



St Joseph's Catholic Primary School

Child Protection Policy

Through our loving God

We follow in the footsteps of St Joseph

Who helps us to be gentle, caring and hardworking.

As we learn together, we love, value and welcome everyone.

Date adopted: September 2026

Review date: September 2027

Policy owner: Headteacher



This policy applies to St Joseph's Catholic Primary School (including Pre-School and wrap-around care) and is written in line with:

- Keeping Children Safe in Education (Statutory guidance, latest edition) and other relevant statutory guidance (Children Act 1989/2004, Working Together to Safeguard Children, Prevent Duty guidance, Serious Violence Duty, Data Protection Act/GDPR as it relates to safeguarding records).
- Local multi-agency safeguarding arrangements (safeguarding partners).
- OFSTED inspection framework (safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development, early years, post-16 where relevant, leadership & governance) — see Framework note at end where helpful.
- Diocesan and Voluntary Aided school guidance where applicable.

Purpose

- To ensure St Joseph's protects and promotes the welfare of all children by providing a safe environment in which they can learn and develop.
- To make clear the school's procedures for identifying and responding to concerns about child welfare and child protection, including child-on-child abuse.
- To ensure staff, governors, volunteers, parents and children understand roles and responsibilities and know how to act when concerns arise.
- To set out clear referral pathways both within the school and to external agencies.

Key questions leaders should answer to personalise this policy:

- The Designated Safeguarding Lead (DSL) is Miss North: contact via Admin@st-josephspri.essex.sch.uk or by telephone 01245 321828
- Deputy Designated Safeguarding Leads are: Mrs Hillier and Mrs Harris contact: Admin@st-josephspri.essex.sch.uk or by telephone 01245 321828
- The governor responsible for safeguarding is Ms Carroll (Chair of Governors) contact: SCarroll@st-josephspri.essex.sch.uk
- The Local Authority Designated Officer (LADO) contact: 03330 139 797 **Email:** lado@essex.gov.uk



Our local safeguarding partner is The Children and Families Hub:

You can reach the Hub by phoning: 0345 603 7627.

The Priority Line is open Monday to Thursday 8:45 am to 5pm, and Fridays 8:45am to 4:15pm. The Hub's Consultation Line is open Monday to Thursday 9am to 5pm, and Fridays 9am to 4:15pm. Outside these *hours you can call*: 0345 606 1212.

Scope

- Applies to all staff (including agency, supply staff), governors, volunteers, contractors, visitors and anyone working on behalf of the school.
- Covers all children on site including Reception–Year 6, Pre-School (2–4 yrs) and children attending wrap-around care from 7:10am–6:00pm.
- Covers concerns arising on and off school premises, during and outside school hours, and online.

Principles

- The welfare of the child is paramount.
- All children, including those with SEND, looked-after children, children with protected characteristics, and disadvantaged pupils, have the right to be protected from harm.
- All staff have a responsibility to identify concerns early and take appropriate action in line with this policy.
- Safeguarding is everyone's responsibility; the school will take a whole-school approach.
- Children's wishes and feelings must be considered when determining action; responses will be child-centred and proportionate.
- Confidentiality will be balanced with the need to share information to safeguard children.



Roles and responsibilities

Governing Body

- Ensure there is a robust, up-to-date Child Protection Policy and associated procedures in place and that they are effective.
- Ensure the policy reflects child-on-child abuse, online safety, SEND considerations and local multi-agency arrangements.
- Ensure the DSL has sufficient time, training, resources and support.
- Ensure safer recruitment practice is embedded (including single central record maintenance).
- Ensure at least one governor is nominated as safeguarding governor and receives appropriate training.
- Ensure child protection files are maintained and secure.
- Ensure the school holds more than one emergency contact for each pupil when reasonably possible.
- Ensure an annual audit of safeguarding arrangements and a review of policies (minimum annually).
- Governors check the effectiveness of our safeguarding arrangements through termly visits of the safeguarding governor and the headteacher's report to governors.

