



Sacred Heart
Catholic Primary School
Together we live and learn; we play and pray

Safeguarding and Child Protection Policy

September 2026

This policy was ratified

September 2026

To be reviewed in September 2027

Signed by the Headteacher

Maureen Collier

Chair of Governors

Contents

Contents	2
Document Control	4
Background	4
Purpose	5
Scope	6
Useful Contacts	6
Useful Contacts	6
Prevention	7
Standard Commitments	7
Primary Settings	8
Secondary and Post-16 Settings	Error! Bookmark not defined.
Procedures	9
Multi-Agency Procedures	9
Staff Induction and Safeguarding Awareness	10
Reporting Concerns	10
Designated Safeguarding Lead Arrangements	12
Training	12
Online Safety	13
Filtering and Monitoring	13
Whistleblowing and Low-Level Concerns	14
Working with Parents and Carers	14
Vulnerable Groups of Children	14
Alternative Provision and Off-Site Education	14
The Governing Body/Proprietors/Management Committee [delete as appropriate] 's Obligations	15
Multi-Agency Working	16
Record Keeping, Confidentiality and Information Sharing	17
Communication with Parents/Carers	17
Responding to Child-on-Child Abuse, Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour	18

Supporting Children	18
Protecting Children.....	18
For Special Schools	Error! Bookmark not defined.
Children Who Have Returned Home to their Family From Care	22
Children Exposed to Risk Outside the Home (ROTH)	22
Children at Risk of Radicalisation.....	22
Privately Fostered Children.....	23
Preventing Unsuitable People From Working With Children	23
Recruitment	23
Allegations that may Meet the Harms Threshold (KCSIE Part Four, Section One)	24
Concerns that do not Meet the Harms Threshold	24
Other Related Policies and Procedures	25
Governing Body Safeguarding Responsibilities.....	25
Use of Setting Premises for Non-Setting Activities	25
Definitions	26
Context.....	26
Review Actions	29
Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children	30

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. Sacred Heart Catholic Primary School policy document control:

Version	V1.1		
Senior Responsible Officer (SRO)	Maureen Collier		
Approved by	Maureen Collier Headteacher	Marian De Cotis Chair of Governors	Maureen Collier Designated Safeguarding Lead
Approved on	1.9.26	1.9.26	1.9.26
Review date	September 2027		

Version	Date	Description	Author
V 1.1	1.9.2026	Initial draft	Maureen Collier

Background

3. Sacred Heart 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 Sacred Heart Catholic Primary School 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 of Sacred Heart and St. John the Baptist Multi Academy Trust, 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 Sacred Heart Catholic Primary School website:
<https://www.sacredheartprimary.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=28>

Scope

13. This policy sets out how the setting's governing body and St John the Baptist MAT 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. Sacred Heart Catholic Primary School 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. We use the [Safer Spaces Action Toolkit](#) developed by the Cambridgeshire PSHE Service. This 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. Sacred Heart Catholic Primary School will follow the procedures set out in the [Cambridgeshire & Peterborough Safeguarding Partnership Board](#) Multi-Agency Procedures.
20. Sacred Heart Catholic Primary School 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:**

Maureen Collier - Headteacher

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

Alison Matsutani – Assistant Headteacher
 Sharon Stokes – Pastoral and ELSA Lead
 Emma Longden – Phase Leader

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

Marian De Cotis – Chair of Governors

24. **Other Lead Roles**

Prevent/ Radicalisation	Maureen Collier
Online Safety	Bronwen Webb and DSL Team
Filtering and Monitoring	Maureen Collier
Pastoral/ Family Support/ Family Help (previously Early Help)	Sharon Stokes
Attendance and Children Missing Education	Maureen Collier
Children Looked After and Previously Looked After	Alison Matsutani
SEN	Megan Randall
Mental Health and Wellbeing	Maureen Collier
Child on Child Abuse/ Sexual Harassment and Sexual Violence	Maureen Collier
FGM/ Honour-based Abuse/ Forced Marriage	Maureen Collier
Safer Recruitment	Maureen Collier and Alison Matsutani
Single Central Record	Rachel Valentine and Maureen Collier
Allegations against staff/ LADO Referrals	Maureen Collier and Joe Richardson CEO
Low-level concerns	Maureen Collier
Whistleblowing	Maureen Collier and Joe Richardson CEO
Children with a Social Worker	DSL Team

Alternative Provision safeguarding oversight	Maureen Collier
Educational Visits Safeguarding	Emma Longden

Staff Induction and Safeguarding Awareness

25. The governing body and St John the Baptist MAT 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, significant harm 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.

