

Child Protection and Safeguarding Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

Approved by:	SLT Governors	Date: Autumn 2026
Last reviewed on:	Autumn 2025	
Next review due by:	Autumn 2027	

FOREWORD FROM THE HEADTEACHER

At St Lawrence Catholic Primary School, safeguarding is at the heart of everything we do.

As a Catholic school, we believe that every child is created in the image and likeness of God. Every child is unique, loved by God and deserving of dignity, compassion and respect. Our mission calls us not only to educate children but to nurture them spiritually, emotionally, physically and socially within a safe and caring community.

Safeguarding is therefore far more than a statutory responsibility. It is fundamental to our vocation as a Catholic school.

We are committed to creating a culture in which every child feels safe, known, valued and listened to. We want every member of our community to have confidence that concerns will always be taken seriously, acted upon promptly and managed professionally.

Safeguarding is everyone's responsibility.

Every adult working within our school community has a duty to remain vigilant, demonstrate professional curiosity and act immediately if they have concerns about a child's welfare.

This handbook has been written to support that culture. It brings together our statutory Child Protection Policy with practical guidance for staff so that everyone understands not only what the law requires, but how safeguarding operates every day at St Lawrence Catholic Primary School.

Our safeguarding arrangements are built upon:

Gospel values
compassion
vigilance
partnership
professional curiosity
accountability
putting children first

We work closely with parents, carers, governors, the Diocese of Westminster, the London Borough of Hounslow and partner agencies to ensure every child receives the right help at the right time.

Safeguarding is never the responsibility of one person.

It belongs to every member of our school community.

Together we strive to ensure that every child is:

Known.

Valued.

Safe.

Leo Duggan

Headteacher

September 2026

CATHOLIC SAFEGUARDING STATEMENT

At St Lawrence Catholic Primary School we believe that safeguarding is an expression of our Christian mission.

Jesus welcomed children, protected the vulnerable and taught us that every person possesses inherent dignity.

Inspired by the Gospel, Catholic Social Teaching and the teachings of the Church, we are committed to creating a school where every child is respected, protected and enabled to flourish.

We believe:

every child is made in the image and likeness of God;

every child deserves to feel safe;

every child has the right to be listened to;

every child should experience love, compassion and justice;

every family should be treated with dignity and respect.

Safeguarding therefore underpins every decision we make.

It shapes our curriculum, our pastoral care, our recruitment practices, our behaviour expectations and our relationships with families.

We are committed to ensuring that safeguarding is proactive rather than reactive by:

identifying concerns early;

working in partnership with families;

providing timely support through Family Help where appropriate;
working openly with safeguarding partners;
ensuring staff receive excellent training;
fostering a culture where concerns are shared without delay.

Our school community strives to live out the words of Christ:

"Let the little children come to me..." (Mark 10:14)

by ensuring that every child is protected, nurtured and encouraged to become the person God created them to be.

OUR SAFEGUARDING CULTURE

Safeguarding is not a separate aspect of school life.

It is woven through everything we do.

At St Lawrence this means:

We know our children well.

Positive relationships enable concerns to be recognised early.

We listen.

Children know there are trusted adults they can speak to.

We notice.

Staff remain professionally curious.

Changes in behaviour are never ignored.

We act.

Concerns are reported immediately.

We never wait to see if things improve.

We record.

All safeguarding concerns are recorded promptly and accurately using **CPOMS**.

We work together.

Safeguarding is strengthened through effective partnership with:

- parents
- governors
- Children's Social Care
- Family Help
- Police
- Health
- Diocese of Westminster
- Hounslow Safeguarding Children Partnership

We continually improve.

Safeguarding training, audits and reviews ensure that our practice remains current, effective and child centred.

OUR SAFEGUARDING COMMITMENT

Every child deserves adults who will:

✓ notice

✓ listen

✓ care

✓ challenge

✓ protect

✓ advocate

✓ never give up.

At St Lawrence Catholic Primary School safeguarding is not simply what we do.

It is who we are.

Guidance for Governors

This policy has been updated in accordance with:

- **Keeping Children Safe in Education 2026** (effective 1 September 2026)
- **Working Together to Safeguard Children** (latest statutory guidance)
- **Information Sharing: Advice for Practitioners**
- **The Prevent Duty Guidance**
- **The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025**
- **The Equality Act 2010**
- **The Human Rights Act 1998**
- guidance issued by the **Hounslow Safeguarding Children Partnership**

Sections 175 and 157 of the Education Act 2002 place a statutory duty on governing bodies, proprietors and management committees to make arrangements to safeguard and promote the welfare of children.

The Governing Body of St Lawrence Catholic Primary School recognises that safeguarding is everyone's responsibility and remains the school's highest priority.

Safeguarding is embedded within every aspect of school life and underpins all decision-making. Governors provide strategic oversight, challenge and assurance to ensure safeguarding arrangements remain effective and compliant with statutory guidance.

The Governing Body will review this policy annually, or sooner if legislation or local safeguarding arrangements change.

Policy Consultation

This policy is:

- published on the school website;
- available from the school office upon request;
- shared with all staff during induction;
- reviewed annually by governors;
- supported through regular safeguarding training.

All staff receive:

- this Safeguarding Policy;
- Part One of **Keeping Children Safe in Education 2026**;
- the Staff Code of Conduct;
- Behaviour Policy;
- Online Safety Policy;
- Low-Level Concerns Policy;
- Whistleblowing Policy.

Those staff who work directly with children are required to read **Part One** of KCSIE 2026. Staff who do not work directly with children are also expected to understand their safeguarding responsibilities appropriate to their role.

This policy will be reviewed in full by the Governing Body on an annual basis.

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mr Leo Duggan Head Teacher	head@st-lawrence.hounslow.sch.uk
Deputy DSL	Mrs Joanne Orpwood Deputy HT	Jdouglas9.313@lgflmail.org
Deputy DSL	Jodi Gough Sendco/Inclusion lead	jgough8.313@lgflmail.org
	Joanne Kennedy	jkennedy32.313@lgflmail.org
Local authority designated officer (LADO)	Grace Murphy/ Sarah Paltenghi	grace.murphy@hounslow.gov.uk sarah.paltenghi@hounslow.gov.uk
Chair of Governors	Tom Gallahue	governors@st-lawrence.hounslow.sch.uk
Channel helpline		020 7340 7264

1. Aims

At St Lawrence Catholic Primary School we believe every child is made in the image and likeness of God and deserves to be safe, respected and valued.

Safeguarding is central to our Catholic ethos and to everything we do.

We are committed to ensuring every child:

- is protected from harm;
- feels safe, listened to and valued;
- receives help at the earliest opportunity;
- can achieve their full potential within a safe, nurturing and inclusive environment.

Our safeguarding arrangements aim to:

- protect children from abuse, neglect, exploitation and harm;
- identify concerns at the earliest opportunity;
- provide timely support through **Family Help** where appropriate;
- work effectively with safeguarding partners;
- create a culture where children know they will be listened to;
- ensure all adults understand their safeguarding responsibilities;
- maintain robust safeguarding procedures throughout the school.

Safeguarding is everyone's responsibility.

Every adult working in or on behalf of St Lawrence Catholic Primary School has a duty to safeguard and promote the welfare of children.

Where there is a concern about a child's welfare, staff will always act in the child's best interests.

2. Legislation and Statutory Guidance

This policy has been developed in accordance with the Department for Education statutory guidance **Keeping Children Safe in Education (KCSIE) 2026**, effective from **1 September 2026**, and should be read alongside **Working Together to Safeguard Children** (latest statutory guidance).