Headteacher / Senior Leadership Team

- Promote a culture of safeguarding across the school that puts children at the centre.
- Ensure DSL/Deputies are trained to the required standard and that all staff undertake regular whole-school safeguarding training and updates.
- Ensure allegations against staff are managed in accordance with statutory guidance and our procedures (including referral to LADO where necessary).
- Ensure safe recruitment procedures are followed and that induction includes safeguarding information for all staff, volunteers and temporary staff.
- Ensure systems are in place to identify children who are absent or missing education and act proportionately where attendance or safeguarding concerns are present.
- Ensure any safeguarding concerns identified by inspectors, visitors or partners are acted upon.
- All staff have completed safeguarding training in the past year and is renewed annually.



- Pupils who are absent or missing education are followed up through the attendance policy procedures.

Designated Safeguarding Lead (DSL) and Deputies

Responsibilities:

- The DSL and Deputies act as first point of contact for staff, parents and external agencies.
- Refer concerns to Children's Social Care / MASH / Police where threshold met; follow up referrals in writing.
- Maintain timely, accurate and secure records including child protection files (separate from main pupil file).
- Liaise with virtual school for looked-after children, SENDCo, pastoral staff and external agencies.
- Provide support, advice and training to school staff on safeguarding matters.
- Ensure staff understand reporting systems and that the policy is accessible.
- Monitor and manage child-on-child concerns, peer abuse, sexual violence/harassment reports and ensure appropriate safeguarding plans are in place.
- Ensure safe transfer of child protection information when pupils leave to another school.
- Safeguarding records stored within CPOMS and the DSL/DDSL have access.

All Staff (including volunteers, supply staff, wrap-around care staff)

- Read and understand Part One of Keeping Children Safe in Education and this school Child Protection Policy.
- Complete safeguarding induction and regular updates.
- Be alert to signs of abuse, neglect and exploitation (including exploitation, trafficking, sexual violence & harassment, radicalisation, FGM, forced marriage, serious youth violence, criminal exploitation).
- Record and report concerns immediately to the DSL; record disclosures in the child's words and follow school reporting procedures.
- Know how to respond to a child making a disclosure: stay calm, listen, do not promise confidentiality, do not ask leading questions, explain next steps, report to DSL without delay.
- Maintain professional boundaries online and offline in line with staff behaviour policy.
- Staff record concerns on CPOMS and immediately give a verbal alert the DSL or DDSL. and how quickly are DSLs notified.
- The DSL has EYFS Safeguarding training and Primary School safeguarding training.



Children and Families

- Children will be taught in an age-appropriate way how to keep themselves safe (including online safety, healthy relationships and bullying).
- Parents/carers will be made aware of the school's safeguarding responsibilities and how concerns are handled.
- The school will work in partnership with families, proportionately sharing information to safeguard children.
- The policy is published to parents on the school website.
- The school supports children to report concerns safely through culture of safeguarding and trusted relationships with children.

Specific safeguarding procedures and guidance

Recognising concerns

Staff should be alert to:

- Physical indicators (injury patterns) and behavioural signs.
- Changes in attendance, behaviour, presentation and relationships, including decline in academic performance.
- Specific signs of neglect, domestic abuse exposure, sexual abuse/exploitation, radicalisation, female genital mutilation (FGM), forced marriage, online harms, trafficking and criminal exploitation.
- Signs that a child may be at risk due to SEND or mental health vulnerabilities.

Responding to disclosures

- Listen carefully, do not interrupt, take the child seriously.
- Use child's language; record verbatim where possible.
- Explain that you may need to share the information and with whom.
- Do not investigate or probe for more information than necessary.
- Make an immediate written record (using the school's safeguarding record system) and report to DSL.



Reporting and recording

- All concerns must be reported without delay to the DSL (or deputy if DSL not available).
- Records must be factual, dated, timed in CPOMS.
- Maintain child protection records separately and securely from main pupil file.
- Keep records up to date, including outcomes of referrals, meetings and multi-agency plans.
- Follow local record-keeping expectations for retention and transfer (see Annexe B of KCSIE for guidance).