30. All staff must act immediately if they have concerns about a child's welfare. Staff must maintain an attitude of "it could happen here" and must always act in the best interests of the child.
31. 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, significant harm 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.
32. Staff must not investigate safeguarding concerns themselves. Their responsibility is to listen, observe, record accurately and report. Where a child makes a disclosure, staff should listen carefully, avoid asking leading questions, reassure the child that they have done the right thing by speaking, and explain that the information will need to be shared with those who can help to keep them safe.
33. If the DSL or DDSL is not immediately available, this must not delay appropriate safeguarding action. Staff should speak to a member of the Senior Leadership Team and, where necessary, make a referral directly to Children's Social Care. If a child is in immediate danger or there is an immediate risk of harm, the police must be contacted on 999.
34. Where a member of staff makes a direct referral to Children's Social Care or contacts the police, they must inform the DSL/DDSL as soon as practicable and ensure that the action is recorded on CPOMS.
35. Safeguarding records must be clear, factual and contemporaneous. Records should distinguish between fact, observation, allegation and professional opinion and, wherever possible, use the child's own words. Records must include the nature of the concern, actions taken, decisions made, the rationale for those decisions and any known outcomes.
36. Staff must not assume that another professional or colleague will take action or share information. If a member of staff remains concerned about a child after reporting a concern, they have a responsibility to follow this up with the DSL/DDSL. Concerns should be re-referred or escalated where appropriate if the child's circumstances do not improve.
37. Staff should be aware that concerns may indicate a need for early help, targeted support or statutory intervention. The DSL/DDSL will consider the most appropriate response in accordance with local safeguarding partnership procedures. Staff should continue to support and monitor the child as appropriate.
38. Parents and carers will normally be informed when the school has a safeguarding concern about their child. However, the school will not inform parents/carers where doing so may place the child at increased risk of harm, prejudice an investigation, place another person at risk, or otherwise be contrary to the child's best interests. The DSL will seek advice from Children's Social Care where appropriate.
39. Concerns relating to the conduct of a member of staff, supply teacher, volunteer, contractor or other adult working in the school must not be recorded or managed through the usual child-concern route alone. These must be reported immediately in accordance with the school's

procedures for allegations and low-level concerns. Concerns about the Headteacher must be reported to the Chair of Governors.

40. Where a member of staff has concerns about safeguarding practice within the school, including where they believe that a concern has not been taken seriously or acted upon appropriately, they must use the school's escalation and whistleblowing procedures. Staff may also contact the NSPCC Whistleblowing Advice Line where they feel unable to raise or resolve the matter internally.
41. Safeguarding is everyone's responsibility. No member of staff should allow uncertainty about the seriousness of a concern, the availability of the DSL/DDSL, or whether another person may already have reported it to prevent them from taking action.

Designated Safeguarding Lead Arrangements

42. The governing body and St John the Baptist MAT ensure that an appropriately trained DSL and sufficient Deputy DSLs are appointed to provide effective safeguarding leadership.
43. 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.
44. In the absence of the DSL and all Deputy DSLs, staff should seek immediate advice from the Trust 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.
45. In the absence of the DSL, safeguarding responsibility will pass to one of the trained Deputy DSLs. Where additional advice or support is required, the Deputy DSL may seek guidance from the Trust safeguarding team. The absence of the DSL must not delay any safeguarding action, referral or escalation.
46. 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

47. The governing body and St John the Baptist MAT will ensure that all staff receive safeguarding and child protection training at induction and through annual updates.
48. 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

49. The governing body and St John the Baptist MAT recognises that safeguarding includes protecting children from online risks and harms.
50. Sacred Heart's Online Safety Policy reflects the requirements of [KCSIE](#), [Meeting digital and technology standards in schools and colleges](#) and [Generative AI: product safety expectations](#).
51. The Online Safety Policy <https://www.sacredheartprimary.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=28> is aligned with the Behaviour Policy <https://www.sacredheartprimary.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=28> 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.
52. Sacred Heart Catholic Primary School operates a phone-free environment for pupils. Any exceptions are set out within the Use of Mobile Phones and Smart Devices Policy.

