

# St Teresa's Catholic Primary School



## Safeguarding and Child Protection Policy

*St Teresa's Mission statement:*

*A welcoming family of God, growing and achieving together with Jesus by our side.  
"I am the vine and you are the branches"*

**Ready   Respect   Safe**

<b>Approved by:</b>	SLT/Governing body	September 2025
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## Contents

<p><b><u>Summary</u></b></p>	<p>Safeguarding statement            Current legislation            Roles and responsibilities</p>
<p><b><u>Part 1: Indicators of abuse</u></b></p>	<p>1.1 Types of abuse and neglect            1.2 Our school responsibilities            1.2 Children at risk            1.3 Safeguarding and Attendance</p>
<p><b><u>Part 2: School response and taking action</u></b></p>	<p>2.1 School safeguarding procedures            2.2 Recording            2.3 Allegations against staff (LADO)            2.4 Parents            2.5 Prevention            2.6 Early help</p>
<p><b><u>Part 3: Staff protocols</u></b></p>	<p>3.1 Training            3.2 Induction            3.3 Safer Recruitment            3.4 Whistleblowing            3.5 Physical intervention</p>
<p><b><u>Part 4: Accompanying documents</u></b></p>	<p>Annex 1: Definitions of abuse            Annex 2: St Teresa's Primary school safeguarding flowchart            Annex 3: St Helens safeguarding response flowchart            Annex 4: Allegations against staff (LADO) Procedures            Annex 5: Early help guidance            Annex 6: Safer Recruitment            Annex 7: Links to other policies</p>

*This policy takes into consideration the workload of staff, including senior leaders and Governors. It reflects the changes made to KCSIE 2024 including changes to safer recruitment and online safety.*

### **Safeguarding Statement**

St Teresa's recognises its obligation under Section 175 of the Education Act [2011 and Working Together to Safeguard Children, September 2022](#) to promote and safeguard the welfare of all its pupils and sees its Child Protection and Safeguarding Policy as fulfilling a key part of this duty. St Teresa's believes that all children, regardless of ethnicity, nationality, religion, culture, family circumstances and ability, have the right to be protected and that every child has the right to be happy, healthy and safe. Safeguarding and promoting the welfare of children is defined as, in accordance with Keeping Children Safe in Education [2025](#):

*No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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*
- *taking action to enable all children to have the best outcomes*

St Teresa's fully recognises the contribution it makes to safeguarding children and as a result our main commitments and aims running throughout this policy are as follows:

1. Prevention through teaching, pastoral support and strong and authentic relationships with pupils and families
2. Procedures for identifying and reporting cases or suspected cases of abuse because of our day to day contact with children, school staff are well placed to identify and act upon signs and indications of abuse
3. Support to pupils who may have been subject to abuse and working with families and additional agencies in order to address and prevent any safeguarding issues and achieve positive outcomes

**Our policy applies to everyone in school and is explained to them during induction and re- visited regularly. (Whole Staff Training Log available) This applies to all staff and volunteers working in the school, community education staff and governors. Teaching Assistants, Mid-day Assistants, Office staff, as well as teachers can be the first point of disclosure for a child. Concerned parents, carers or members of the community may also contact school governors, the Head Teacher or Deputy Headteacher if they are concerned about a child.**

**All staff will be instructed to read Part 1 of the Keeping Children Safe in Education 2024 annually or if there are any updates- whichever is sooner. Staff will be required to safeguarding training each year and this will be recorded in school documentation.**



## **Legislation and guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2022\)](#) as stated above, and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)



## Roles and responsibilities

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children, to work together with other agencies to ensure that there are robust practices within our school to identify, assess, and to support those children who are suffering harm or who are likely to suffer harm.

***'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'***

### **Keeping Children Safe in Education September 2025**

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child, promoting healthy development. Children are best protected when professionals are clear about what is required of them individually, and how they need to work together. We are committed to ensuring that children and families receive the right help at the right time.

**EVERYONE**, who comes into contact with children, has a role to play in identifying concerns, sharing information and taking prompt action. Further details on information sharing can be found <http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> and here in chapter one: <https://www.gov.uk/government/publications/working-together-to-safeguard-children> and from Part 2 and 3 of this policy.

### **Important contacts**

Role/organisation	Name	Contact details
<b>Designated safeguarding lead (DSL)</b>	<b>Mrs R Brookes Headteacher</b>	<b>01744 678667</b>
<i>The DSL takes Lead responsibility for Child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss and safeguarding concerns. When the DSL is absent the Deputy DSL will act in place of them. As the DSL in our school is also the headteacher they are also responsible for the implementation of this policy.</i>		
<b>Deputy DSL</b>	<b>Mrs A Wright Acting Deputy Head Teacher</b>	<b>01744 678667</b>
<b>Local authority designated officer (LADO)</b>	To make a referral to the Local Authority Designated Officer (LADO) the referrer is to complete the LADO referral form and email securely to <a href="mailto:sthelenslado@sthelens.gov.uk">sthelenslado@sthelens.gov.uk</a> and then follow up with a telephone call to the Safeguarding Children Unit on <b>within 1 day of the allegation.</b>	<b>01744 671262</b>
<b>Chair of governors</b>	<b>Mrs Karen Harrison (Acting)</b>	<b>01744678667</b>
<b>Channel helpline</b>	The police counter-terrorism case officer (CTCO) or the Home Office funded Channel coordinator, employed by the local authority	<b>020 7340 7264</b>

**Details of how we ensure we adhere to these roles and responsibilities are set out in Parts, 2 & 3 of this policy.**



## Part 1: Indicators of abuse

*Schools and their staff are particularly important in the role of safeguarding children as they are in a position to identify concerns early, provide help and support for children, and prevent concerns from escalating. Knowing what to look for is vital to the early identification of abuse and neglect and as part of policy we have identified all the indicators that staff should be aware of so that they are able to identify quickly cases of children who may be in need of help or protection.*

# Part 1: Indicators of abuse

Abuse can take many different forms. St Teresa's staff receive training to understand the different forms of abuse and their signs and symptoms and they are outlined in this policy to be referred to should they need to be.

## 1.1: Types of abuse

Definitions and examples of the different forms of abuse can be found in **Annex 1**.

The four main categories of abuse recognised and outlined in the 'Keeping children Safe in Education (2023)' are physical Abuse; emotional Abuse; sexual Abuse and neglect. St Teresa's also recognise additional forms of abuse which children may be at risk of. These can include the following: Domestic abuse, Female Genital Mutilation or FGM; radicalisation and Extremism; Forced Marriage; Child Sexual Exploitation; County Lines or CSE; Private Fostering; Child Missing in Education; Child on Child abuse; Sexting; Up skirting and Children at risk from or involved with serious violent crime.

## 1.2 Our school responsibilities

St Teresa's follows the procedures set out by the St. Helens Safeguarding Children Board. These are available at [www.sthelensscb.org.uk](http://www.sthelensscb.org.uk) and also has clear internal procedures for dealing with safeguarding issues; these are adopted and followed by all staff members and volunteers and outlined in Part 3 of this policy.