It reflects the safeguarding arrangements agreed by the **Hounslow Safeguarding Children Partnership** and should be read alongside local safeguarding procedures.

This policy also has due regard to the following legislation and statutory guidance:

- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (latest statutory guidance)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers
- What to do if you're worried a child is being abused
- The Prevent Duty Guidance
- The Teachers' Standards (2012)
- The Governance Handbook
- The Equality Act 2010
- The Human Rights Act 1998
- The Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

- The Data (Use and Access) Act 2025
- The School Premises (England) Regulations 2012
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- The Early Years Foundation Stage (EYFS) Statutory Framework (where applicable)

This policy is also based upon the following legislation:

- Education Act 2002 (Sections 157 and 175)
- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act 2006
- Counter-Terrorism and Security Act 2015
- Serious Crime Act 2015
- Female Genital Mutilation Act 2003
- Domestic Abuse Act 2021
- Rehabilitation of Offenders Act 1974
- Childcare Act 2006
- Childcare (Disqualification) Regulations
- School Staffing (England) Regulations 2009

The Governing Body recognises that safeguarding and promoting the welfare of children is a statutory responsibility and that safeguarding arrangements must be effective at all times.

The Governing Body will ensure that:

- safeguarding is embedded within the school's culture;
- safeguarding is considered in all strategic decisions;
- policies are reviewed at least annually;
- safeguarding arrangements remain compliant with statutory guidance;
- staff receive appropriate safeguarding training;
- governors receive safeguarding training appropriate to their strategic role;
- safeguarding is monitored through governor visits, reports and challenge.

Safeguarding at St Lawrence Catholic Primary School

At St Lawrence Catholic Primary School safeguarding is viewed as everyone's responsibility.

We are committed to creating a culture in which:

- every child feels safe, valued and listened to;
- concerns are identified and acted upon early;
- children receive help at the earliest opportunity through **Family Help**, pastoral support or statutory intervention as appropriate;
- safeguarding is underpinned by strong relationships between staff, pupils and families;
- all adults understand that they have an individual responsibility to report concerns immediately;
- professional curiosity is encouraged;
- children know who they can talk to if they are worried;
- safeguarding decisions are always child-centred and made in the best interests of the child.

Safeguarding extends beyond child protection. It includes promoting children's welfare, protecting them from abuse, neglect and exploitation, supporting their mental and physical wellbeing, protecting them online,

helping them develop resilience and ensuring that they are able to learn in a safe, inclusive and nurturing environment.

The school recognises that safeguarding issues are rarely isolated and often overlap. Staff will therefore remain vigilant to the wider contextual factors affecting children, including extra-familial harm, online abuse, criminal and sexual exploitation, serious violence, domestic abuse, mental health concerns, radicalisation and the misuse of technology, including artificial intelligence.

The school will continue to work proactively with parents, carers and partner agencies to ensure children receive the right help at the right time.

3. Definitions

Safeguarding and promoting the welfare of children

At St Lawrence Catholic Primary School, safeguarding and promoting the welfare of children is everyone's responsibility.

For the purposes of this policy, 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 this occurs inside or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding is a child-centred process. Every decision made by the school will place the child's best interests at the centre of all safeguarding practice.

Child Protection

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child protection procedures form part of the school's wider safeguarding responsibilities.

Abuse

Abuse is a form of maltreatment of a child.

Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Children may be abused:

- within their family;
- within the community;
- within institutions;
- online;

- by adults;
- by other children.

Abuse may occur wholly online or technology may be used to facilitate abuse that also occurs offline.

Children may also harm other family members, including child-to-parent abuse.

The four recognised categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Further information is contained within **Appendix 1**.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development.

Neglect may occur during pregnancy and throughout childhood and may include failure to provide:

- adequate food;
- clothing;
- shelter;
- supervision;
- medical care;
- emotional care;
- protection from physical or emotional harm.

Exploitation

Children may be subject to criminal, sexual or financial exploitation.

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into activity for the benefit of another person.

Children cannot consent to their own exploitation.

Family Help

The school recognises the importance of providing support as soon as concerns emerge.

Family Help is the process through which children and families receive coordinated support before statutory intervention becomes necessary.

All staff should understand:

- Targeted Family Help;
- Section 17 (Children in Need);
- Section 20 (Accommodation);
- Section 31 (Care Proceedings);
- Section 47 (Child Protection).

Where appropriate the DSL will coordinate Family Help assessments with partner agencies.

Extra-familial Harm

Children may experience abuse outside their family environment.

Extra-familial harm includes, but is not limited to:

- child sexual exploitation;
- child criminal exploitation;
- county lines;
- serious violence;
- domestic abuse within teenage relationships;
- online exploitation;
- radicalisation;
- trafficking;
- organised criminal groups.

The school recognises that contextual safeguarding forms an important part of assessing risk.

Child-on-child Abuse

Children are capable of abusing other children.

Child-on-child abuse is a safeguarding issue and will always be taken seriously.

It may include:

- bullying (including cyberbullying);
- prejudice-based or discriminatory bullying;
- physical abuse;
- serious violence;
- sexual harassment;
- sexual violence;
- coercive behaviour;
- abuse in intimate relationships;
- upskirting;
- initiation or hazing;
- making or sharing nude or semi-nude images;
- online abuse.

The school will never dismiss abuse as:

- "banter";
- "part of growing up";
- "boys being boys";
- "just having a laugh."

Both the child who has experienced abuse and the child displaying harmful behaviour may require safeguarding support.

Making or Sharing Nudes and Semi-Nudes

The term "making or sharing nudes and semi-nudes" refers to the creation, possession or sharing of nude or semi-nude images by children under the age of 18.

This includes:

- photographs;
- videos;
- livestreams;
- digitally altered images;
- AI-generated images;
- deepfakes;
- deep nudes.

The school will follow UK Council for Internet Safety (UKCIS) guidance alongside KCSIE 2026 when responding to incidents.

Mental Health

Mental health concerns may be an indicator that a child has experienced abuse, neglect or exploitation.

Staff are not expected to diagnose mental health conditions but are expected to recognise signs that a child may require support or safeguarding intervention.

Serious Violence

Staff should remain alert to indicators that a child may be:

- carrying a weapon;
- threatened with violence;
- involved in serious violence;
- involved in criminal exploitation;
- at risk from gangs or county lines.

Where concerns arise, staff must immediately inform the Designated Safeguarding Lead.

Victim

The term *victim* is used throughout this policy because it is widely understood.

However, the school recognises that not every child subjected to abuse identifies themselves as a victim.

Staff will always use language that reflects the wishes and needs of the individual child.

Alleged Perpetrator

The terms *alleged perpetrator* and *perpetrator* are used for clarity.

The school recognises that children who display harmful behaviour may themselves have experienced abuse or trauma and should receive appropriate safeguarding support.

Professional Curiosity

Professional curiosity is an essential element of safeguarding practice.

All staff are expected to:

- remain professionally curious;
- respectfully question information where appropriate;
- notice changes in presentation or behaviour;
- recognise that children may not disclose abuse directly;
- act immediately if they have concerns.

Staff should always adopt the approach:

"It could happen here."

4. Equality Statement

At St Lawrence Catholic Primary School, we believe that every child is uniquely created in the image and likeness of God and is of equal dignity and worth. Guided by our Catholic mission, we are committed to ensuring that every child is welcomed, respected, protected and enabled to flourish in a safe, inclusive and nurturing environment.