Thresholds and referrals

- DSL will use local safeguarding partner guidance to determine thresholds for referral to Children's Social Care, MASH or other agencies.
- If concerns meet the threshold, DSL will make immediate referral and follow up in writing within 24 hours.
- If DSL disagrees with social care decision, escalate to safeguarding partner or LADO as appropriate.
- If a child is in immediate danger, call the police on 999.

Allegations against staff, supply staff and volunteers

- Allegations must be reported immediately to the Headteacher (or where the allegation is about the Headteacher, to the Chair of Governors and LADO).
- Follow the school's Allegations Management Procedure in line with statutory guidance (KCSIE Part Three).
- Immediate steps: ensure child safety, consider suspension (not automatic), gather facts without prejudicing disciplinary process, notify LADO when threshold likely met.
- Manage low-level concerns in line with staff behaviour (code of conduct) and low-level concerns procedures.

Child-on-child abuse

- Recognise that children may abuse their peers in many forms (bullying, physical violence, sexual harassment/assault, initiation/hazing, sexting).
- The school has clear systems for responding to peer incidents, support for victims, investigative approach and proportionate disciplinary responses.
- Preventative work: curriculum coverage on healthy relationships, consent, online safety and respectful behaviour.
- Use risk assessments and safety plans for children as required.



Online safety and remote provision

- Ensure online safety education is taught across the curriculum (age-appropriate).
- Staff must follow acceptable use policy and avoid 1:1 unsupervised online contact with pupils.
- Use secure platforms for remote learning; obtain parental consent where applicable.
- Respond to online safeguarding concerns as per normal reporting procedures; consider NCA CEOP or police referrals where criminal activity suspected.

Early Years specific arrangements (Pre-School and Reception)

- DSL arrangements cover Pre-School; DSL (or deputy) available during 7:10am–6:00pm wrap-around care periods.
- Staff working with 2–4 yr olds must have appropriate safeguarding, paediatric first aid training and at least Level 2 EYFS qualification.
- Maintain suitable staff:child ratios, and follow EYFS statutory safeguarding requirements.
- Ensure Pre-School curriculum and transitions support developmental safeguarding needs.

Special Educational Needs and Disabilities (SEND)

- Recognise increased vulnerability of children with SEND (communication differences, dependency on adults, social isolation).
- Reasonable adjustments and accessible reporting mechanisms must be in place.
- Liaise with SENDCo and external specialists for safeguarding planning and support.

Looked-after children (CLA) and previously looked-after children

- Ensure designated teacher for CLA is identified.
- Safeguarding plans and PEPs must take account of vulnerabilities and promote stability.

Confidentiality and information sharing

- Information will be shared on a need-to-know basis; only share what is necessary to protect the child.
- Obtain consent to share where possible, except where doing so would place the child at risk or undermine a statutory investigation.
- Follow statutory data protection guidance when storing and transferring safeguarding records.



Safer recruitment and staff checks

- Follow Safer Recruitment guidance: DBS checks, barred list checks where appropriate, verification of identity, right to work, qualifications and employment history, overseas checks where applicable.
- Maintain an up-to-date Single Central Record (SCR).
- Ensure volunteers and contractors are subject to proportionate checks and supervision.

Training and induction

- DSL and deputies: complete DSL training every two years (or as required locally) and updates at least annually.
- All staff: initial safeguarding induction and regular refresher training (at least annually) and updates when policy or local arrangements change.
- Governors: safeguarding training on appointment and regular updates.
- Keep records of training and review effectiveness.

Behaviour, attendance and exclusions

- Behaviour policy should align with safeguarding approach, including measures to prevent bullying (cyberbullying, prejudice-based) and clear expectations for conduct.
- Monitor attendance, follow up unexplained absence quickly, and take proportionate action where attendance may indicate safeguarding risk.
- Consider welfare and safeguarding when making exclusion decisions.