As a school, it is our responsibility to ensure the following:

- Have two Designated Safeguarding Leads who are responsible for dealing with safeguarding issues within school. Both staff will have undertaken the training and this will be refreshed regularly. **DSL: Mrs Rachael Brookes ( Headteacher), Deputy DSL: Mrs A Wright ( Acting Deputy Head teacher)**
- Recognise the key role of the Designated Safeguarding Lead and arrange all necessary support and training **(outlined in Part 3)**
- Receive additional training in order to best support children and their families and achieve positive outcomes regardless of individual circumstances or challenges
- Ensure every member of staff and every governor knows the name of the Designated Senior Leads and their roles and that **disclosures** are reported directly to them to deal with
- Ensure that all members of staff and volunteers are aware of the need to be alert to signs and symptoms of abuse and know how to effectively respond to a child **with immediate effect** who makes a disclosure **(Procedures outlined in Part 2)**
- All staff have an induction that clearly outlines: the details of this policy along with the behaviour policy; the staff code of conduct and the safeguarding response to children who go missing from education
- Ensure that parents and carers have an understanding of the responsibility placed on the school and staff to safeguard children in accordance with **Keeping Children Safe in Education (September 2025) and Working Together to Safeguard Children (2022)**
- Provide refresher training for all staff every year and a Safeguarding Induction (including issuing the Child Protection and Safeguarding Policy) for new staff and volunteers so that they know: their personal responsibilities; the local policy and procedures; the need to be vigilant in identifying cases of abuse, the appropriate way to take action and support a child who makes a disclosure
- Notify the local Social Care team if there are concerns regarding a child's welfare or safety; it should have to exclude a pupil on a Child Protection Plan or who has involvement with social care, either for a fixed term or permanently; there is an unexplained absence of a pupil on a Child Protection Plan or who has involvement with social care
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at initial case conferences, core group meetings and child protection review conferences. (Information Sharing Policy)

- Keep written records of concerns on the school online recording system CPOMS, about children (noting the date, event and action taken) even when there is no need to refer the matter to Social Care
- Ensure that current records are kept secure and in a locked location. All archived files of children who have left the school will be kept securely and stored for 18 years.
- Adhere to the procedures set out by the St. Helens Safeguarding Children's Partnership and their Safeguarding Procedures when an allegation is made against a member of staff. All allegations will be referred to the Local Authority Designated Officer (LADO). Staff, parents, carers and members of the public may make a referral to the LADO.
- Employ robust and secure safer recruitment procedures which are always mindful of protecting children from unsuitable people. Staff trained in 'Safer Recruitment'
- Ensure that all our practice is family centred and puts the voice of the child first
- Seek guidance from the LA Safeguarding Team
- Seek guidance from the Governing Body

### **1.3 Children at risk**

We recognise that children who are subject to abuse in whatever form may experience a significant effect of their social and emotional wellbeing as well as their academic attainment. St Teresa's recognises that school is a stable and secure environment in the lives of our pupils. Therefore, we strive to create a safe and consistent environment.

In accordance with Working Together to Safeguard Children 2022, St Teresa's recognises that some children may be considered more vulnerable than others.

These include:

- A disabled child and has specific additional needs
- Has special educational needs
- A young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health, domestic violence, and/or
- Is showing early signs of abuse and/or neglect

#### **The school will endeavour to support the pupil through:**

- a) Our prevention procedures
- b) The school's behaviour policy is aimed at supporting all pupils in our school especially those who are identified as being vulnerable. All staff will adopt a consistent approach which focuses on the offence committed by the child but does not damage the pupil's sense of self-worth. St Teresa's recognises that all behaviour is a form of communication, and we aim to address any underlying issues through pastoral intervention
- c) St Teresa's is committed to working with the appropriate agencies that best support our children and their families
- d) St Teresa's will continue to refer children who are already open to Social Care and will exercise the St. Helens Local Authority's escalation policy when deemed necessary
- e) When any vulnerable pupil leaves our school, all information will be photocopied and transferred to the new school immediately and Social Care would be informed where necessary

### **1.4 Safeguarding and Attendance**

The Safeguarding Policy links directly to the schools Attendance Policy. If a child is absent who is deemed to be vulnerable and contact is not made with the school regarding their absence, then a member of the Pastoral team or another member of staff may call to the family home to ensure the child's safety. If a child is absent who is on a Child Protection Plan and contact is not made with the school regarding their absence, then the DSL or another member of staff will inform Children's Social Care.

When a child is continually missing education, St Teresa's will follow Local Authority procedures and will work with the appropriate agencies, including Education Welfare.

St Teresa's will always strive to put the correct interventions into place to ensure that Persistent Absentees improve their attendance. If a pupil goes missing from the school site during the school day, the parent or carer and the Police will be informed immediately; it may also be appropriate to notify Children's Social Care. Once a child has left the school premises, it is the responsibility of the Police and not staff to try and find the child and ensure they are safe.



## Part 2:

# School response and taking action

*Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interest of the child and act immediately.*

## Part 2: School response and taking action

### 2.1 School safeguarding procedures

At St Teresa's we follow the procedures set out by the St. Helens Safeguarding Children Partnership. These are available at [www.sthelenssafeguarding.org.uk](http://www.sthelenssafeguarding.org.uk) and we also have clear internal procedures for dealing with safeguarding issues; these are adopted and followed by all staff members and volunteers. If staff have a concern, they should act immediately and follow the advice set out in this policy.

The options as set out in the school internal procedures (Annex 2) will include: Managing the support for the child internally via school's pastoral support processes; early help assessment (See Annex 4 and below in section 2.6) or a referral to statutory services.

When referring to the chart it is vital that, although the DSL/Deputy DSL should be made aware of a referral, if there are exceptional circumstances and they are not available, this should not delay the referral or appropriate action being taken. As set out in the summary of this policy, safeguarding is everyone's responsibility. Staff should not assume that a colleague or another professional will take action and share information that may be critical in keeping a child safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate provision.

The flow charts in Annex 2 and 3 are designed to guide staff through what to do if they have child protection concerns. They cannot legislate for every eventuality. However, there are some key principals:

- To seek advice from DSL/Deputy DSL officers in school if you have child protection concerns. They will seek advice from social care
- Always record incidents on CPOMS. Serious concerns must be recorded and will then be passed to the DSL who will store this in the pastoral locked safeguarding files
- Treat Child Protection concerns strictly confidential and as a priority

When using the flowcharts (Annex 2 and 3) it is essential staff are mindful that some of the steps may need to be jumped in certain circumstances, in terms of, as mentioned above the DSL/deputy DSL are unavailable or the police or other agencies should be informed. Some of the main examples of this, along with more guidance on procedures, are set out below.

#### **If a child is suffering or likely to suffer harm, or in immediate danger**

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** Tell the DSL as soon as possible if you make a referral directly.

#### **If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset

- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

### **If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in **annex 1**.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

(See Annex 3).

### **If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Annex 2 illustrates the procedure to follow if you have any concerns about a child's welfare. **Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.** Speak to a member of the senior leadership team and/or take advice from local authority children's social care. **You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.** Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

## **If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## **2.2 Recording**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Depending on the nature of the concern this will be either directly onto CPOMS; or in serious cases, where confidentiality is key such as Operation Encompass and those stated above, be recorded into the child's confidential electronic file and into the 'confidential safeguarding' CPOMS category file which can only be accessed by staff members with allocated permission. In all cases this should be done the same day at the earliest opportunity. Incidents of child on child abuse should always be logged and records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

Staff need to be mindful that information placed onto CPOMS is to ensure the above and for monitoring purposes. **CPOMS does not replace the need to act and any safeguarding concerns should be acted upon in accordance with section 2.1 and annexes 2 and 3 of this policy.**

At St Teresa's, we ensure we maintain records of concerns about a child on CPOMS (the schools online recording system), even if there is no need to make an immediate referral on CPOMS. Records have been recorded electronically since September 2019 using this system and prior information can be found in the safeguarding files held in the Head teacher's office.