We recognise that safeguarding is not a "one size fits all" approach. Some children face additional barriers to recognising abuse, disclosing concerns or accessing support. We are committed to identifying and removing those barriers wherever possible.

In accordance with the **Equality Act 2010**, the **Human Rights Act 1998** and **Keeping Children Safe in Education 2026**, we will ensure that safeguarding arrangements take account of pupils' individual needs and protected characteristics whilst always acting in the best interests of the child.

Safeguarding practice at St Lawrence Catholic Primary School is underpinned by the principles of:

- dignity;
 - respect;
-

- inclusion;
- compassion;
- justice;
- equity;
- child-centred practice.

We recognise that some children may be more vulnerable to abuse, neglect or exploitation and therefore require additional vigilance and support.

These may include, but are not limited to, children who:

- have Special Educational Needs and/or Disabilities (SEND);
- have physical or mental health needs;
- have an Education, Health and Care Plan (EHCP);
- are young carers;
- are looked after or previously looked after;
- have a social worker;
- are privately fostered;
- are asylum seekers or refugees;
- have English as an Additional Language (EAL);
- are living in temporary accommodation;
- experience poverty or financial hardship;
- are affected by domestic abuse;
- have parents experiencing substance misuse;
- have parents with mental ill health;
- have parents in prison;
- are at risk of criminal exploitation;
- are at risk of sexual exploitation;
- are vulnerable to county lines activity;
- are at risk of radicalisation;
- are victims of serious violence;
- are missing or frequently absent from education;
- are repeatedly suspended or attending on a reduced timetable;
- are pregnant or parenting;
- experience discrimination because of race, ethnicity, religion or belief;
- experience discrimination because of disability;
- experience prejudice or bullying based on protected characteristics.

We recognise that safeguarding concerns may present differently in children with SEND. Staff will avoid making assumptions that indicators of abuse are solely related to a child's disability, communication needs or medical condition.

Children with communication difficulties may require additional time, specialist support or adapted approaches in order to express concerns.

We also recognise that abuse, neglect and exploitation may have a disproportionate impact on children who experience discrimination or marginalisation. All concerns will therefore be considered carefully and without prejudice.

Protected Characteristics

The school will fulfil its duties under the Equality Act 2010 and Public Sector Equality Duty by ensuring due regard is given to:

- eliminating unlawful discrimination;
- advancing equality of opportunity;
- fostering good relations between different groups.

Safeguarding procedures will always be implemented fairly, consistently and without discrimination.

The school will not tolerate:

- racism;
- sexism;
- misogyny;
- misandry;
- disability discrimination;
- prejudice-based bullying;
- faith-based prejudice;
- homophobic bullying;
- biphobic bullying;
- transphobic bullying;
- online hate or discriminatory abuse.

Any such behaviour will be treated seriously through both the Behaviour Policy and safeguarding procedures where appropriate.

Positive Action

Where evidence indicates that particular groups of pupils are disproportionately affected by safeguarding issues, the school may take proportionate positive action to improve their safety and wellbeing.

This may include:

- targeted education;
- additional pastoral support;
- curriculum adaptations;
- mentoring;
- intervention programmes;
- enhanced safeguarding measures.

Listening to Children

The school recognises that every child has the right to be heard.

Children will always be:

- listened to carefully;
- treated with dignity and respect;
- taken seriously;
- supported throughout safeguarding processes;
- involved, where appropriate, in decisions affecting them.

The wishes and feelings of the child will be considered when determining what action is in their best interests.

Where a child is unable to communicate verbally, staff will use appropriate alternative methods to understand their views.

Our Commitment

At St Lawrence Catholic Primary School we strive to create a culture in which every child:

- feels safe;
- feels valued;
- knows who they can talk to;
- trusts that adults will listen;
- understands how to seek help;
- is protected from abuse, neglect and exploitation.

Safeguarding is everyone's responsibility, and every member of our school community has a role to play in protecting children.

5. Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility.

Every adult working at, volunteering in, or acting on behalf of St Lawrence Catholic Primary School has a responsibility to safeguard children and promote their welfare.

Safeguarding is embedded within every aspect of school life and underpins all strategic decisions, policies, procedures and daily practice.

All safeguarding decisions will be child-centred and made in the best interests of the child.

5.1 All Staff

Every member of staff has a responsibility to provide a safe environment in which children can learn.

All staff will:

- read and understand **Part One** of *Keeping Children Safe in Education 2026* and confirm annually that they have done so;
 - receive safeguarding and child protection training at induction;
 - receive safeguarding updates at least annually and whenever statutory guidance changes;
 - understand the school's safeguarding procedures;
 - understand their individual safeguarding responsibilities;
 - know the identity of the Designated Safeguarding Lead (DSL) and Deputy DSLs;
 - understand how to record safeguarding concerns using **CPOMS**;
 - know how to respond if a child makes a disclosure;
 - understand local safeguarding thresholds and referral pathways;
 - understand the purpose of **Family Help** and the school's role in supporting children before statutory intervention;
 - understand their responsibilities under the Prevent Duty;
 - understand online safety responsibilities, including filtering and monitoring arrangements;
 - understand the school's behaviour expectations and staff Code of Conduct.
-

All staff must adopt the safeguarding principle:

"It could happen here."

Professional Curiosity

All staff are expected to demonstrate professional curiosity.

This includes:

- noticing changes in behaviour;
- questioning respectfully where information does not appear consistent;
- recognising patterns of concern;
- understanding that children rarely disclose abuse directly;
- acting immediately if concerns arise.

No concern is too small to report.

Staff should be particularly alert to children who:

- have SEND;
 - have physical or mental health needs;
 - have an EHCP;
 - are young carers;
 - are pregnant or parenting;
 - have experienced trauma;
 - have a social worker;
 - are looked after;
 - have been repeatedly suspended;
 - are attending on a reduced timetable;
 - are missing education;
 - are frequently absent;
 - are vulnerable to exploitation;
 - are experiencing domestic abuse;
 - have parents in prison;
 - misuse drugs or alcohol;
 - are vulnerable to serious violence;
 - are at risk of radicalisation;
 - experience discrimination;
 - are privately fostered.
-

Staff must understand that abuse may occur:

- within families;
 - within peer groups;
 - online;
 - outside school;
 - within the community;
-

- through organised criminal groups.
-

Staff must immediately report concerns about:

- abuse;
 - neglect;
 - exploitation;
 - child-on-child abuse;
 - serious violence;
 - criminal exploitation;
 - county lines;
 - sexual exploitation;
 - radicalisation;
 - domestic abuse;
 - mental health concerns where safeguarding is a factor;
 - AI-generated abuse;
 - online grooming;
 - deepfake imagery;
 - sharing of nude or semi-nude images.
-

Listening to Children

All staff will:

- listen carefully;
 - remain calm;
 - reassure children;
 - never promise confidentiality;
 - record accurately using the child's own words;
 - report concerns immediately via CPOMS and directly to the DSL if urgent.
-

Information Sharing

Staff must never assume somebody else has reported a concern.

Timely information sharing is essential.

Data protection legislation does **not** prevent information sharing where safeguarding children is concerned.

5.2 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) has overall strategic responsibility for safeguarding and child protection.

The DSL at St Lawrence Catholic Primary School is:

Leo Duggan (Headteacher)

Deputy DSLs are:

- Joanne Orpwood
- Jodi Gough
- Joanne Kennedy

Deputy DSLs are trained to the same standard as the DSL and act in the absence of the DSL.