Filtering and Monitoring

53. The governing body and St John the Baptist MAT will ensure that appropriate filtering and monitoring systems are in place to safeguard children online and limit exposure to harmful

content.

54. 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

55. The governing body and St John the Baptist MAT will ensure that all staff recognise their duty to raise concerns about poor, unsafe or inappropriate practice.
56. 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

57. The governing body and St John the Baptist MAT 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

58. The governing body and St John the Baptist MAT 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.
59. Sacred Heart 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

60. Where pupils access alternative provision or are educated off-site, Sacred Heart remains responsible for ensuring appropriate safeguarding arrangements are in place.
61. Sacred Heart 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.
62. The school does not currently commission or use Alternative Provision (AP). Should AP be considered for a pupil, the DSL and SENCO will ensure that the proposed provision is appropriate to the pupil's needs and that all required safeguarding checks are completed before the placement begins. This will include checking the provider's safeguarding arrangements and safer recruitment procedures, and obtaining written confirmation from the provider that appropriate safeguarding checks have been completed on staff working with the pupil. The school will agree clear arrangements for the sharing of safeguarding information, attendance monitoring and the reporting of concerns. The pupil's welfare, attendance, progress and the continued suitability of the placement will be monitored and regularly reviewed. Any unexplained or unauthorised absence will be followed up immediately. The school will retain responsibility for the safeguarding and welfare of the pupil throughout the placement.

The Governing Body and St John the Baptist MAT's Obligations

63. The governing body and St John the Baptist MAT 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.
64. The governing body and St John the Baptist MAT 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.
65. The governing body and St John the Baptist MAT 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

66. Education settings have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the Sacred Heart's contributes to multi-agency working in line with [Working Together to Safeguard Children 2026](#).
67. Sacred Heart 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

68. Sacred Heart will maintain clear, detailed, accurate, written records of concerns about children, including rationale of action taken in consultation with local threshold guidance.
69. 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.
70. 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](#).
71. 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](#).
72. Sacred Heart 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](#).
73. When a child leaves Sacred Heart, the DSL will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school or college, as soon as possible and within the timescales set out in KCSIE. A clear, structured summary of current safeguarding concerns, relevant context and ongoing support needs will accompany the file where appropriate. Confirmation of receipt will be obtained and recorded. Where necessary to support a safe transition, the DSL will liaise directly with the DSL at the receiving setting and share relevant safeguarding information in advance.

Communication with Parents/Carers

74. Sacred Heart 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, Sacred Heart 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, Sacred Heart will act in the child's best interests and seek advice from relevant safeguarding agencies as required, and
- Sacred Heart 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

75. Sacred Heart 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.
76. Sacred Heart will respond to all concerns in a proportionate, appropriate and timely manner, ensuring that the needs and safety of all children involved are considered.
77. 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

78. Sacred Heart 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.

79. Sacred Heart recognises that children with additional vulnerabilities may require enhanced professional curiosity, pastoral support and safeguarding oversight. The DSL, working with the SENCO, Attendance Lead, Pastoral Lead, Designated Teacher and other relevant professionals, will ensure that vulnerabilities are identified, recorded and considered when assessing safeguarding concerns.

Where appropriate, individual support and safety plans will be developed with the child and family and reviewed regularly. The school will work with Children's Social Care, health professionals, the Virtual School and other agencies as required and will contribute fully to Child in Need, Child Protection, Early Help/Family Help and other multi-agency processes.

For children with SEND, disabilities or medical needs, staff will be alert to additional barriers to recognising and reporting abuse, including communication difficulties, dependency on adults, intimate care needs, social isolation and the risk of changes in behaviour or presentation being incorrectly attributed to the child's additional needs. The DSL and SENCO will work closely together where safeguarding concerns involve a child with SEND.

Attendance is recognised as an important safeguarding indicator. Unexplained, repeated or prolonged absence, including absence from individual lessons where relevant, will be followed up promptly in accordance with the school's Attendance Policy and procedures for Children Absent from Education. Patterns of absence will be considered alongside other safeguarding information and escalated where appropriate.