We ensure that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied onto the child's next school.

We ensure that a record is kept and witnessed of the disposal of individual records. Children Looked After records must be retained for 99 years.

Confidentiality of all written and discarded documents must be paramount. Any notes made must be disposed of in a confidential way.

### **2.3 Allegations against staff**

If anyone has a safeguarding concern, or an allegation is made about a member of staff (including volunteers) posing a risk of harm to children then the school will follow the St Helens Local Authority procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Human Resources department in making this decision. In the event of an allegation against a Headteacher, the decision to suspend will be made by the Chair of Governors with advice from the LADO and Human Resources department.

#### **The St Helens procedures for managing allegations against staff or detailed in Annex 5: LADO Procedures.**

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made or information received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) <https://www.sthelens.gov.uk> and will complete a referral using the appropriate Local Authority format.

If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with Local Authority Designated Officer (LADO), without notifying the Headteacher first.

In order to ensure allegations are reduced this policy recommends that all school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews, or work with individual children or parents to be conducted in view of other adults.

All staff are made aware of guidance on behaviour issues, and the school's Behaviour Management policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers is given at induction and is included in Code of Conduct, e-safety and Use of Social Media policy and shared with all staff annually.

### **2.4 Parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **2.5 Prevention**

St Teresa's recognises that school plays a significant part in the prevention of harm to our children by providing children with good lines of communication and trusted adults, supportive friends and an ethos of protection. Furthermore, through teaching about safeguarding and online safety we can develop high self-esteem, supportive friends and positive relationships.

The school will therefore:

- Establish and maintain an ethos where children feel secure, encouraged to talk and are listened to
- Ensure children know that there are adults in school whom they can approach if they are worried or are in difficulty
- Embed skills throughout school that help children to keep themselves safe. This includes throughout the curriculum, whole school initiatives and bespoke interventions
- Include in the curriculum, materials which will help children develop a realistic perspective and appropriate attitude to the responsibilities of adult life and the treatment of children
- Ensure online safety plays an important role in supporting us at school in safeguarding our children
- Build in the use of technologies to arm our young people with the skills to access life-long learning and employment. Involving all pupils, staff, governors and parents making best use of technology, information, training and the E - safety policy
- Ensure children are taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum with Relationships Health and Sex Education.
- Refer to the **DfE Teaching Online Safety in Schools (2023) for guidance when planning curriculum and how online safety fits within it, including supporting vulnerable pupils (page 24)**
- Online safety and possible dangers from being online are taught to children as a whole school approach through assemblies, Safer Internet Weeks, e safety across the curriculum and through planned times across the year to impact the most on the pupils' online use. Please refer to the E-Safety policy and the computing curriculum statement

## **2.6 Early Help**

St Teresa's recognises that early intervention can have a positive impact for our families and can prevent children from significant harm. Therefore, St Teresa's promotes an Early Help Offer which is a graduated structure aimed at providing support at the appropriate and earliest level. This is in accordance with St. Helens Borough Council's Family Support Model. All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage Keeping Children Safe in Education September 2025

Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children 2022.

**The early help chart and flow diagram can be found in Annex 5 of this policy.**



## Part 3: Staff Protocols

*Schools and their staff are an important part of the wider safeguarding system for children. All staff should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates, as required, and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.*

## Part 3: Staff Protocols

### 3.1 Training

As a result of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(2025\)](#), to review this guidance at least annually and all staff being required to read and understand part 1 and Annex A, at St Teresa's we understand the need for regular staff training and updates. These are set out below in this policy so that we can monitor and record the required training our staff require.

All staff will be aware of through regular CPD and updates:

- Our systems which support safeguarding, including this safeguarding and child protection policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization

All of these are outlined in this policy.

Details of how staff are supported to do this are as follows:

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas annually in the Spring term of each academic year.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually (Autumn Term) or as and when required. Records of training completed by all staff are kept by Mrs G Varley and Mrs C Foster – Office managers.

Contractors who are provided through a private finance initiative (PFI) or similar contract will receive the safeguarding statement.

Volunteers will receive appropriate training, if applicable through induction or additional training should school deem necessary.

The DSL and deputy The DSL and deputy will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake **Prevent awareness training**.

SLT All members of the Senior Leadership Team will receive Safer Recruitment and LADO Training as of the new updates September 2025.

Governors All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Staff who have contact with pupils and families All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

### **3.2 Induction**

Induction is vital in ensuring all new members of staff understand their responsibilities and the guidance set out in this policy. The school induction process outlines clear steps to ensure that all new staff have a clear induction. This will ensure they are familiar with the schools safeguarding and child protection policy; their personal responsibilities; the local policy and procedures; the need to be vigilant in identifying cases of abuse; the appropriate way to take action and support a child who makes a disclosure. This is done through issuing them with the safeguarding policy prior to starting work, a meeting with the DSL on their first day within school and having a mentor system in place after induction to ensure procedures are being followed.

In addition to the safeguarding and child protection policy, key policies that link directly to this policy and safeguarding are also shared at induction/prior to the post commencing: behaviour policy, staff code of conduct, whistleblowing policy.

### **3.3 Safer Recruitment**

At St Teresa's we believe it is vital to create a culture of safe recruitment and adopt the St Helens safer recruitment procedures to help deter, reject or identify people who might abuse children. Annex 6 outlines the main guidance in detail about the checks and protocols required. Further detailed information should be gained from reading Part 3 of the Keeping children safe in education 2025.

St Teresa's ensures that at least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

### **3.4 Whistleblowing**

We recognise that children cannot be expected to raise concerns in the environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist about the management of child protection, which may include the attitude or actions of colleagues. Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are located on the staff notice board. Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them. General guidance can be found at:

<https://www.gov.uk/whistleblowing/what-is-a-whistle-blower>. Also: <https://www.nspc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-lineprofessionals/> If you're a professional with concerns over how child protection issues are being handled in our school or another organisation, you can talk to us anonymously too:

NSPCC Whistleblowing helpline: 0800 028 0285

The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation



### **3.6 Physical intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that it must be the minimal force necessary to prevent injury to another person. The Positive Behaviour Policy, contains procedures for positive handling cases and will always be adhered to. Such events will be recorded and signed by a witness in the bound book.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.