The DSL has appropriate:

- authority;
- status;
- time;
- funding;
- supervision;
- training;
- resources

to fulfil the role effectively.

The DSL will:

Lead safeguarding across the school by:

- promoting a strong safeguarding culture;
- managing referrals;
- supporting staff;
- overseeing CPOMS;
- maintaining safeguarding records;
- coordinating Family Help;
- liaising with Children's Social Care;
- liaising with Police;
- liaising with Health;
- liaising with the Diocese;
- liaising with Hounslow Safeguarding Children Partnership.

The DSL will ensure:

- children receive the right help at the right time;
 - safeguarding records are accurate;
 - safeguarding files transfer securely;
 - staff receive regular safeguarding updates;
 - governors receive safeguarding information;
 - safeguarding audits are completed;
 - policies remain compliant.
-

Online Safety

The DSL will:

- oversee filtering and monitoring;
 - understand online risks;
 - understand AI-generated safeguarding concerns;
 - oversee online safety education;
 - monitor online safeguarding incidents.
-

Child-on-child Abuse

The DSL will:

- lead investigations;
 - complete risk assessments;
 - implement safety plans;
 - support victims;
 - support children displaying harmful behaviour;
 - liaise with external agencies.
-

Serious Violence

The DSL will:

- assess risks;
 - coordinate intervention;
 - liaise with Police where appropriate;
 - implement safeguarding plans;
 - coordinate multi-agency support.
-

5.3 Governing Body

The Governing Body has strategic responsibility for safeguarding.

Governors will ensure:

- safeguarding remains the school's highest priority;
- safeguarding culture is regularly reviewed;
- policies remain compliant;
- safeguarding is adequately resourced;
- DSLs receive appropriate support;
- safer recruitment is robust;
- online filtering and monitoring are effective;
- safeguarding training is completed;
- safeguarding is challenged through governor monitoring.

Governors will receive safeguarding training on induction and regular updates thereafter.

Governors will read **Keeping Children Safe in Education 2026** appropriate to their role and ensure they understand their statutory safeguarding responsibilities.

The Governing Body will appoint a nominated safeguarding governor to provide strategic challenge and support, while recognising that operational safeguarding remains the responsibility of the Headteacher and DSL.

5.4 Headteacher

The Headteacher has day-to-day responsibility for implementing this policy.

The Headteacher will ensure:

- safeguarding remains central to school improvement;
- all staff receive safeguarding induction and ongoing training;
- safeguarding procedures are followed consistently;
- safer recruitment procedures are implemented;
- allegations against staff are managed appropriately;
- low-level concerns are recorded and monitored;
- appropriate staffing levels are maintained;
- safeguarding concerns are acted upon immediately;
- safeguarding forms part of staff supervision and performance management.

The Headteacher will foster an open culture in which staff feel confident to raise safeguarding concerns, challenge unsafe practice and whistleblow where necessary.

5.5 The Role of Every Adult

Every adult working at St Lawrence Catholic Primary School has a duty to:

- protect children from harm;
- act immediately if concerned;
- report concerns;
- maintain professional curiosity;
- challenge poor practice;
- uphold professional boundaries;
- model respectful behaviour;
- contribute to a culture where safeguarding is everyone's responsibility.

Safeguarding is not the responsibility of one individual.

It is the responsibility of **every adult, every day**.

6. Confidentiality and Information Sharing

At St Lawrence Catholic Primary School, we recognise that effective safeguarding depends upon the timely, lawful and proportionate sharing of information.

Safeguarding concerns will always be treated sensitively and professionally. Information will only be shared with those who need to know in order to protect children and promote their welfare.

All staff must understand that **the safety and welfare of the child is always the overriding consideration.**

6.1 Principles of Information Sharing

The school will ensure that information is:

- shared lawfully;
- shared proportionately;
- shared accurately;
- shared securely;
- shared promptly;
- recorded appropriately.

Staff should never assume that another person has shared safeguarding information.

Where there are concerns about a child's welfare, information should be shared immediately with the Designated Safeguarding Lead (DSL) or Deputy DSL.

6.2 Data Protection

The school complies with:

- Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR);
- Data (Use and Access) Act 2025.

These legislation are collectively referred to within KCSIE 2026 as **data protection laws**.

Staff should be clear that:

Data protection laws do not prevent the sharing of information where this is necessary to safeguard and promote the welfare of children.

Where there is any uncertainty regarding information sharing, staff should seek advice from the DSL.

However, **concerns about data protection must never delay appropriate safeguarding action.**

6.3 Confidentiality

Staff must never promise confidentiality to a child.

If a child discloses abuse or neglect, staff should explain that:

- they have listened carefully;

- they believe the child;
- they will only tell people who need to know;
- the information will be used to help keep them safe.

Children should never be given unrealistic assurances that information will remain secret.

6.4 Professional Need to Know

Safeguarding information will only be shared with staff who have a legitimate professional need to know.

This may include:

- Designated Safeguarding Leads;
- Deputy DSLs;
- Headteacher;
- Children's Social Care;
- Police;
- Health professionals;
- Local Authority;
- safeguarding partners;
- other schools where appropriate.

Staff should not discuss safeguarding matters informally with colleagues.

6.5 Recording

All safeguarding concerns, discussions, decisions and actions will be recorded promptly on **CPOMS**.

Records will include:

- a clear summary of the concern;
- the child's own words where appropriate;
- actions taken;
- decisions made;
- rationale for decisions;
- referrals;
- outcomes.

Records should be factual and objective.

Staff should distinguish clearly between:

- fact;
 - professional opinion;
 - third-party information.
-

6.6 Family Help

Where children require support through **Family Help**, information will be shared appropriately with partner agencies in accordance with statutory guidance.

The school recognises that effective Family Help relies upon timely information sharing between professionals.

6.7 Children with Social Workers

The school recognises that children who have a social worker are among our most vulnerable pupils.

Relevant safeguarding information will be shared appropriately with:

- allocated social workers;
- Family Help practitioners;
- Virtual School (where applicable);
- safeguarding partners.

6.8 Victims of Child-on-child Abuse

When responding to child-on-child abuse, the wishes and feelings of the child who has experienced harm will always be considered.

However, the school recognises that there may be circumstances where safeguarding responsibilities require information to be shared without the child's agreement.

The DSL will carefully balance:

- the child's wishes;
- the safety of the child;
- the safety of other children;
- statutory safeguarding duties.

6.9 Parents and Carers

The school believes that working in partnership with parents is fundamental to safeguarding children.

Parents will normally be informed where safeguarding concerns arise.

However, the school will not inform parents if doing so:

- would place a child at greater risk;
- could prejudice a police investigation;
- could compromise a Children's Social Care investigation;
- would be contrary to advice from safeguarding partners.

The decision will always be made by the DSL in consultation with partner agencies where appropriate.

6.10 Multi-agency Working

The school is committed to effective multi-agency safeguarding.

Staff will work positively with:

- Children's Social Care;
- Police;
- Health Services;
- Family Help practitioners;
- Education Welfare;
- Early Years providers;
- Virtual School;
- Diocese of Westminster;
- Hounslow Safeguarding Children Partnership;
- other relevant agencies.

Effective safeguarding depends upon open professional relationships built upon mutual trust and timely information sharing.

6.11 Whistleblowing

All staff have a professional duty to report concerns about unsafe practice or failures in safeguarding.

Concerns should normally be raised with:

- the Headteacher;
- the DSL;
- the Chair of Governors (where appropriate).