Where a child's mental health gives cause for safeguarding concern, staff will follow the school's safeguarding procedures and report concerns immediately to the DSL/DDSL. The school will work with parents/carers and relevant health and safeguarding professionals, making referrals or seeking urgent assistance where necessary.

These arrangements should be read alongside the school's **SEND Policy, Attendance Policy, Supporting Pupils with Medical Conditions Policy and relevant pastoral and safeguarding procedures.**

80. Sacred Heart 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.

81. Sacred Heart recognises that children may experience abuse, neglect and exploitation within or outside their family, within the community and online, and that safeguarding concerns will often overlap.

Where there are concerns regarding exploitation, county lines, serious violence, trafficking, modern slavery or other risk outside the home, staff must report these immediately to the DSL/DDSL. The DSL will consider the child's individual circumstances, relationships, locations and online activity and, where appropriate, complete or contribute to the Cambridgeshire and Peterborough Risk Outside the Home (ROTH) assessment process and make referrals to Children's Social Care, Police or other relevant agencies.

The school will maintain professional curiosity where changes in attendance, behaviour, friendships, appearance, possessions, online activity or patterns of absence may indicate

exploitation or harm. Relevant safeguarding information will be shared with partner agencies where necessary to protect the child.

Concerns regarding domestic abuse, honour-based abuse, forced marriage, FGM, radicalisation or other specific safeguarding issues will be responded to immediately in accordance with statutory duties, local safeguarding partnership procedures and KCSIE. Where there is an immediate risk of harm, emergency services will be contacted without delay.

82. At Sacred Heart, 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](#).

83. 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.

84. 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](#).

85. 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. FGM is illegal in the UK and is a form of child abuse. All staff must remain alert to indicators that a girl may be at risk of FGM or may have already undergone FGM.

86. Where a member of staff suspects that a child may be at risk of FGM, or has concerns but the mandatory reporting threshold has not been met, they must report the concern immediately to the DSL/DDSL. The DSL/DDSL will follow local safeguarding procedures and, where appropriate, make a referral to Children's Social Care and/or the Police. Where a teacher discovers, either through a disclosure by the child or visual evidence, that FGM appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to personally report this directly to the Police. The teacher should also inform and discuss the matter with the DSL/DDSL, unless there is a good reason not to do so, so that the child's wider safeguarding needs can be considered and Children's Social Care involved as appropriate.

The DSL/DDSL cannot make the mandatory Police report on behalf of the teacher. Staff must not investigate suspected FGM themselves or examine a child to determine whether FGM has taken place.

All concerns, discussions, referrals and actions will be recorded securely in accordance with the school's safeguarding procedures.

Children Who Have Returned Home to their Family from Care

87. Sacred Heart 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)

88. 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.
89. 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, child-on-child abuse and radicalisation.

Staff must report any concerns that a child may be experiencing, or be at risk of, harm outside the home immediately to the DSL/DDSL. The DSL will consider the child's relationships, peer groups, online activity, locations and other relevant contextual factors and will use the appropriate Cambridgeshire and Peterborough safeguarding risk assessment or screening tool where required. The child's views and lived experience will inform the assessment of risk.

Where concerns indicate that a child may be at risk of exploitation or other significant harm, the DSL will make a referral to Children's Social Care and/or Police and work with relevant partner agencies to develop appropriate safety planning and support. Risk will be reviewed as circumstances change and relevant information will be shared with safeguarding partners in accordance with the school's information-sharing procedures.

Children at Risk of Radicalisation

90. 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.
91. **The following member of staff is the Prevent Lead and has undertaken Prevent Lead training**
Maureen Collier
92. Sacred Heart's Designated Safeguarding Lead (and Deputies) should be aware of local procedures for completing a [National Prevent referral form](#).
93. See also [The Prevent duty: an introduction for those with safeguarding responsibilities](#), and [Prevent duty guidance: England and Wales \(2023\)](#).

94. Any concern that a child may be susceptible to radicalisation or being drawn into terrorism must be treated as a safeguarding concern and reported immediately to the DSL/DDSL or Prevent Lead.

95. The school follows the **Notice, Check, Share** approach. Staff should notice concerning changes or behaviours, check their concerns with the DSL/DDSL and share relevant information where safeguarding action is required. Staff must not investigate concerns themselves.