## **Part 4: Accompanying documents**

***Annex 1: Definitions of abuse***

***Annex 2: St Teresa's Primary School safeguarding flowchart***

***Annex 3: St Helens Safeguarding process***

***Annex 4: St Helens Allegations against staff (LADO) procedures***

***Annex 5: Early Help response***

***Annex 6: Safer recruitment guidance***

***Annex 7: Supporting polices to this document.***

## Annex 1: Definitions of abuse

<b>Physical Abuse</b>	Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. Types of physical abuse include: Hitting or smacking/Shaking/Throwing/Poisoning/Burning and scalding/ Drowning/ Suffocating/ Fabricating or Inducing Symptoms of illness in a child or any other way of causing physical harm.
<b>Emotional Abuse</b>	Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. This may involve: <ul style="list-style-type: none"> <li>• Conveying they are worthless, unloved, inadequate or only valued insofar as they meet the needs of another person.</li> <li>• Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.</li> <li>• Inappropriate expectations for their age or development – including overprotection</li> <li>• Seeing or hearing the ill treatment of other such as domestic violence or abuse.</li> <li>• Serious bullying and causing the child to feel frightened or in danger.</li> <li>• Exploitation or corruption of children.</li> <li>• All types of ill-treatment of a child. Even if a child is subject to another abuse from another category, they will still experience a level of emotional abuse.</li> </ul>
<b>Neglect</b>	Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This can also occur during pregnancy as a result of parental substance misuse. This includes when a parent or carer fails to provide: Adequate food clothing or shelter (including exclusion from home and abandonment). <ul style="list-style-type: none"> <li>• Protection from physical and emotional harm and danger.</li> <li>• Ensure adequate supervision.</li> <li>• Access to appropriate medical care or treatment.</li> <li>• Meeting the child's basic emotional needs.</li> </ul>
<b>Sexual Abuse</b>	Sexual abuse is forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening: <ul style="list-style-type: none"> <li>• Physical contact including penetrative and non-penetrative acts.</li> <li>• Involving children looking at or in the production of sexual images.</li> <li>• Watching sexual activities</li> <li>• Encouraging children to behave in sexually inappropriate ways</li> <li>• Grooming a child in preparation for abuse.</li> </ul>
<b>Female Genital Mutilation or FGM</b>	Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice. There are no health benefits to Female Genital Mutilation. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eitrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>• It is NOT a religious practice.</li> <li>• Occurs mostly to girls aged 5-8 years old; but up to around 15.</li> <li>• It has been a criminal offence in the United Kingdom since 1985.</li> <li>• Offence since 2003 to take girls abroad</li> <li>• Criminal penalties include up to 14 years in prison.</li> </ul> <p><b>Reasons for this cultural practice include:</b></p> <ul style="list-style-type: none"> <li>• Cultural identity – an initiation into womanhood.</li> <li>• Gender identity – moving from a girl to a woman – enhancing femininity</li> <li>• Sexual control – reduce the woman's desire for sex</li> <li>• Hygiene/cleanliness – un mutilated women are regarded as unclean.</li> </ul> <p><b>Risk Factors include:</b></p> <ul style="list-style-type: none"> <li>• Low level integration into UK society</li> <li>• Mother or sister who has undergone FGM</li> </ul>

	<ul style="list-style-type: none"> <li>• Girls who are withdrawn from PSHE</li> <li>• A visiting female elder from the country of origin</li> <li>• Being taken on a long holiday to the family's country of origin</li> <li>• Talk about a 'special' event or procedure to 'become a woman' High Risk Time</li> </ul> <p>This procedure often takes place in the summer, as the recovery period for FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays. Although it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from long periods of absence with symptoms of FGM, advice should be sought from the police or social services. It is a mandatory reporting duty under section 5B of the Female Genital Mutilation Act 2003 (as inserted section 74 of the Serious Crime Act 2015) there is a statutory duty upon school staff to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18.</p> <p><b>Post FGM symptoms include:</b></p> <ul style="list-style-type: none"> <li>• Difficulty walking, sitting or standing</li> <li>• Spend longer than normal in the bathroom or toilet</li> <li>• Unusual behaviour after a lengthy absence</li> <li>• Reluctant to undergo normal medical examinations</li> <li>• Asking for help, but may not be explicit about the problem due to embarrassment or fear.</li> </ul> <p><b>Longer term problems include:</b></p> <ul style="list-style-type: none"> <li>• Difficulties urinating or incontinence</li> <li>• Frequent or chronic vaginal, pelvic or urinary infections</li> <li>• Menstrual problems</li> <li>• Kidney damage and possible failure</li> <li>• Cysts and abscesses</li> <li>• Pain when having sex</li> <li>• Infertility</li> <li>• Complications during pregnancy and childbirth</li> <li>• Emotional and mental health problems</li> </ul>
<p><b>Forced Marriage</b></p>	<p>There is a clear difference between 'forced marriage' and 'arranged marriage'. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage. In law both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Force Marriage Protection Order can be obtained from a Family Court in order to protect victim, both adults and children from a potential forced marriage or people who are already in a forced marriage.</p> <p><b>Potential warning signs or indicators that a child is at risk of Forced Marriage</b></p> <ul style="list-style-type: none"> <li>▪ Absence and persistent absence</li> <li>▪ Request for extended leave of absence and failure to return from visits to country of origin</li> <li>▪ Fear about forthcoming school holidays</li> <li>▪ Surveillance by siblings or cousins at school</li> <li>▪ Decline in behaviour, engagement, performance.</li> <li>▪ Poor exam results</li> <li>▪ Being withdrawn from school by those with parental responsibility</li> <li>▪ Removal from a day centre of a person with a physical or learning disability</li> <li>▪ Not allowed to attend extra-curricular activities</li> <li>▪ Sudden announcement of engagement to a stranger</li> <li>▪ Prevented from going on to further/higher education</li> </ul> <p>St Teresa's acknowledges that persistent absence from school or requests for leave of absence can be an indicator of a potential safeguarding risk. The issues surrounding Forced Marriage link directly to the school attendance policy; any absences from school will be followed up in accordance with this policy. This is to ensure that we make every effort to know a child's whereabouts and make sure they are safe to the best of our ability.</p>

	<p><b>What to do if you have a concern regarding Forced Marriage?</b>  Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Senior Lead (DSL) who will make appropriate contact with Children's Social Care or the Police.  The Forced Marriage unit can be contacted for advice and help in making the referral.  Telephone <b>020 70080151</b></p>
<p><b>Child Sexual Exploitation</b></p>	<p>Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.</p> <p><b>Warning Signs and Symptoms of Child Sexual Exploitation</b></p> <ul style="list-style-type: none"> <li>• Can be difficult to identify and can be mistaken for 'normal' teenage behaviour</li> <li>• Be involved in abusive relationships</li> <li>• Hang out with groups of older people, anti-social groups or with other vulnerable peers</li> <li>• Associates with other young people involved in sexual exploitation</li> <li>• Get involved in gangs, gang fights, gang memberships</li> <li>• Have older boyfriends or girlfriends</li> <li>• Spend time at places of concern such as hotels or known brothels</li> <li>• Not know where they are because they have been moved around the country</li> <li>• Go missing from home, care or education</li> <li>• Have expensive items such as mobile phones that they can't or won't explain.</li> <li>• Be very secretive about what they are doing online</li> <li>• Have access to drugs or alcohol.</li> </ul> <p><b>How do we manage suspected cases of Child Sexual Exploitation?</b>  St Teresa's will respond to suspected cases of Child Sexual Exploitation in relation to St. Helens safeguarding procedures.  St. Helens Safeguarding Children's Board has its own subgroup dedicated to CSE known as Multi Agency Child Sexual Exploitation group (MACSE)  If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on to the Designated Senior Lead <b>Mrs Rachael Brookes or Mrs Amanda Wright</b> immediately. The child or young person will then be referred onto the Police and contact may also be made with Children's Social Care. Referral forms can be found on St. Helens Safeguarding Children's Board website within the Merseyside Multi agency Protocol Child Sexual Exploitation or a copy can be requested from the Designated Senior Lead within School.</p>
<p><b>Private Fostering</b></p>	<p>Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.  A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.</p> <p><b>Examples of private fostering could include:</b></p> <ul style="list-style-type: none"> <li>• Children or young people who are sent to this country for education or health care by their parents from overseas.</li> <li>• Teenagers living with a friend's family because they do not get on with their own family.</li> <li>• Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.</li> <li>• Children staying with another family because there has been bereavement, serious illness or their parents have divorced or separated.</li> </ul>