Where staff believe concerns have not been addressed appropriately, they should follow the school's Whistleblowing Policy and, where necessary, use external reporting routes including the NSPCC Whistleblowing Advice Line.

No member of staff will suffer detriment for raising genuine safeguarding concerns in good faith.

7. Recognising Abuse and Taking Action

Every member of staff has a responsibility to identify children who may need help or protection and to take immediate action if they have concerns about a child's welfare.

Staff should always maintain an attitude of:

"It could happen here."

Safeguarding concerns should never be ignored, minimised or delayed.

Where there are concerns about a child, staff must always act in the child's best interests.

The school recognises that safeguarding concerns are rarely standalone incidents. In many cases, children experience multiple and overlapping forms of abuse, neglect or exploitation. Staff should therefore consider the child's wider circumstances and exercise professional curiosity.

7.1 Children who may require additional support

Any child may benefit from additional support through **Family Help** or statutory intervention.

Staff should be particularly alert to children who:

- are disabled or have additional health needs;
- have SEND, whether or not they have an EHCP;
- have identified mental health needs;
- are young carers;
- are pregnant or parenting;
- display early signs of abusive or harmful behaviour;
- are vulnerable to criminal exploitation;
- are vulnerable to sexual exploitation;
- are vulnerable to financial exploitation;
- are affected by county lines;
- are affected by organised crime;
- are missing education;
- regularly go missing from home or care;
- have experienced repeated suspensions;
- are attending on reduced timetables;
- are at risk of permanent exclusion;
- are vulnerable to radicalisation;
- have parents in custody;
- experience domestic abuse;
- experience parental substance misuse;
- experience parental mental ill-health;
- misuse drugs or alcohol;
- are at risk of forced marriage;
- are at risk of female genital mutilation;
- are privately fostered.

The presence of one or more of these factors does not automatically indicate abuse. However, staff should remain professionally curious and discuss concerns with the DSL.

7.2 Recognising Abuse

Staff should recognise that abuse may occur:

- inside the home;
 - outside the home;
 - within families;
 - between peers;
 - online;
 - within the wider community.
-

Abuse may occur through:

- physical abuse;
- emotional abuse;
- sexual abuse;
- neglect;
- child criminal exploitation;
- child sexual exploitation;
- domestic abuse;
- serious violence;
- online abuse;
- coercive control;
- modern slavery;
- trafficking;
- radicalisation.

Further information is contained within **Appendix 1** and **Appendix 4**.

7.3 Professional Curiosity

Children rarely disclose abuse in a straightforward way.

Many children:

- do not recognise they are being abused;
- are frightened;
- are embarrassed;
- fear consequences;
- wish to protect family members;
- have communication difficulties.

All staff must therefore remain professionally curious.

This means:

- noticing changes;
- recognising patterns;
- asking appropriate questions;
- recording concerns;
- discussing concerns with the DSL.

Professional curiosity should never become professional scepticism.

7.4 If a Child Makes a Disclosure

If a child tells you they are being abused, exploited or neglected:

Do

- remain calm;
- listen carefully;
- believe the child;
- reassure them they have done the right thing;
- explain that you must pass the information to people who can help;
- record their words accurately;
- report immediately to the DSL.

Do Not

- ask leading questions;
- investigate;
- interrupt unnecessarily;
- promise confidentiality;
- express shock or disbelief;
- make judgements;
- confront the alleged abuser.

The child's exact words should be recorded on **CPOMS** as soon as possible.

7.5 Immediate Risk of Harm

If a child is:

- suffering significant harm;
- likely to suffer significant harm;
- in immediate danger;

staff must:

- contact the DSL immediately;

If the DSL is unavailable:

- contact Children's Social Care directly;
- contact the Police if required;
- call 999 in an emergency.

Staff should never delay action because the DSL cannot immediately be located.

Any action taken must subsequently be reported to the DSL.

7.6 Family Help

Many children require support before statutory intervention becomes necessary.

Where concerns emerge, the DSL will consider whether a **Family Help assessment** is appropriate.

The purpose of Family Help is to:

- identify concerns early;
- coordinate support;
- improve outcomes;
- prevent escalation.

The DSL will coordinate Family Help with partner agencies where appropriate.

Children receiving Family Help will be reviewed regularly.

Where concerns increase, statutory referrals will be made without delay.

7.7 Referral to Children's Social Care

Where there is reasonable cause to suspect that a child:

- is suffering significant harm; or
- is likely to suffer significant harm;

the DSL will make an immediate referral to Children's Social Care.

Where appropriate referrals will also be made to:

- Police;
- Health Services;
- Family Help;
- Prevent;
- other safeguarding partners.

Staff should always support statutory assessments by providing information promptly.

7.8 Mental Health

Staff should recognise that mental health concerns may:

- indicate abuse;
- result from abuse;
- increase vulnerability.

Warning signs may include:

- self-harm;
- suicidal thoughts;
- eating disorders;
- withdrawal;
- anxiety;
- significant behaviour changes.

Where mental health concerns are also safeguarding concerns they must be treated as safeguarding matters.

7.9 Serious Violence

Staff should remain alert to children who:

- carry weapons;
- threaten violence;
- experience violence;
- are exploited into violence;
- become involved in gangs;
- become involved in county lines.

Any concerns must be reported immediately to the DSL.

The DSL will:

- complete a risk assessment;
- develop a safeguarding plan;
- liaise with Police where necessary;
- coordinate support.

7.10 Child-on-child Abuse

The school recognises that children can abuse other children.

This will never be dismissed as:

- banter;
- horseplay;
- growing up;
- boys being boys.

Reports of child-on-child abuse will always be taken seriously.

Both the child harmed and the child displaying harmful behaviour will receive safeguarding support.

Risk assessments will be completed by the DSL.

7.11 Online Abuse

Staff should recognise that abuse increasingly occurs online.

This includes:

- grooming;
- exploitation;
- coercion;
- cyberbullying;

- AI-generated abuse;
- deepfake imagery;
- sharing of nude images;
- online sexual harassment.

Online abuse should be managed using the same safeguarding procedures as offline abuse.

7.12 Recording Concerns

Every safeguarding concern must be recorded promptly on **CPOMS**.

