubs, community activities, and tuition - safeguarding guidance for providers • Allergy safety in schools statutory guidance • Alternative Provision • Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures • Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings • Children Act 1989 • Children Act 2004 • Children's Wellbeing and Schools Act 2026 • Cyber security training for school staff • Data Protection Act 2018 • Domestic Abuse Act 2021 • Education for children with health needs who cannot attend school • EYFS statutory framework for group and school-based providers • Female Genital Mutilation Act 2003 • Generative AI: product safety expectations • Home - Shore

	• KCSIE • Keeping children safe in education 2026 • LADO Procedures • Lucy Faithfull Foundation - Preventing child sexual abuse • Marriage and Civil Partnership (Minimum Age) Act 2022 • Meeting digital and technology standards in schools and colleges • Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges • Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance • National Prevent referral form • Operation Encompass • Prevent duty guidance: England and Wales (2023) • Professional and Personnel Relationships Guidance • Professional Referral Process • Relationships Education, Relationships and Sex Education and Health Education • Risk Outside the Home (ROTH) Assessment Guidance • Risk Outside the Home (ROTH) Assessment Tool • Safer Corridors Action Toolkit • Safer Spaces Action Toolkit • Sexual Offences Act 2003 • Sharing nudes and semi-nudes: advice for education settings working with children and young people • Sharing nudes and semi-nudes: how to respond to an incident • Shore - Lucy Faithfull Foundation • Stronger protections for children with allergies in school • The Education Act 2002 • The Equality Act 2010 • The Human Rights Act 1998 • The Prevent duty: an introduction for those with safeguarding responsibilities • UK GDPR • When to call the police: Guidance for schools and colleges • Working Together to Improve School Attendance • Working together to safeguard children 2026

Review Actions

109. At the next review, the following actions should be taken:
    - Review all sections, language and links
    - Re-submit for approval

Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children



Box A

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in or out of school or college?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?