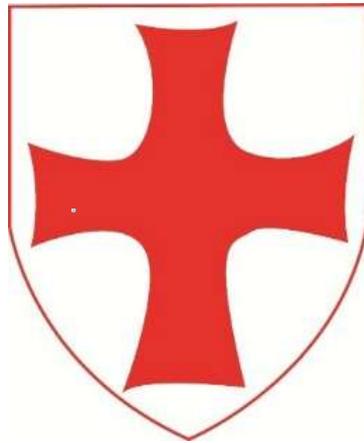




St Robert Southwell Catholic Primary School

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**Safeguarding
Policies, Procedures
& Information
2025-2026**

Legal status: statutory
Re-approved by staff: September 2025
Adopted by Governors: June 2009
Last review: September 2025
Next review: September 2026

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MISSION STATEMENT

Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;

- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward-looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.

Summary:

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Vision Statement

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- At School, At Home and in the Community
- Developing children who achieve well, are confident and are happy
- Young people who live their faith positively and contribute to the common good

Wellbeing & Mental Health Vision

To support everyone's wellbeing and mental health, so that they can be the best they can be, are happy together, resilient, ready to learn and succeed.

- Empowering everyone in the community to be emotionally literate
- Enabling stakeholders to develop strategies to manage their emotional wellbeing and mental health.

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Introduction

‘Safeguarding must be a priority for every school.’ St Robert Southwell Catholic Primary School takes its safeguarding responsibilities very seriously

We are aware that Child Protection and Safeguarding are fundamental to the welfare of all children in our care. This policy, therefore, should be read in conjunction with the wider safeguarding policies as listed below. These can be found in all St. Robert Southwell staff Teams, Policies channel, files.

The Governing Board has responsibility for the oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead (DSL) and Headteacher will ensure regular reporting on safeguarding activity in school to the Governing Board.

Context

DfES ‘Keeping Children Safe in Education’ - 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 child’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.

Children includes everyone under the age of 18. Where a child is suffering significant harm, or is likely to do so, **immediate action** should be taken to protect that child. Immediate action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Safeguarding must therefore be a high priority, and the school Governing Board must ensure that the school complies with all requirements. This is not just to satisfy Ofsted, but to ensure that the school provides a comprehensively safe environment so that young people can feel secure and properly cared for.

St Robert Southwell School will endeavour to support the welfare and safety of **all** pupils through:

- Making children’s welfare an ongoing priority.
- Ensuring that children are taught about safeguarding, including online safety, through planned teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensuring the content of the curriculum includes social and emotional topics and vocabulary.

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- Ensuring that child protection information is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify those to whom they might / can talk.
- Providing suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulties.
- Promoting a positive, supportive, neutral, and secure environment where pupils can develop a sense of being valued and heard.
- Ensuring all steps are taken to maintain site security and pupil's physical safety.
- Working with parents/carers to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Ensure all staff members undergo safeguarding and child protection training at induction.
- Ensure all staff members receive regular safeguarding and child protection updates.
- Developing effective and supportive liaison with other agencies.

Contacts

The person with overall responsible for safeguarding and child protection is Headteacher Honor Beck (head@robsouth.org). The Designated Safeguarding Lead (DSL) is Kara Joseph, Deputy Headteacher (kjoseph@robsouth.org) and the Deputy Designated Safeguarding Lead (DDSL) is Lisa Egan, Assistant Headteacher for Inclusion (legan@robsouth.org). The named governor for Child Protection is Michelle Rattigan (Chair) and the named governor with overall responsibility for safeguarding is Michelle Rattigan (Chair) (safeguarding@robouth.org). The designated teacher for looked after/previously looked after children is Kara Joseph, Deputy Headteacher (kjoseph@robsouth.org). Lisa Egan, Assistant Headteacher for Inclusion, is also responsible for SEND and is the mental Health Champion.

Role and responsibility of the DSL/DDSL

DSL training should ensure they have a good understanding of their role and responsibilities, processes, and responsibilities of other agencies. They should be aware of pupils who have a social worker. Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff. DSLs should keep detailed and accurate records, understand Prevent duty and the risks associated with online safety and relevant knowledge and up to date capability to keep children safe online at school. They should recognise additional risks of children with SEND, share information, and keep child protection files including in-year transfers.

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Legislation and Statutory guidance

This policy is based on the Department of Education's statutory guidance, **Keeping Children Safe in Education** and **Working Together to Safeguard Children**, and the **Governance Handbook**. We comply with this guidance and the procedures set out by BSCP.

This policy is also based on the following legislation:

- Section 175 of the **Education Act 2000**, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- **The School Staffing and Employment Advice 2018**, which sets out what must be recorded on the Single Central Record and the requirement of at least one person on a school interview/appointment panel 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.
- Department for Education – working together to improve school attendance.