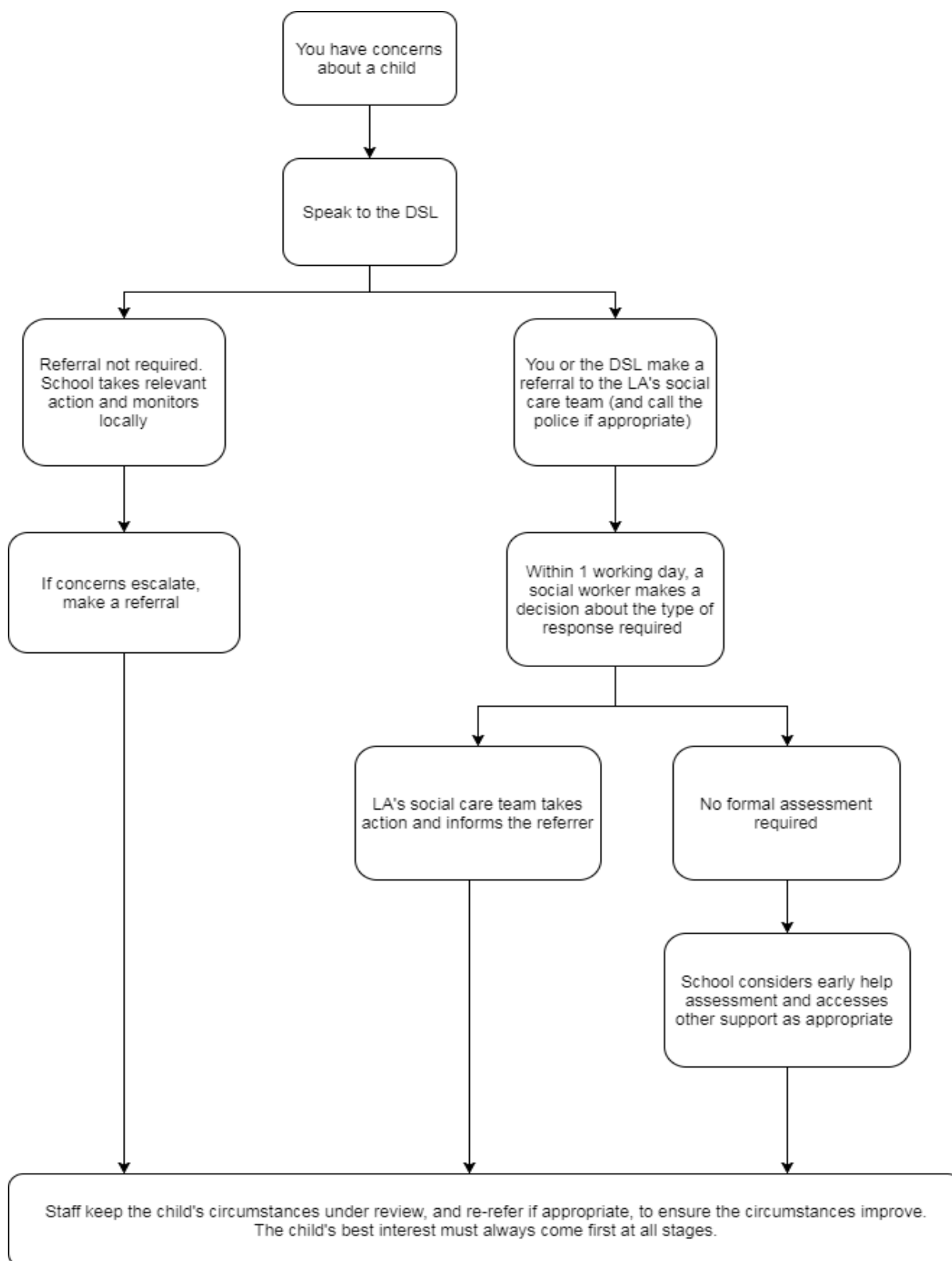
Records should include:

- date;
- time;
- factual account;
- child's own words;
- action taken;
- outcome.

Safeguarding records form part of the child's confidential safeguarding file.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



8. Online Safety and the Use of Mobile Technology

At St Lawrence Catholic Primary School, we recognise that technology is an integral part of children's lives and brings significant educational benefits. However, we also recognise that technology presents safeguarding risks that require a proactive and robust whole-school response.

Online safety is a safeguarding issue and is embedded throughout the curriculum, staff training, policies and day-to-day practice.

Our approach reflects the expectations of **Keeping Children Safe in Education 2026**, recognising that online and offline safeguarding are closely linked and that many safeguarding concerns involve the use of technology.

8.1 Whole-School Approach

Online safety is everyone's responsibility.

The school will ensure that:

- online safety is embedded within safeguarding;
- pupils are taught how to stay safe online through the curriculum;
- staff receive regular online safety training;
- governors receive appropriate online safety updates;
- parents are supported in promoting safe online behaviour at home;
- filtering and monitoring systems are effective and regularly reviewed.

Online safety is integrated within:

- Computing;
- Relationships Education;
- Health Education;
- PSHE;
- safeguarding assemblies;
- collective worship where appropriate;
- staff training;
- parent workshops and communications.

8.2 The Four Areas of Online Risk

In line with KCSIE 2026, the school recognises four broad categories of online risk.

Content

Children may encounter harmful or inappropriate content including:

- pornography;
- violent material;
- self-harm or suicide content;
- extremist material;
- racism;
- misogyny;
- antisemitism;

- conspiracy theories;
 - misinformation;
 - disinformation.
-

Contact

Children may experience harmful contact including:

- online grooming;
 - sexual exploitation;
 - criminal exploitation;
 - coercion;
 - financial exploitation;
 - adults pretending to be children;
 - pressure from peers.
-

Conduct

Children may themselves engage in behaviour which places themselves or others at risk, including:

- cyberbullying;
 - sharing personal information;
 - sending or requesting nude images;
 - creating harmful content;
 - sharing AI-generated images;
 - online harassment;
 - inappropriate use of social media.
-

Commerce

Children may be exposed to:

- online scams;
 - phishing;
 - gambling;
 - financial fraud;
 - inappropriate advertising;
 - subscription traps;
 - cryptocurrency scams.
-

8.3 Artificial Intelligence (AI)

The school recognises that Artificial Intelligence (AI) is becoming increasingly common within education and wider society.

AI has the potential to enhance learning but may also create safeguarding risks.

These include:

- AI-generated nude or semi-nude images;
- deepfake videos;
- manipulated audio recordings;
- image-based abuse;
- online impersonation;
- cyberbullying;
- grooming;
- misinformation.

The use of AI to create, share or distribute abusive, sexually explicit or harmful material will be treated as a safeguarding concern and managed in accordance with this policy.

Staff will remain alert to emerging technologies and will report any concerns immediately to the DSL.

8.4 Filtering and Monitoring

The Governing Body will ensure that appropriate filtering and monitoring systems are in place.

These systems will:

- protect pupils from harmful online content;
- support staff in identifying safeguarding concerns;
- be proportionate to the age of pupils;
- be regularly reviewed;
- comply with DfE Filtering and Monitoring Standards.

The DSL will understand:

- how filtering operates;
- how monitoring alerts are managed;
- escalation procedures;
- safeguarding responsibilities relating to online activity.

Filtering and monitoring do not replace effective supervision or high-quality teaching about online safety.

8.5 Teaching Online Safety

Pupils will receive age-appropriate education about:

- safe internet use;
- digital citizenship;
- healthy online relationships;
- consent;
- online reputation;
- cyberbullying;

- privacy;
- reporting concerns;
- scams;
- misinformation;
- AI-generated content;
- image manipulation;
- digital resilience.

Teaching will be progressive and responsive to emerging risks.

8.6 Staff Responsibilities

All staff will:

- model safe online behaviour;
 - follow the Acceptable Use Policy;
 - understand online safeguarding risks;
 - recognise signs of online abuse;
 - report concerns immediately;
 - maintain professional boundaries online;
 - avoid communicating with pupils through personal accounts;
 - complete annual online safety training.
-

8.7 Mobile Phones and Smart Technology

Staff may bring personal mobile phones onto school premises.

However:

- personal phones must not be used whilst supervising pupils except in emergencies;
- personal devices must never be used to photograph or record pupils;
- school devices should be used for educational purposes wherever possible;
- staff must comply with the Staff Code of Conduct and Acceptable Use Policy.

Visitors and volunteers are expected to follow the school's mobile phone procedures.

8.8 Photography and Images

Photographs and videos of pupils will only be taken:

- using authorised school equipment;
- with appropriate parental consent;
- for legitimate educational or promotional purposes.

Images will be stored securely and used in accordance with data protection legislation.

8.9 Social Media

Staff must:

- maintain appropriate professional boundaries;
- avoid accepting pupils as friends or followers;
- avoid communicating with pupils via personal social media accounts;
- report safeguarding concerns arising through social media immediately.