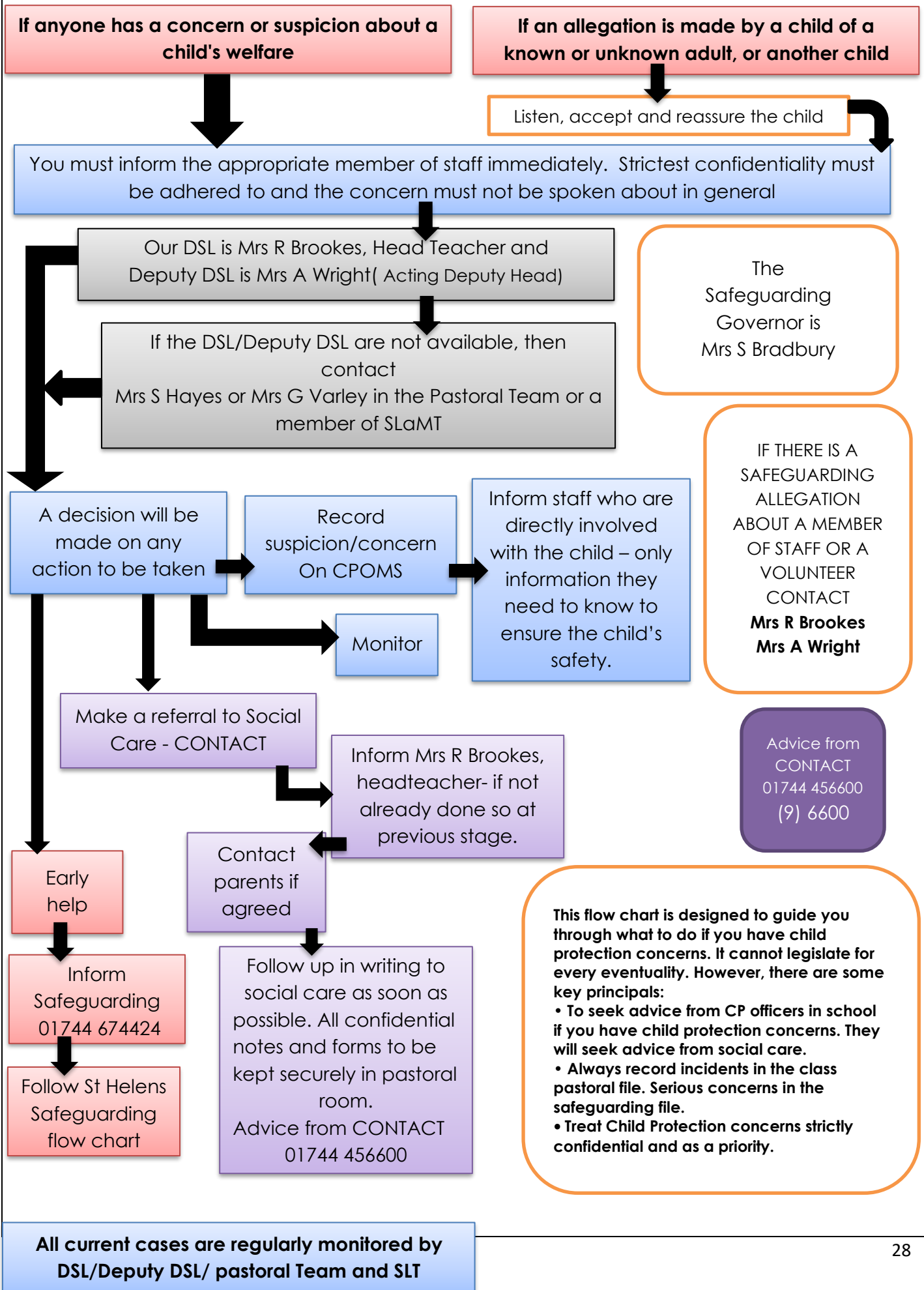
	<ul style="list-style-type: none"> <li>• A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays. Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer. Private Foster carers also have a responsibility to notify the Local Authority. If a member of staff or any individual believes that a child is being privately fostered, they should contact Children's Social Care or inform the Designate Senior Lead who will make the referral</li> </ul>
<p><b>Radicalisation and Extremism</b></p>	<p>Radicalisation refers to the process by which a person comes to support terrorism and/or extremism leading to terrorism.</p> <p><b>Extremism is defined by the Government in the Prevent Strategy (2010) as:</b> Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p> <p><b>Extremism is defined by the Crown Prosecution Service as:</b> The demonstration of unacceptable behaviour by using any means or medium to express views which:</p> <ul style="list-style-type: none"> <li>• Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;</li> <li>• Seek to provoke others to terrorist acts;</li> <li>• Encourage other serious criminal activity or seek to provoke others to serious criminal acts;</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Foster hatred which might lead to inter-community violence in the UK</li> </ul> <p><b>Indicators of vulnerability include:</b></p> <ul style="list-style-type: none"> <li>▪ Identity crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society</li> <li>▪ Personal crisis – the pupil may be experiencing family tensions, a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.</li> <li>▪ Personal Circumstances – migration; local community tensions; and events affecting a pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.</li> <li>▪ Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life</li> <li>▪ Experiences of criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration</li> <li>▪ Special Educational Needs – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motives of others (This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism).</li> </ul> <p>St Teresa's work reflects the government <b>PREVENT</b> strategy (July 2015) in their approach to radicalisation and extremism. Staff are required to read elements of the prevent strategy relating to school and education. Any concerns regarding radicalisation or extremism in children and young people should be passed onto the school's single point of contact or SPOC. The SPOC will then refer on to the local PREVENT officer, Children's Social Care and/or the Police.</p> <p>The PREVENT single point of contact (SPOC) in school is the Designated Senior Lead Mrs R Brookes.</p> <p>In relation to recent terrorist attacks this year St Teresa's have considered advice from DfE in relation to risk assessments for out-of-school trips. All risk assessments are now countersigned and discussed with Headteacher before the visit.</p> <p>If you have a concern about someone please complete the below referral form. This will enable information to be shared with the Merseyside Police Prevent Team as well and Childrens and Adult Social Care, and start the safeguarding process. This will ensure we provide the most appropriate help and support.</p> <p>Once completed the form is to be emailed to <a href="mailto:prevent@merseyside.police.uk">prevent@merseyside.police.uk</a> and <a href="mailto:adultandchildrenteam@sthelens.gov.uk">adultandchildrenteam@sthelens.gov.uk</a></p>