The DSL/Prevent Lead will consider the concern in the context of the child's individual circumstances, including any wider safeguarding vulnerabilities, online activity, relationships and other relevant contextual factors. Advice will be sought from the local Prevent team where appropriate.

Where the threshold for a Prevent referral is met, the DSL/Prevent Lead will complete the **Prevent National Referral Form** and follow the Cambridgeshire and Peterborough Prevent referral process. Where there are wider concerns about the child's safety or welfare, a referral to Children's Social Care will also be considered. Prevent procedures do not replace the school's usual safeguarding responsibilities.

Parents/carers will normally be informed and involved unless doing so may increase the risk of harm to the child or another person, or otherwise compromise safeguarding action. Where there is an immediate risk of harm or suspected criminal activity requiring an urgent response, the Police will be contacted without delay.

All concerns, discussions, decisions, referrals and outcomes will be recorded securely in accordance with the school's safeguarding procedures.

Privately Fostered Children

96. 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.
97. Sacred Heart 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

98. Sacred Heart 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 Sacred Heart's Safer Recruitment Policy.
99. The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

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

Maureen Collier and Alison Matsutani

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

101. 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.
102. In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors or the CEO, Joe Richardson, of the St John the Baptist MAT. Sacred Heart must follow the procedures set out in Part Four of [KCSIE](#).
103. Sacred Heart 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.
104. The Headteacher or Chair of Governors 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.
105. Before contacting the LADO, Sacred Heart 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.
106. If Sacred Heart 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.
107. Sacred Heart will use the local [LADO Procedures](#) set out by the [Cambridgeshire & Peterborough Safeguarding Partnership Board](#).
108. Sacred Heart 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

109. 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.
110. In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors or the CEO of the St John the Baptist MAT. Sacred Heart will follow the

procedures set out in Part Four, Section Two of [KCSIE](#).

111. As good practice governing bodies and proprietors should set out their low level concerns policy within their staff code of conduct.
112. 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.
113. Sacred Heart 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](#).
114. Sacred Heart will promote an open culture where concerns about adults working in or on behalf of Sacred Heart 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.
115. Sacred Heart 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.
116. Sacred Heart 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

117. See the [Context](#) section for the Sacred Heart's list and links to relevant policies.
118. For Nursery and Primary Schools – incorporate [EYFS statutory framework for group and school-based providers](#).
119. Sacred Heart 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

120. 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.
121. 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.
122. The governing body will 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

123. Terms and definitions used in this policy:

Term	Definition
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

124. Internal and external context relevant to this policy:

Internal Documents <i>List of internal documents related to this policy.</i> <i>Include reference numbers and links for easy access.</i>	• Alternative Provision Procedures • Anti-bullying policy • Attendance policy (including Children who are absent from Education) • Behaviour policy • Complaints policy
---	---

	• Critical Incident plan • Equality policy • First Aid policy • Health and Safety policy • HR Policies • Intimate Care policy • Lone Working policy • Low Level Concerns Policy • Online Safety and Acceptable Use policy • Physical Intervention and/or Use of Reasonable Force policy • Protocol for children not collected from school at the end of the school day/activity • Record Keeping Policy • Responding to Prejudice Related incidents policy • ROTH Procedures • Safer Recruitment Policy • SEND Policy • Staff Code of Conduct/Safer Working Practice • Staff Discipline and Grievance procedures • Supporting Pupils with Medical Conditions policy • Use of Mobile Phone and Other Smart Devices Policy • Whistleblowing policy
Legislation, Standards, etc. <i>List of external legislation or government regulations, etc. relating to this policy. Include website links for easy access.</i>	• <u>After-school clubs, community activities, and tuition - safeguarding guidance for providers</u> • <u>Allergy safety in schools statutory guidance</u> • <u>Alternative Provision</u> • <u>Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures</u> • <u>Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings</u> • <u>Children Act 1989</u> • <u>Children Act 2004</u> • <u>Children's Wellbeing and Schools Act 2026</u> • <u>Cyber security training for school staff</u> • <u>Data Protection Act 2018</u> • <u>Domestic Abuse Act 2021</u> • <u>Education for children with health needs who cannot attend school</u> • <u>EYFS statutory framework for group and school-based providers</u> • <u>Female Genital Mutilation Act 2003</u>