Pupils will be taught:

- responsible social media use;
 - digital footprints;
 - respectful online behaviour;
 - reporting concerns.
-

8.10 Cyberbullying

Cyberbullying is taken as seriously as face-to-face bullying.

Incidents will be investigated promptly.

Where cyberbullying amounts to a safeguarding concern, safeguarding procedures will take precedence over behaviour procedures.

Support will be provided to all children involved.

8.11 Online Incidents

The DSL will oversee responses to significant online safeguarding incidents.

This may include:

- contacting parents;
 - completing safeguarding risk assessments;
 - referrals to Children's Social Care;
 - Police involvement;
 - referrals to CEOP where appropriate;
 - referrals to external support services.
-

8.12 Working with Parents

The school recognises that parents are key partners in promoting online safety.

We will:

- provide guidance and advice;
-

- signpost trusted resources;
 - communicate emerging online risks;
 - encourage appropriate parental controls;
 - promote positive digital habits.
-

8.13 Monitoring and Review

The school will regularly review:

- online safety education;
- filtering systems;
- monitoring systems;
- staff training;
- emerging safeguarding risks;
- technological developments.

Online safety remains a standing safeguarding priority throughout the academic year.

9. Working with Parents and Carers

St Lawrence Catholic Primary School recognises that effective safeguarding is achieved through strong partnerships with parents and carers.

We are committed to working openly and honestly with families wherever it is safe and appropriate to do so.

Parents and carers will normally be informed of safeguarding concerns involving their child.

However, the school will **not** inform parents or carers where doing so may:

- place a child at increased risk of harm;
- prejudice a police investigation;
- compromise a Children's Social Care investigation;
- place another person at risk;
- be contrary to advice from statutory safeguarding partners.

Such decisions will be made by the Designated Safeguarding Lead in consultation with Children's Social Care, the Police or other relevant agencies where appropriate.

The school will continue to work positively with parents throughout safeguarding processes unless advised otherwise by statutory agencies.

10. Children with SEND or Medical Needs

The school recognises that children with Special Educational Needs and Disabilities (SEND) may face additional safeguarding challenges.

Additional barriers may include:

- communication difficulties;
-

- assumptions that behavioural indicators relate solely to SEND;
- increased dependence upon adults;
- social isolation;
- reduced ability to recognise abusive behaviour;
- increased vulnerability to bullying or exploitation.

Staff will remain professionally curious and avoid making assumptions.

Safeguarding concerns involving children with SEND will be managed jointly by the DSL and SENDCo where appropriate.

Reasonable adjustments will be made to ensure children can express concerns safely.

11. Children with a Social Worker

Children with a social worker are recognised as particularly vulnerable.

The DSL will work proactively with:

- Children's Social Care;
- Family Help practitioners;
- Education Welfare;
- Health professionals;
- Virtual School where appropriate.

The school will consider the presence of a social worker whenever making decisions relating to:

- attendance;
- behaviour;
- exclusions;
- safeguarding;
- wellbeing;
- educational support.

12. Looked After and Previously Looked After Children

The Governing Body has appointed **Jodi Gough** as Designated Teacher for Looked After and Previously Looked After Children.

The Designated Teacher will work closely with the DSL to ensure that safeguarding arrangements support children's:

- education;
- attendance;
- wellbeing;
- emotional health;
- stability.

The school recognises that looked after children often experience trauma and will ensure staff understand attachment-informed practice.

13. Children who are LGBT or Gender Questioning

St Lawrence Catholic Primary School recognises that some children who are, or who are perceived to be, lesbian, gay or bisexual may experience bullying, discrimination or abuse.

We are committed to ensuring that all pupils are treated with dignity, compassion and respect in accordance with our Catholic ethos and the Equality Act 2010.

Any child experiencing bullying or discrimination will receive prompt support.

The school will continue to follow current Department for Education statutory guidance in relation to children who are gender questioning and will review this section should national guidance change.

14. Complaints and Whistleblowing

Concerns about safeguarding practice should be raised immediately.

Staff should normally report concerns to:

- the DSL;
- the Headteacher;
- the Chair of Governors (where appropriate).

Where staff believe concerns have not been appropriately addressed, they should follow the school's Whistleblowing Policy.

The school promotes a culture where safeguarding concerns can be raised openly without fear of disadvantage.

15. Record Keeping

Accurate safeguarding records are essential.

All safeguarding concerns will be recorded using **CPOMS**.

Records will:

- be factual;
- be timely;
- distinguish between fact and opinion;
- include actions taken;
- include outcomes;
- include rationale for decisions.

Safeguarding records will be:

- stored securely;

- transferred securely;
- retained in accordance with statutory guidance.

The DSL will quality assure safeguarding records regularly.

16. Training

All staff will receive safeguarding training:

- on induction;
- annually;
- following significant safeguarding developments;
- following changes in legislation.

Training will include:

- KCSIE 2026;
- Prevent;
- Online Safety;
- Child-on-child abuse;
- Serious Violence;
- Family Help;
- Filtering and Monitoring;
- Professional Curiosity;
- AI and emerging technology;
- Low-Level Concerns;
- Domestic Abuse.

DSLs will complete advanced safeguarding training every two years together with regular updates.

Governors will receive safeguarding training appropriate to their strategic role.

17. Monitoring and Quality Assurance

Safeguarding arrangements will be monitored through:

- Governor safeguarding visits;
- DSL audits;
- CPOMS audits;
- policy reviews;
- safeguarding reports to governors;
- staff supervision;
- pupil voice;
- learning walks;
- external safeguarding reviews where appropriate.

The Governing Body will receive safeguarding reports at least annually.

18. Related Policies

This policy should be read alongside:

- Staff Code of Conduct
- Behaviour Policy
- Online Safety Policy
- Acceptable Use Policy
- Low-Level Concerns Policy
- Whistleblowing Policy
- Attendance Policy
- Anti-Bullying Policy
- SEND Policy
- Health and Safety Policy
- Relationships Education Policy
- Staff Disciplinary Policy
- Safer Recruitment Policy
- Educational Visits Policy
- Intimate Care Policy
- First Aid Policy
- Medical Needs Policy

APPENDIX 1 – Types of Abuse

The school recognises that abuse, neglect and exploitation can occur in many forms and may take place:

- within the family;
- within institutions;
- within the community;
- online;
- through technology;
- by adults;
- by other children.

Abuse may be a single incident or a pattern of behaviour.

Children may experience multiple forms of abuse simultaneously.

Physical Abuse

Physical abuse may involve:

- hitting
- shaking
- throwing
- poisoning
- burning
- scalding
- drowning
- suffocating
- fabricated or induced illness
- causing physical harm by any other means.

Emotional Abuse

Persistent emotional maltreatment causing severe adverse effects on emotional development.

Examples include:

- humiliation
- intimidation
- rejection
- scapegoating
- coercive control
- isolation
- exposure to domestic abuse
- cyberbullying
- persistent criticism.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to participate in sexual activities.

This includes:

- contact abuse
- non-contact abuse
- online abuse
- grooming
- exploitation
- sexual harassment
- sexual violence
- sharing indecent images
- AI-generated sexual imagery
- deepfake sexual images
- livestreaming abuse.

Neglect

Neglect is the persistent failure to meet a child's:

- physical needs
- emotional needs
- medical needs
- educational needs
- supervisory needs.

Neglect may begin before birth.