	<ul style="list-style-type: none"> <li>• <a href="#">Prevent Referral Pathway</a></li> <li>• <a href="#">Prevent National Referral Form</a></li> </ul> <p>You can also call the Merseyside Police Prevent Team on 0151 777 4878.</p>
<p><b>Child on Child Abuse More information</b></p>	<p>In cases where child on child abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support. We recognise the importance of explaining to children that the law is in place to protect rather than criminalise them.</p> <ul style="list-style-type: none"> <li>• We recognise that child on child abuse can manifest itself in many ways such as: <ul style="list-style-type: none"> <li>Child Sexual Exploitation</li> <li>Sexting or youth produced digital imagery</li> <li>Bullying</li> </ul> </li> <li>• Radicalisation <ul style="list-style-type: none"> <li>Abuse in intimate relationships</li> <li>Children who display sexually harmful behaviour</li> <li>Gang association and serious violence</li> <li>Technology can be used by for bullying and other abusive behaviour</li> <li>Child on child sexual violence and sexual harassment.</li> <li>Up skirting</li> </ul> </li> <li>• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse</li> <li>• causing someone to engage in sexual activity without consent</li> <li>• consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery)</li> <li>• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).</li> </ul> <p>There are a number of factors that make children more vulnerable to child on child abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities). Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience child on child abuse but they do so in gendered ways.</p> <p>KCSIE (2025) highlighted that all staff should understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours as "just banter" or "boys being boys" can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. Staff should understand that even if there are no reports of peer-on-peer abuse in their school, this doesn't mean it is not happening. If staff have any concerns about peer-on-peer abuse, they should speak to the designated safeguarding lead (DSL) or a deputy</p>
<p><b>Sexting</b></p>	<p>The school recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.</p> <p>There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.</p> <p>This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2018. <b>The full guidance is located at UKCCIS 2018 Guidance. This guidance covers:</b></p> <ul style="list-style-type: none"> <li>• A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18</li> <li>• A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult</li> <li>• A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18</li> </ul> <p><b>It does not cover:</b></p> <ul style="list-style-type: none"> <li>• The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.</li> <li>• Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.</li> </ul>

	<p>The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.</p> <p>The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents. This policy forms part of our school's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.</p> <p>The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.</p> <p>However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately. All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood.</p> <p>Where children do share images, it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in. The school is therefore empowered to deal with the majority of these incidents without involving the police.</p>
<p><b>Up skirting</b></p>	<p>The school recognises that up skirting is a growing concern amongst professionals and parents and it can expose children to risks. Definition of Up skirting: Up skirting is typically when a photograph is taken under a persons' clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or harm.</p> <p>Victims will be re-assured and taken seriously and supported and kept safe. The referral process will take place as set out in paragraph 36 in Part one of the KCSE. If staff are in any doubt they would speak to the DSL or Deputy DSL.</p> <p>The school may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff. We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery, but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships. All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:</p> <ul style="list-style-type: none"> <li>• The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.</li> <li>• An initial meeting with the appropriate school staff will be held to: Establish if there is immediate risk &amp; what further information is needed, whether or not the imagery has been shared; consider facts about the children involved which could influence a risk assessment; a meeting with the young person will be held (if appropriate); parents will generally be informed at an early stage<sup>16</sup>.</li> </ul> <p><b>An immediate referral to children's social care and/or the police should be made if at the initial stage:</b></p> <ul style="list-style-type: none"> <li>• The incident involves an adult</li> <li>• The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent</li> <li>• If the sexual acts are unusual for the developmental age or violent</li> <li>• Children under 13 years are involved</li> <li>• The child is at immediate risk e.g. suicidal or self-harming</li> </ul> <p>Where the above do not apply then the school will generally deal with this matter without involving the police or children's social care although this will be subject to review.</p> <p>This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL and others as appropriate and will be recording.</p>
<p><b>Child on child sexual violence and sexual harassment</b></p>	<p>At St Teresa's we have an effective preventative education programme with a whole school approach that prepares children for life in modern Britain. We have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. The curriculum has been developed according to the appropriate age and stage of development. (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:</p> <ul style="list-style-type: none"> <li>• healthy and respectful relationships;</li> <li>• what respectful behaviour looks like;</li> <li>• gender roles, stereotyping, equality;</li> <li>• body confidence and self-esteem;</li> </ul>

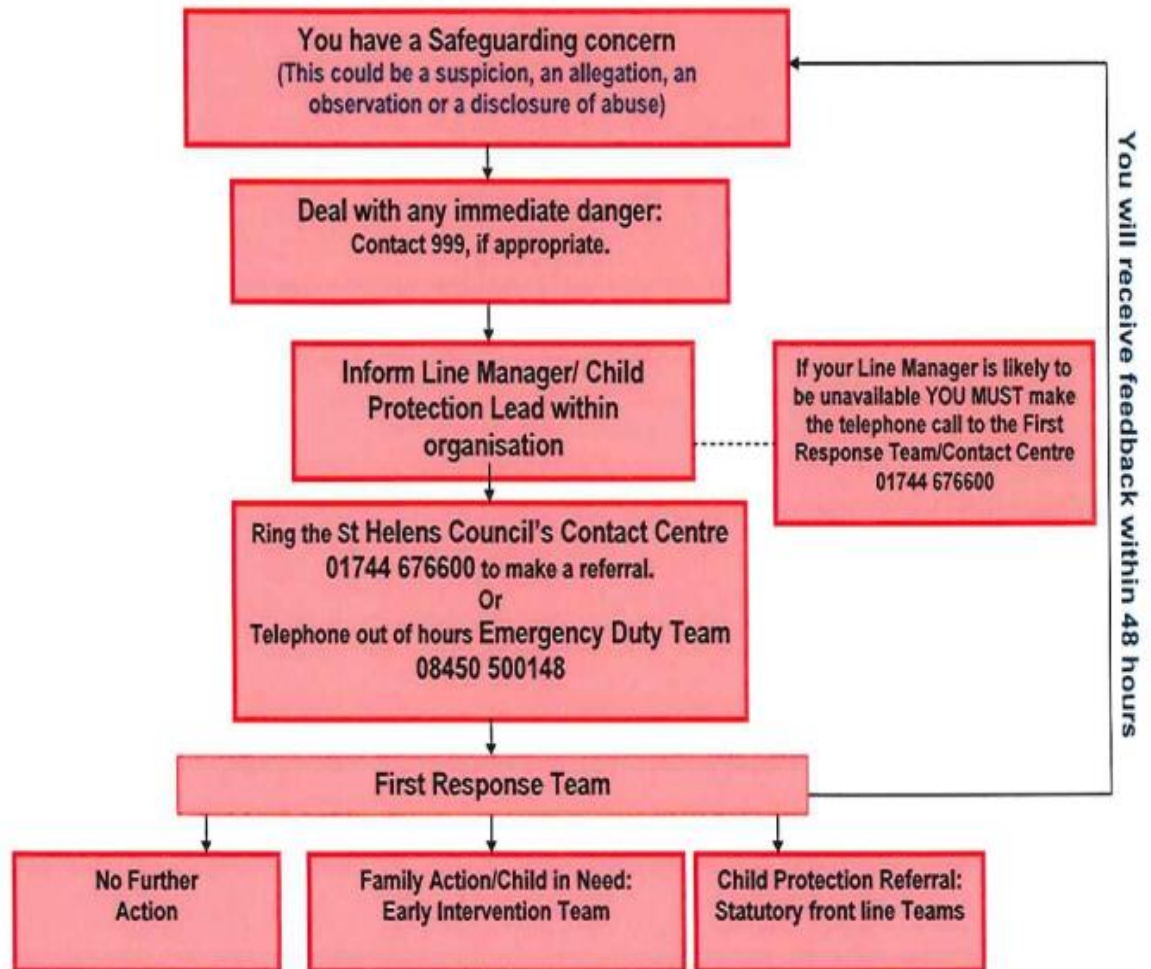
	<ul style="list-style-type: none"> <li>• prejudiced behaviour;</li> <li>• that sexual violence and sexual harassment is always wrong;</li> <li>• addressing cultures of sexual harassment.</li> </ul> <p>We follow guidance in Part 5 of the Keeping Children Safe in Education 2020 on how we should respond to reports of child on child sexual violence and sexual harassment.</p> <p>Further information can be found in the extra publication on sexual violence and harassment between children in schools and colleges - Sexual violence and sexual harassment between children in schools and colleges which covers:</p> <ul style="list-style-type: none"> <li>• what sexual violence and sexual harassment is</li> <li>• schools' and colleges' legal responsibilities</li> <li>• a whole school or college approach to safeguarding and child protection</li> <li>• how to respond to reports of sexual violence and sexual harassment.</li> </ul>
<b>County Lines</b>	<p>Further advice for schools is provided in the Home Office's Preventing Youth Violence and Gang Involvement March 2015 Criminal Exploitation of Children and Vulnerable Adult's County Lines Guidance Sept 2018.</p> <p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".</p> <p>Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.</p> <p>Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children, including children of Primary school age, can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.</p> <p>Ways of identifying potential involvement in county lines are as follows:</p> <ul style="list-style-type: none"> <li>• Missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 103 should be considered.</li> <li>• A change in friendships or relationships with older individuals or groups</li> <li>• A significant decline in performance</li> <li>• Signs of self-harm</li> <li>• Significant change in wellbeing</li> <li>• Signs of assault, or unexplained injuries</li> <li>• Unexplained gifts or new possessions could also indicate that individuals are involved with criminal networks or gangs.</li> </ul> <p>If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation</p>
<b>Serious Violent Crime</b>	<p>Staff have been made aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may be as follows but is not an exhaustive list:</p> <ul style="list-style-type: none"> <li>• Increased absence from school</li> <li>• A change in friendships or relationships with older individuals or groups</li> <li>• A significant decline in performance</li> <li>• Signs of self-harm</li> <li>• Significant change in wellbeing</li> <li>• Signs of assault, or unexplained injuries</li> <li>• Unexplained gifts or new possessions could also indicate that individuals are involved with criminal networks or gangs.</li> </ul> <p>In September 2025 KCSIE also identified that Risk factors to serious violent crime can include:</p> <ul style="list-style-type: none"> <li>• being male</li> <li>• having been frequently absent or permanently excluded from school</li> <li>• having experienced child maltreatment</li> <li>• having been involved in offending, such as theft or robbery</li> </ul>