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Filtering and Monitoring Statement

At St Robert Southwell School, we are committed to providing a safe online environment for our pupils. To achieve this goal, we have implemented a comprehensive filtering and monitoring system in partnership with Barracuda Networks. This system helps us to protect pupils from accessing inappropriate or harmful content while using school devices and networks. Staff members play a crucial role in ensuring the effectiveness of this system and promoting a safe and secure online learning environment.

Staff Responsibilities:

The main responsibilities of staff are Supervision and Vigilance:

- All staff members are expected to be vigilant and attentive to pupils' online activities during school hours.
- Teachers should monitor pupils' internet usage in the classroom and report any suspicious or concerning activities promptly.
-

Compliance with Filtering Policies:

- Staff must adhere to the school's internet usage policy and guidelines, ensuring that pupils are aware of and follow these rules.
- If a staff member encounters a blocked website or content that they believe should be accessible for educational purposes, they should report it to the designated IT personnel for review and potential adjustment of filtering rules.
- If staff believe content or a web address should be blocked due to unsuitable content, then they should report this via the helpdesk and to Miss Kessler so the site can be added to the blacklist to restrict access.

Reporting Suspicious Activity:

- If a staff member notices any pupil attempting to access suspicious or inappropriate content, they should immediately report it to the school's designated safeguarding lead and ICT leader for review.
- Any instances of cyberbullying, harassment, or online misconduct should also be reported promptly and in accordance with the school's safeguarding procedures.

Professional Development:

- Staff will receive ongoing training and professional development on internet safety and the use of filtering and monitoring tools.
- It is essential that staff stay informed about the latest online risks and trends to better protect pupils.

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Communication with Parents/Guardians:

- Staff should encourage open communication with parents/guardians about online safety and the measures in place to protect pupils.
- In cases of serious concerns, staff should involve parents/guardians and collaborate to address issues appropriately.

Data Privacy and Security:

Staff members are responsible for ensuring the privacy and security of student data when using online platforms or tools in line with relevant data protection regulations.

By fulfilling these responsibilities, our staff contribute to creating a secure online learning environment where children can explore, learn, and grow safely. The Barracuda filtering system, coupled with staff diligence, helps us maintain a safe and productive digital space for all pupils.

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CHILD PROTECTION POLICY

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POLICY ON CHILD PROTECTION

(Also see other related policies)

1 Purpose of the Policy

To ensure that as far as possible children are protected from harm and that the appropriate action is taken where harm is suspected or known to have occurred. To ensure children are given the best support possible in the event of any child protection issues arising.

2 Introduction

At St Robert Southwell the health and safety and wellbeing of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a safe and secure environment in which their children can flourish. We therefore must ensure that this expectation becomes reality. To do this a wide range of measures are put in place.

Our policy applies to all staff, governors and volunteers working in the school. Key to this is:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children. All staff and volunteers in regulated activity must have a DBS check. The flowchart of DBS criminal record checks (page 66 of "Keeping Children Safe in Education") is used to ensure full compliance with regulations. In addition to the DBS check all staff and volunteers are required to complete a "School Staff Disqualification Declaration" (See Safer Recruitment Policy).
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

3 Legislation

- The school will act in accordance with the following legislation and guidance:
- The Children Act 1989 and 2004
- Education and Training (Welfare of Children) Act 2021
- Education Act 2002, section 175
- Local Safeguarding Partners
- DfE guidance, 'Keeping Children Safe in Education' (Updated Sep 2024)
- DfE guidance, 'Working Together to Safeguard Children'
- What to do if you think a child is being abused (2015)
- The Equalities Act 2010
- Departmental advice on sexual harassment
- Department for Education – working together to improve school attendance.

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4 Child Protection

Our children have the right to protection, regardless of age, gender, race, culture, or disability. They have a right to be safe. All staff should be aware of procedures relating to Child Protection. We will follow the procedures set out in “Keeping Children Safe in Education” to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. Miss Joseph (Deputy Headteacher) is the Designated Safeguarding Lead (DSL) and in the absence of Miss Joseph, concerns are referred to Mrs Egan (Assistant Headteacher), Deputy (DDSL).
- Ensure we have a nominated governor responsible for child protection (Mrs Rattigan).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the Governing Board knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents understand the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. Disclosures and the action taken are recorded in CPOMs.
- Ensure all staff have regular appropriate training. All staff and volunteers have read Part One of “Keeping Children safe in Education” and sign off on having done so.
- Notify DBS and DfE of the name of any member of staff considered to be “unsuitable to work” with children in accordance with statutory regulations.