Multi-agency working

- Cooperate with local multi-agency safeguarding partners, CIN/CP conferences, strategy meetings and other processes.
- Contribute to assessments (Early Help, Child in Need, Child Protection) as requested.
- Ensure representation at multi-agency meetings where appropriate.

Managing transitions and record transfer

- When a child leaves, transfer safeguarding records promptly and securely to the receiving school; retain a copy as per statutory guidance.
- For children joining the school, request child protection records from previous providers and follow up any gaps.



Monitoring, audit and quality assurance

- DSL will regularly audit safeguarding records to ensure quality, chronology and timeliness.
- Governing Body to receive regular reports on safeguarding compliance, training and relevant risks (without identifying children).
- Conduct an annual safeguarding self-assessment and act on recommendations.
- Ensure the Child Protection Policy is reviewed annually (minimum) and updated to reflect emerging issues and lessons learned.

Preventing extremism and radicalisation (Prevent Duty)

- Staff must be alert to signs of radicalisation and follow normal referral routes.
- Curriculum and assemblies support British values and critical thinking.
- Make referrals to Channel where concerns meet threshold in consultation with DSL.

Whistleblowing

- Staff should raise concerns about poor safeguarding practice or failures internally via Whistleblowing Policy; where unresolved, report to appropriate external bodies.
- Provide protections to staff who raise concerns in good faith.

Record retention and data protection

- Maintain secure, accurate records of safeguarding incidents.
- Retain CP records for the period recommended in statutory guidance (e.g., until the child reaches 25 or as local guidance states).
- Comply with data protection law but recognise safeguarding overrides in terms of sharing relevant information to protect a child.

Policy review and updates

- This policy will be reviewed by DSL and Governors at least annually, or earlier if legislative or local changes occur, or lessons from incidents arise.
- In review, ensure alignment with KCSIE updates, local safeguarding partner requirements, diocesan guidance and OFSTED expectations.
- Policies are updated annually and approved by governors.
- Changes are communicated to staff, parents and governors annually when updated.



Equality, inclusion and accessibility

- The school ensures this policy is applied fairly and with adjustments for children with SEND, language needs or disabilities.
- Reporting mechanisms are accessible and confidentiality is maintained appropriately.

Communication and publication

- This policy will be published on the school website and available in hard copy on request.
- Parents will be informed of the school's safeguarding responsibilities on admission and via the website and parental information sessions.

Parental involvement and managing concerns from parents

- Where appropriate, the school will work with parents to address concerns; however, if sharing information with parents puts the child at risk, the school will not do so.
- Provide clear routes for parents to raise concerns about a child or about staff behaviour in line with complaints procedures.

Policy assurance statement

St Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of all children. We will take all reasonable measures to follow this policy and to ensure the protection of the children in our care. All staff, governors and volunteers must act in the best interests of children at all times.

Framework note

- This policy aligns with the OFSTED inspection framework (from November 2025 onward) where safeguarding, leadership and governance, early years, inclusion and personal development are inspected. Ensure evidence of training, record keeping, early years arrangements for the pre-school, alignment of pre-school to Reception transition, and how you meet safeguarding expectations for children with SEND are clearly recorded and available for inspection.



Appendix A

Links and Contacts

- Prevent/Channel local contact: telephone: 08000113764 or contact Educational Leader – Jo Barclay: 01245 452196
- Local safeguarding partners website: [Statutory Safeguarding Partners - Essex Safeguarding Children Board](#)

. Useful guidance references and links

- Keeping Children Safe in Education [Keeping children safe in education - GOV.UK](#)
- Working Together to Safeguard Children [Working together to safeguard children - GOV.UK](#)
- Local Safeguarding Partners guidance [Working together to safeguard children - GOV.UK](#)



Appendix B: Quick Reference for Staff

Essex Safeguarding What to do if you are worried about a child (Staff Quick Reference)