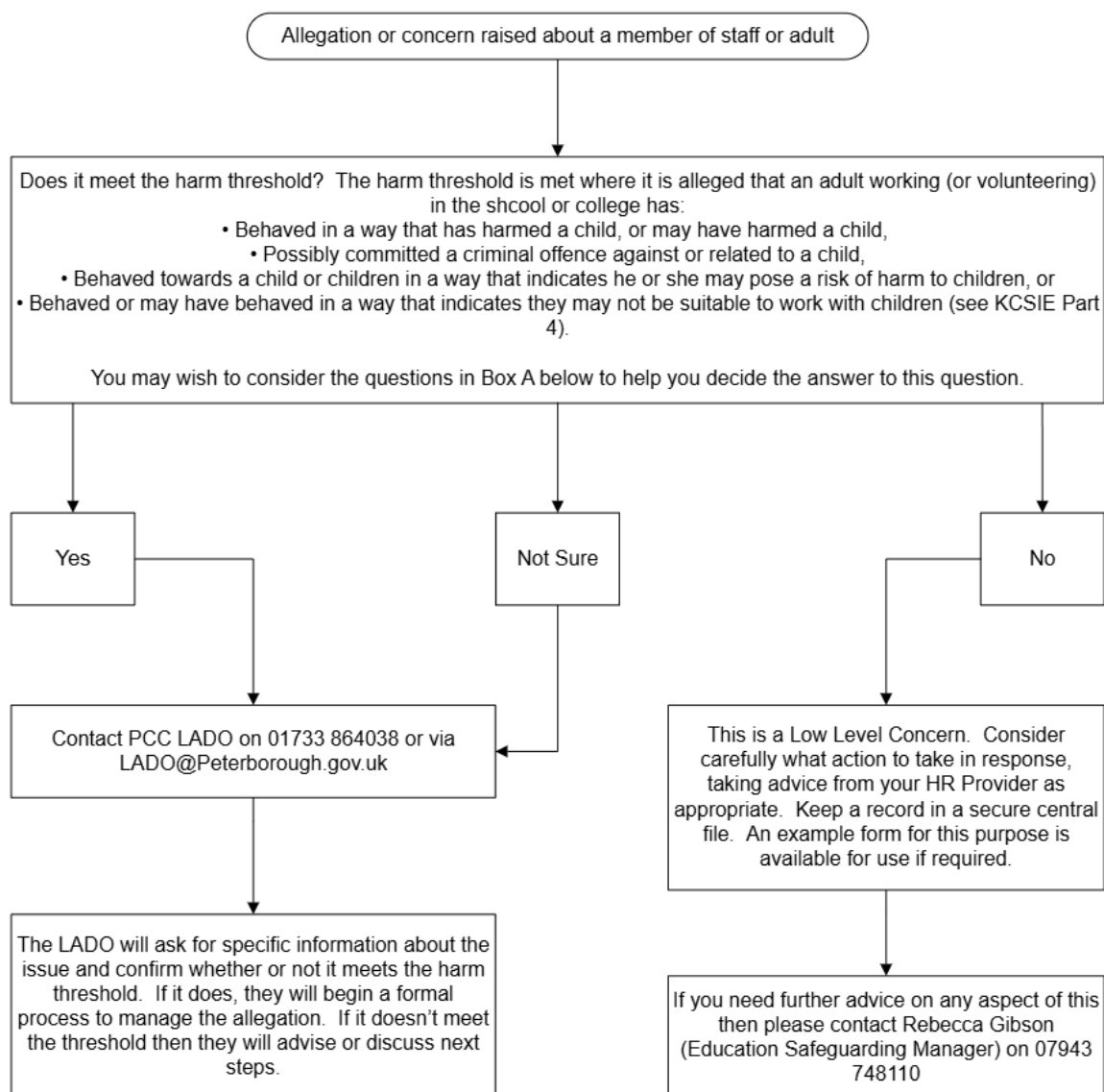
- [Generative AI: product safety expectations](#)
- [Home - Shore](#)
- [KCSIE](#)
- [Keeping children safe in education 2026](#)
- [LADO Procedures](#)
- [Lucy Faithfull Foundation - Preventing child sexual abuse](#)
- [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#)
- [Meeting digital and 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

125. At the next review, the following actions should be taken:

- Review all sections, language and links
- Add additional review actions
- 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?