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- Report to Governors at least termly on Safeguarding.
- Ensure we keep abreast of current Safeguarding Issues such as FGM, Child Sexual Exploitation, Preventing Radicalisation, Honour Based Violence, Forced Marriage, and child on child abuse.

5 Aims and objectives

Our aims are:

- To provide a safe environment in which children can learn
- To raise the awareness of all staff regarding these issues, and to define their roles and responsibilities in reporting possible cases of abuse
- To identify children who are suffering, or likely to suffer, significant harm
- To ensure effective communication between all staff on child protection issues
- To set down the correct procedures for those who encounter any issue of child protection

6 Staff Responsibilities

It is the responsibility of the Headteacher to ensure all the following:

- That the Governing Board adopts appropriate policies and procedures to safeguard children in the school
- That all staff implements these policies
- That all staff and adult helpers in the school can voice their concern if they feel that a child is vulnerable, or that there are any practices that are unsafe

The safeguarding lead is guided by two principles:

- In accordance with the Children Act, the welfare of the child is always paramount.
- Confidentiality should be respected as far as possible, and information only shared to enable the child's need to be met or action to maintain their safety to be taken.

A key role of the Child Protection Lead is to be fully conversant with the procedures of the Local Safeguarding Partners, and to ensure that the school takes action to support any child who may be at risk. The Lead must also make sure that all staff are aware of their responsibilities in relation to child protection.

The Child Protection Lead will work closely with Social Services, as well as the LSP, when investigating any allegations of abuse. All parties involved will handle such investigations in a sensitive manner, remembering all the time that the interests of the child are of paramount importance.

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7 Training

Summary of Child Protection Training:

- Designated Safeguarding Lead undertakes regular training in line with KCSIE guidance
- Teaching and other staff should have training updated at least annually.
- School Governors attend Governor Child Protection training.
- Designated Senior Person, Headteacher, nominated school staff and Chair of Governors undertake Safer Recruitment training.

8 Vulnerable Pupils

The School recognises that pupils can be vulnerable for a number of reasons. The following groups are recognised as potentially vulnerable: children with EHC plans, children with additional medical needs, children with English as an Additional Language, children who are adopted, children with a recognised disability, children with a Child Protection Plan and Looked After Children.

Ensure that priority is given to Looked After Children and children with a Child Protection Plan in respect of monitoring their progress and providing additional support as appropriate. The Deputy Headteacher is the designated person for Looked After Children. We report children missing in education to the Local Authority following our own initial checks.

9 Abuse, Neglect & Exploitation

Child abuse takes a variety of forms and falls into four main categories:

- a. Neglect: failure to protect a child from harm and failure to provide for its physical, emotional, social, and intellectual needs.
- b. Physical abuse: causing physical hurt or injury to a child.
- c. Sexual abuse: the involvement of dependent, developmentally immature children in sexual activities they do not truly comprehend, and are unable to give informed consent to, or that violate social taboos of family roles.
- d. Emotional abuse: a denial of love and affection, deprivation of social integration, which will not allow the growth of self-esteem and witnessing ill treatment of others.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

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Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams, or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly when a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing, and lying

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair, and untreated lice
- Clothing that is dirty, too big, or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts, or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Forms of abuse linked to culture, faith, or belief

All staff at St Robert Southwell School will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these, and staff should strive to suspend professional disbelief (i.e., that they 'could not happen here') and to report promptly any concerns to the Designated Safeguarding Lead who will seek further advice from statutory agencies.



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Female Genital Mutilation (FGM)

FGM is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. All staff have a mandatory duty to report any disclosures or concerns about FGM.

Forced Marriage

Forced marriage is illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk

So called 'honour-based' violence

It is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

Child on child

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying policy where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people who exhibit sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and child protection procedures will be followed for both victims and perpetrators. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.



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The school will refer to Part 5 of Keeping Children Safe in Education “Child on Child Sexual Violence and Sexual Harassment” and the detailed advice offered by the DfE “Sexual Violence and Sexual Harassment Between Children in Schools and Colleges” May 2018 which has informed this key part of KCSIE 2022. UPSKIRTING – also falls in this area and is now a criminal offence, further details are outlined in KCSIE 2022.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Anti-radicalisation and extremism

Radicalisation (Prevent Strategy) refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism (Prevent Strategy) is defined by HM Government as ‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’ (Refer to The Counter-Terrorism and Security Act, February 2015.) Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL. See separate Anti Radicalisation Policy.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make the very best educational progress. Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

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Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Sexting

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called: trading nudes, dirties, pic for pic

- It is important to explain to children the risks of sexting, how to stay safe and remind them that they can talk to you if something ever makes them feel scared or uncomfortable. It is important that they know what we can do to protect them.
- Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:
 - ∞ take an explicit photo or video of themselves or a friend
 - ∞ share an explicit image or video of a child, even if it's shared between children of the same age
 - ∞ possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created
- Staff are aware that all incidents of sexting should be reported to the designated safeguarding lead (DSL) who will manage the situation in line with the school's safeguarding policies and the full UKCCIS guidance.