## Annex 2: St Teresa's Safeguarding response flowchart



# Annex 3: St Helens safeguarding procedures

St Helens Multi-Agency LSCB:  
Process for reporting concerns about Children (Under 18)



## Annex 4: LADO procedures flowchart

Concern/Incident/Allegation or  
Observation about a professional or  
volunteer's contact with a child

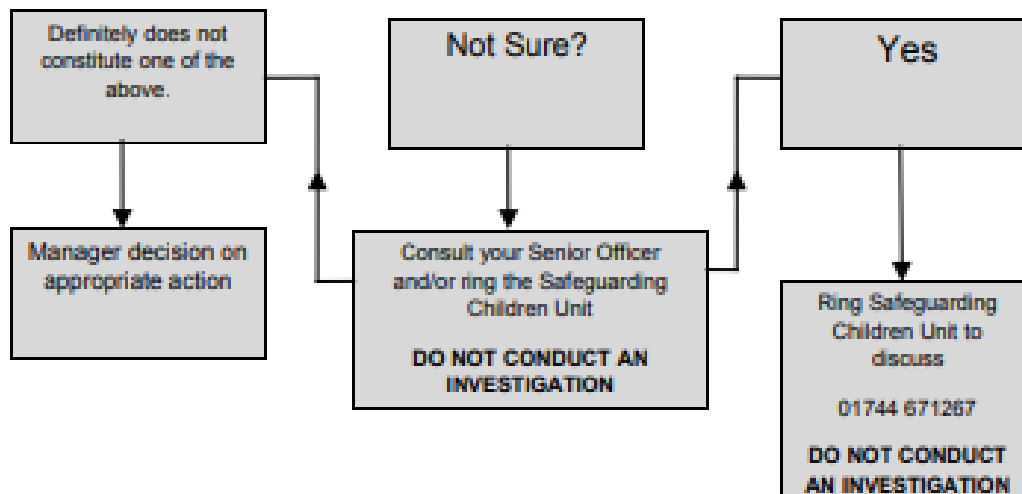
Consider these 3 questions

Has this  
harmd/or may  
have harmed a  
child?

Is it possible this  
is a criminal  
offence against or  
related to a child?

Has the person behaved  
towards a child in a way  
which indicates they are  
unsuitable to work with  
children?

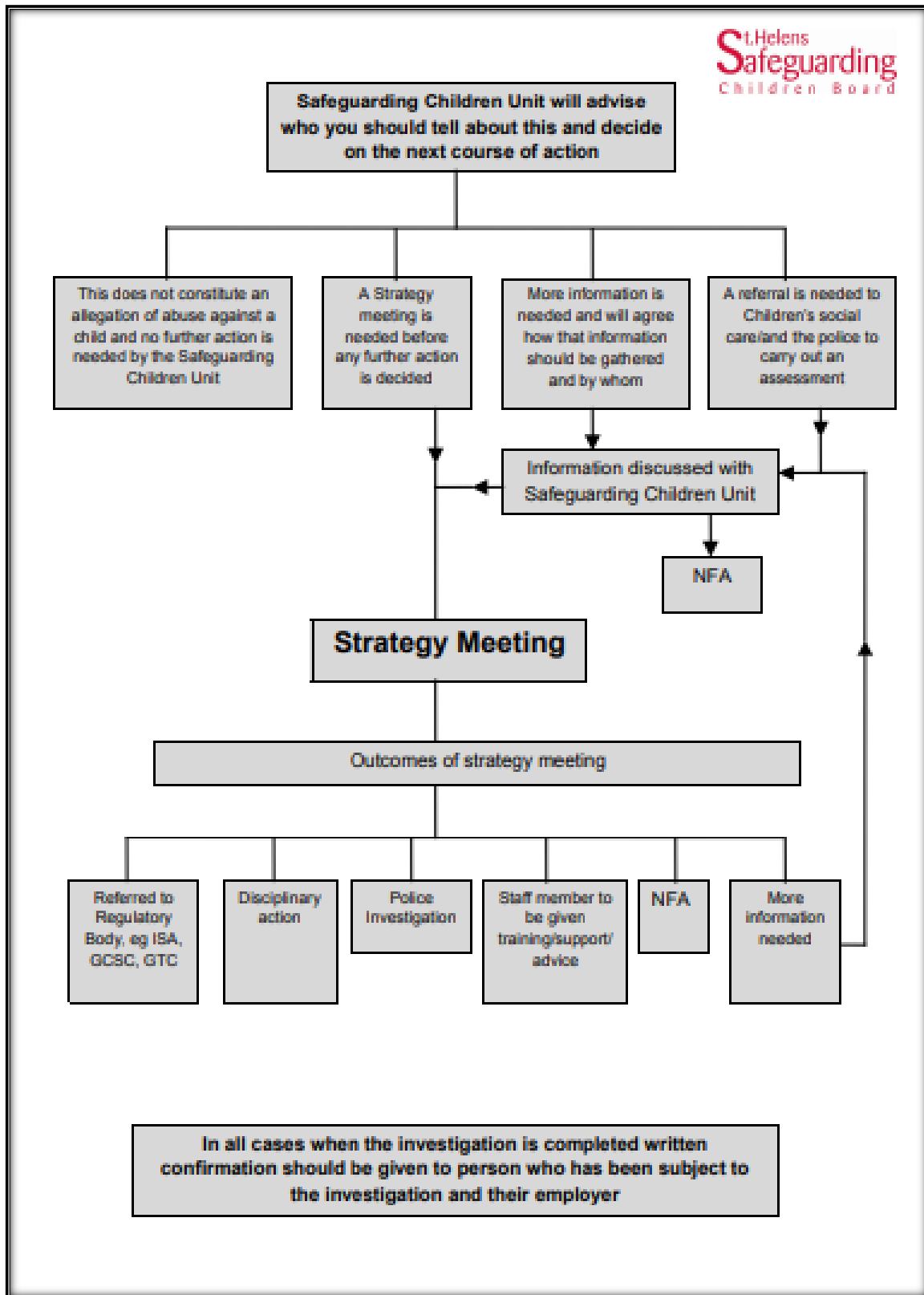
You should record your concerns and your decisions at this stage which  
will be one of the following