Child Criminal Exploitation (CCE)

Children may be manipulated into criminal activity.

Examples include:

- county lines
- drug supply
- theft
- violence
- carrying weapons
- money laundering.

Children should always be viewed as victims of exploitation.

Child Sexual Exploitation (CSE)

Children may be manipulated or coerced into sexual activity in exchange for:

- money
 - gifts
 - accommodation
 - affection
 - status
 - protection.
-

Financial Exploitation

Staff should recognise that children may be exploited financially.

Examples include:

- online scams
 - coercion into fraud
 - cryptocurrency scams
 - money mule activity
 - online financial abuse.
-

Serious Violence

Indicators include:

- unexplained injuries
 - possession of weapons
 - gang association
 - changes in friendship groups
 - unexplained money
-

- repeated missing episodes.

Online Abuse

Includes:

- cyberbullying
- online grooming
- coercion
- sextortion
- image-based abuse
- deepfakes
- AI-generated abuse
- online radicalisation
- livestream abuse.

APPENDIX 2 – Safer Recruitment

St Lawrence Catholic Primary School is committed to safeguarding children by ensuring rigorous recruitment procedures.

The school will:

- promote safeguarding throughout recruitment;
- scrutinise applications;
- obtain references before appointment wherever possible;
- verify identity;
- verify qualifications;
- verify employment history;
- complete enhanced DBS checks;
- complete children's barred list checks where appropriate;
- undertake prohibition checks;
- undertake section 128 checks where appropriate;
- undertake online searches on shortlisted candidates in accordance with KCSIE 2026.

Recruitment panels will include at least one person trained in safer recruitment.

The school maintains a compliant Single Central Record which is audited regularly.

APPENDIX 3 – Allegations Against Staff

The school recognises four levels of concern:

Level 1

Poor practice requiring management support.

Level 2

Low-Level Concern

Behaviour inconsistent with the Staff Code of Conduct but not meeting the harm threshold.

Examples include:

- inappropriate language
- boundary issues
- one-off inappropriate behaviour.

All low-level concerns will be:

- recorded;
 - reviewed;
 - monitored;
 - considered alongside previous concerns.
-

Level 3

Allegation Meeting Harm Threshold

Where a member of staff has:

- behaved in a way that harmed a child;
- may have harmed a child;
- possibly committed a criminal offence;
- behaved towards a child in a way indicating they may pose a risk;
- behaved in a way that indicates they may not be suitable to work with children.

The Headteacher will consult the LADO immediately.

Level 4

Immediate Risk

Police and Children's Social Care contacted immediately.

Whistleblowing

All staff have a duty to report concerns.

Failure to report safeguarding concerns may itself become a disciplinary matter.

APPENDIX 4 – Specific Safeguarding Issues

Staff should be aware of the following safeguarding issues.

Abuse

- Physical
- Emotional
- Sexual
- Neglect

Exploitation

- Child Criminal Exploitation
- Child Sexual Exploitation
- Financial Exploitation
- County Lines

Harm

- Child-on-child abuse
- Serious violence
- Domestic abuse
- Honour-based abuse
- Forced marriage
- Female Genital Mutilation

Online

- Cyberbullying
- Grooming
- Sextortion
- Deepfakes
- AI-generated imagery
- Sharing of nudes and semi-nudes
- Online radicalisation
- Online fraud

Vulnerability

- Missing education
- Missing from home
- Private fostering
- Homelessness
- Young carers
- Mental health
- Substance misuse
- Parents in prison
- Children with social workers
- Looked-after children
- SEND

Contextual Safeguarding

Staff should consider risks arising from:

- neighbourhoods;
- transport;
- parks;
- shopping centres;
- online communities;
- friendship groups.

Family Help

Staff should understand the purpose of **Family Help** and the importance of identifying concerns early.

Early intervention should always be considered where children would benefit from additional support.

Professional Curiosity

Staff should always:

- notice;
- question;
- record;
- report.

Children often communicate concerns through changes in behaviour rather than direct disclosure.

APPENDIX 5 – Staff Safeguarding Quick Reference Guide

If you are worried about a child...

STEP 1

Listen

- Stay calm.
- Listen carefully.
- Reassure the child.
- Never promise confidentiality.
- Never investigate.

STEP 2

Record

Immediately record on **CPOMS**:

- date
- time
- location

- child's own words
- observations
- actions taken

Be factual.

Do not record opinions unless clearly identified as professional opinion.

STEP 3

Report

Immediately inform:

DSL

Leo Duggan

or

Deputy DSL

Joanne Orpwood

Jodi Gough

Joanne Kennedy

STEP 4

If immediate danger

If a child is at immediate risk:

Call

999

or

Children's Social Care

without delay.

Then inform the DSL.

Never delay action because the DSL cannot be found.

Remember

- ✓ It could happen here
 - ✓ Be professionally curious
 - ✓ Record
 - ✓ Report
 - ✓ Never investigate
 - ✓ Never promise secrecy
 - ✓ Safeguarding is everyone's responsibility
-

APPENDIX 6 – CPOMS Recording Guidance

When recording safeguarding concerns staff should:

Record immediately

Preferably before the end of the working day.

Record facts

Include:

- who
- what
- where
- when

Avoid assumptions.

Child's words

Record exactly what the child says.

Use quotation marks.

Do not paraphrase.

Record observations

For example:

"Child appeared withdrawn."

rather than

"Child was depressed."

Avoid opinion

Separate:

FACT

from

PROFESSIONAL OPINION

Include actions

Record:

- who was informed
 - referrals made
 - conversations held
 - advice received
 - outcome
-

Good CPOMS records are:

- factual
 - chronological
 - objective
 - professional
 - timely
 - child-centred
-

APPENDIX 7 – Signs That Require Immediate DSL Notification

Immediately notify the DSL if you become aware of:

Physical

- unexplained injuries
 - repeated injuries
-

- burns
 - bruising
 - bite marks
-

Emotional

- significant behaviour change
 - withdrawal
 - anxiety
 - self-harm
 - suicidal comments
-

Sexual

- disclosure
 - inappropriate sexual knowledge
 - sexualised behaviour
 - pregnancy
 - sexual assault
-

Neglect

- persistent hunger
 - poor hygiene
 - inappropriate clothing
 - lack of supervision
 - repeated medical neglect
-

Exploitation

- unexplained money
 - expensive gifts
 - older associates
 - missing episodes
 - gang involvement
 - county lines indicators
-

Online

- nude images
 - AI-generated images
 - deepfakes
 - grooming
-

- sextortion
- cyberbullying

Serious Violence

- weapon possession
- threats
- gang association
- assault
- knife crime

Radicalisation

- extremist views
- concerning online activity
- fixation with violent ideology

Family

- domestic abuse
- parental substance misuse
- parental mental ill-health
- parental imprisonment

Remember

If in doubt...

REPORT

Do not wait.

APPENDIX 8 – Safeguarding Contacts

Role	Name
Designated Safeguarding Lead	Leo Duggan
Deputy DSL	Joanne Orpwood
Deputy DSL	Jodi Gough
Deputy DSL	Joanne Kennedy
Chair of Governors	Tom Gallahue
Hounslow LADO	Grace Murphy / Sarah Paltenghi
Emergency	999

Role	Name
NSPCC Helpline	0808 800 5000
Prevent Advice Line	020 7340 7264

Tom Gallahue, Chair of Governors

Date :

Review Date : Autumn Term Academic Year 2027 / 2028

Persons Responsible : Leo Duggan/ Joanne Orpwood / Joanne Kennedy