- [Concern about a child (observation, disclosure, incident, pattern of behaviour, welfare need)]
 - ↓
 - [Is the child at immediate risk of harm or in need of urgent medical attention?]
 - ↓
 - [YES: Call 999 if needed and inform the DSL immediately]
 - ↓
 - [NO: Listen, reassure, do not investigate]
 - ↓
 - [Record concern on the school safeguarding system immediately]
 - ↓
 - [Report to the DSL or Deputy DSL without delay]
 - ↓
 - [DSL considers level of need and next steps in line with Essex SET procedures]
 - ↓
 - [Possible actions: Monitor and support; Early Help; Speak with parents/carers; Request support via Children and Families Hub; Refer to Children's Social Care; Contact Police]
 - ↓
 - [Continue to support the child and maintain confidentiality]

Key Essex Contacts

Children and Families Hub: 0345 603 7627

Emergency Duty Service (out of hours): 0345 606 1212

Emergency: 999



Appendix C

Safer Recruitment Checklist for Primary Schools

Aligned to Keeping Children Safe in Education (KCSIE).

1. Planning and Advertising

- ☐ Job description includes safeguarding responsibilities
- ☐ Person specification includes suitability to work with children
- ☐ Advert states commitment to safeguarding
- ☐ Enhanced DBS and pre-employment checks stated
- ☐ At least one panel member trained in safer recruitment

2. Application Stage

- ☐ Use school application form
- ☐ Obtain full employment history
- ☐ Self-declaration completed
- ☐ Review applications for concerns

3. Shortlisting

- ☐ Check gaps in employment history
- ☐ Obtain two references including current employer
- ☐ Verify references
- ☐ Conduct online search of shortlisted candidates
- ☐ Follow up concerns

4. Interview

- ☐ Verify identity
- ☐ Ask safeguarding questions
- ☐ Explore professional boundaries
- ☐ Question employment gaps
- ☐ Discuss concerns from checks
- ☐ Keep records



5. Pre-Employment Checks

- ☐ Identity verified
- ☐ Right to work verified
- ☐ Enhanced DBS completed
- ☐ Barred list check where required
- ☐ References satisfactory
- ☐ Qualifications checked
- ☐ Health declaration completed
- ☐ Overseas checks where applicable
- ☐ QTS check for teachers
- ☐ Teaching prohibition check
- ☐ Section 128 check where applicable

6. Single Central Record

- ☐ All checks recorded
- ☐ Dates recorded
- ☐ Checker recorded
- ☐ SCR reviewed regularly

7. Induction

- ☐ Safeguarding induction completed
- ☐ KCSIE Part One read
- ☐ DSL details provided
- ☐ Policies shared
- ☐ Ongoing training scheduled

Appendix F

See Staff Code of Conduct Policy and low-level concerns procedure

.



Appendix G

Early Years (EYFS) Specific Safeguarding and Compliance Checklist

Pre-School and Reception

- Appropriate staff-child ratios are maintained at all times.
- 2 year olds 1:5 ratio 3- 4 year olds 1:8 ratio
- At least one person with current Paediatric First Aid training is present and available whenever children are on the premises and during outings.
- A sufficient number of staff hold valid Paediatric First Aid certificates.
- Effective supervision arrangements are in place for all staff, students and volunteers.
- New staff receive EYFS-specific safeguarding and welfare requirements induction.
Staff understand intimate care, toileting and personal care procedures.
- Risk assessments are completed and regularly reviewed for indoor and outdoor learning environments.
- Daily attendance registers for children and staff are accurately maintained.
- Accident, injury and first aid records are completed, monitored and stored securely.
- Medication administration records are maintained and signed appropriately.
- Existing injuries and safeguarding concerns are recorded and reported in line with policy.
- Sleep/rest procedures are monitored and documented where applicable.
- Nappy changing and personal care records are maintained appropriately.
- Visitors, students and volunteers are supervised and signed in/out.
- Staff deployment ensures children are adequately supervised during transitions, toileting, outdoor play and educational visits.
- Safeguarding concerns relating to children under five are recorded and escalated promptly through the DSL.
- Key person arrangements are in place for every child.
- Staff are familiar with EYFS welfare requirements and local safeguarding procedures.