Child Protection? – make an IMMEDIATE referral

01744 456600

Out of hours 0845 050 0148



St Helens Safeguarding Board SHSCB has responsibility for ensuring there are effective inter agency procedures in place for dealing with allegations against the people who work with children and for monitoring and evaluating the effectiveness of those procedures.

## Annex 5: Early Help guidance



Level of Need	Intervention	Agencies who may be involved
<b>Level 1</b> <b>Children and young people who are achieving each of the 5 outcomes.</b>	Whole school initiatives Informal contact with children, parents and carers to resolve low level issues.	The child and their family School staff
<b>Level 2</b> <b>Children and young people who may need extra support in order to achieve the 5 outcomes.</b>	School Support Meetings Informal meetings with parents and carers to resolve low level issues. These may require a referral to an additional agency and will be reviewed.	The child and their family School staff Possible involvement of an external agency.
<b>Level 3</b> <b>Children and young people who have complex needs and who may require coordinated support in order to achieve the 5 outcomes.</b>	Common Assessment Form (CAF) A document completed by the family with support from the lead professional. The CAF document brings together all agencies involved with a family to ensure that everyone is working together and information is shared. The CAF would then be taken to a Service Allocation Meeting (SAM) to ensure that the appropriate support is being given. Parents and Carers or the child where appropriate, must consent to this document. Family Support Meetings A Family Support Plan is put into place for families with complex needs. This may be required as earlier forms of intervention have not been effective. Family Support Plans, similarly to a CAF, look to bring agencies and families together in order to put in place the best package of support. Parents and Carers or the child where appropriate, must consent to this document.	The child and their family School staff Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. In some cases, Social Care will be invited to Family Support Meetings.
<b>Level 4</b> <b>Children and young people who will not achieve the five</b>	<b>Child in Need</b> These are meetings for families who require intensive support in order for the child to achieve their 5 outcomes. These meetings are led by Social Care and all agencies	The child (where appropriate) and their Family School staff Multiple external agencies including Health, FamilySupport

outcomes without intensive support.

involved will be invited along with parents and carers. These meetings are statutory and therefore do not require parental consent.

**Child Protection**

These are meetings for families whose children are at risk of significant harm. These meetings are led by an intendant chair and all agencies involved will be invited along with social care, parents and carers. These meetings will be reviewed every 6 weeks during core group meetings and every 6 months for review child protection conferences. These meetings are statutory and therefore do not require parental consent.

Workers, CAMHS, housing, GP, dentist.  
This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition.  
Social Care would always attend Child in Need and Child Protection conferences.

## **Annex 6 :Safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

### **Disclosure and barring service**

The majority of staff working in school will be undertaking regulated activity (see above) and therefore an enhanced DBS certificate which includes barred list information will be requested for most appointments. Staff who do not require enhanced DBS are outlined in the table below. The DBS maintains 'barred lists' of individuals who are unsuitable to work with children and vulnerable adults. Where barred list information is requested, and 'children's workforce independent school' is specified in the parameters for that check, the certificate will also detail whether the applicant is subject to a direction made under section 128 of the Education skills act 2008. (Secretary of state section 128 direction) Such a direction prohibits an individual from taking part in the management (including being a governor) of independent educational institutions in England or Wales respectively. A person prohibited under section 128 is also disqualified from holding or continuing to hold office as a governor in a maintained school.

A detailed description of the 3 types of DBS check are provided on the DBS website. Where a school allows an individual to start work in a regulated activity (see above) before the DBS certificate is available, they should ensure the individual is suitably supervised and that all other checks, including a separate barred list check have been completed and approved.

<p><b>New staff</b></p>	<p>When appointing new staff, we will:</p> <ul style="list-style-type: none"> <li>• Verify their identity</li> <li>• Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see above). We will not keep a copy of this for longer than 6 months</li> <li>• Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available</li> <li>• Verify their mental and physical fitness to carry out their work responsibilities</li> <li>• Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards</li> <li>• Verify their professional qualifications, as appropriate</li> <li>• Ensure they are not subject to a prohibition order if they are employed to be a teacher</li> <li>• Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent</li> </ul> <p>We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks; we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.</p> <p>We will ask for written information about previous employment history and check that information is not contradictory or incomplete.</p> <p>We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children. <b>Shortlisted candidates will also be informed that a social media check will be part of our recruitment process (KCSIE 2025).</b></p>
<p><b>Existing staff</b></p>	<ul style="list-style-type: none"> <li>• If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.</li> <li>• We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:</li> <li>• We believe the individual has engaged in <a href="#">relevant conduct</a>; or</li> <li>• The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the <a href="#">Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009</a>; or</li> <li>• The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and</li> <li>• The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left</li> </ul>
<p><b>Agency and third-party staff</b></p>	<p>We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.</p>

<b>Contractors</b>	<p>We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:</p> <ul style="list-style-type: none"> <li>• An enhanced DBS check with barred list information for contractors engaging in regulated activity</li> <li>• An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children</li> <li>• We will obtain the DBS check for self-employed contractors.</li> <li>• We will not keep copies of such checks for longer than 6 months.</li> <li>• Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.</li> <li>• We will check the identity of all contractors and their staff on arrival at the school.</li> </ul> <p>For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.</p>
<b>Volunteers</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity</li> <li>• Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity</li> <li>• Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment</li> <li>• Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought</li> </ul>
<b>Trainee/student teachers</b>	<p>Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.</p> <p>Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.</p> <p>In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.</p>

<p style="text-align: center;"><b>Governors</b></p>	<ul style="list-style-type: none"> <li>• All governors will have an enhanced DBS check without barred list information.</li> <li>• They will have an enhanced DBS check with barred list information if working in regulated activity.</li> <li>• All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).</li> <li>• A section 128 check (to check prohibition on participation in management under <a href="#">section 128 of the Education and Skills Act 2008</a>).</li> <li>• Identity</li> <li>• Right to work in the UK</li> <li>• Other checks deemed necessary if they have lived or worked outside the UK</li> </ul> <p><u>All governors will also have the following checks:</u></p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Right to work in the UK</li> <li>• Other checks deemed necessary if they have lived or worked outside the UK</li> </ul>
<p style="text-align: center;"><b>Adults who supervise pupils on work</b></p>	<p>When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.</p> <p>We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.</p>
<p style="text-align: center;"><b>Pupils staying with host families</b></p>	<p>Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.</p> <p>Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.</p>
<p style="text-align: center;"><b>Staff working in alternative provision</b></p>	<p>Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.</p>