NSPCC guidance regarding sexting is as follows and will be followed by the school:

- never view, download, or share the imagery yourself, or ask a child to share or download – this is illegal
- if you have already viewed the imagery by accident (for example if a young person has shown it to you before you could ask them not to) you must inform the DSL
 - ∞ do not delete the imagery or ask the young person to delete it
- do not ask the young person(s) who are involved in the incident for information regarding the image. This is the responsibility of the DSL
- do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- do not say or do anything to blame or shame any young people involved
- do explain to the young person that you need to report the incident and reassure them that they will receive support and help from the DSL.

County Lines

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

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The UK Government defines county lines as: *County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line.” They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence), and weapons. County lines activity and the associated violence, drug dealing and exploitation have a devastating impact on young people, vulnerable adults, and local communities.*

Contextual Safeguarding

Contextual Safeguarding has been developed by Professor Carlene Firmin at the University of Bedfordshire over the past seven years to inform policy and practice approaches to safeguarding young people. Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding recognises that the assessment of, and intervention with, spaces outside of the family home are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. Contextual Safeguarding is also referenced in Keeping Children Safe in Education 2022 and will be referred to in staff training and support of our parents. Additional information can be found on the Contextual Safeguarding network on the following website <https://contextualsafeguarding.org.uk>

Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children’s home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age. Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify children’s services as soon as possible.



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Domestic Abuse

Domestic abuse is any incident of threatening behaviour, violence, or abuse (psychological, physical, sexual, financial, emotional, coercive, or controlling) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is emotionally scarred and is under a lot of stress. Domestic abuse chips away at feelings of self-worth and independence.

Domestic abuse can also include verbal abuse such as yelling, name-calling, blaming, and shaming. It can also include controlling behaviours like financial control, isolation, and intimidation; these are all aspects of emotional abuse. The physical, psychological, and emotional effects of domestic abuse on children can be severe and long-lasting. Some children become withdrawn and find it difficult to communicate, others may act out the violence or aggression they have witnessed or blame themselves for the abuse. All children living with abuse are under a great deal of stress and need support.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among young people, including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking, and alcohol. See Rise Above for links to all materials and lesson plans.

Online Safety

Our school is committed to ensuring that all pupils are safe online and understand how to use technology responsibly. We recognise the risks posed by online activity, including exposure to harmful content, cyberbullying, online exploitation, misinformation, disinformation, conspiracy, generative AI and inappropriate contact. We teach children how to stay safe through the curriculum, provide clear guidance on acceptable use, and ensure that staff are trained to identify and respond to online safety concerns. Robust filtering and monitoring systems are in place, and we work in partnership with parents and carers to promote safe and responsible use of digital technology both in and out of school.

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10 Employment and recruitment

We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinizing applicants, verifying their identity, and obtaining references, as well as the mandatory check of List 99 and Enhanced DBS checks.

11 Disqualification by Association (DBA)

All staff have an on-going obligation to disclose to the school if they are or become a disqualified person.

Welcoming Visitors

It is assumed that visitors with a professional role i.e., the School Nurse or members of the police already have relevant clearance, but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. The school checks all relevant data from regular visitors.

12 Procedure to be followed if an adult has concerns about a child

Any action taken by the DSL when dealing with an issue of child protection must be in accordance with school policy.

All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded.

If teachers suspect that a child in their class may be a victim of abuse, they should not try to investigate but should immediately inform the Child Protection lead about their concerns. Abuse can be of a physical, sexual, or emotional nature. It can also be the result of neglect. Staff must not keep to themselves any information about abuse which a child gives them; they are required by law to pass this information on

If a child alleges abuse, the school will usually make a referral to the Children, schools, and families customer service centre without first informing parents. However, in some circumstances parents will be informed first.

If a referral is made, a response should be received to the school within 2 weeks. Case conferences offer the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all conferences and meetings held.

All records in the child protection file will be until the child leaves the school and passes securely to the next school. Any information retained by the school must then be retained by the school until the child is 25 years old.

13 Physical restraint

There may be times when adults, during their school duties, must intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the DfES circular 10/98 on The Use of Force to Control or Restrain Pupils. The Headteacher will require the adult(s) involved in any such incident to report the matter to him or her immediately, and to make a record.



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14 Allegations against staff

If an allegation is made against a member of the school staff (or a supply teacher volunteer helper), it will always be investigated by the Headteacher, or, in the case of the allegation being against the Headteacher, by the chair of the Governing Board. The head teacher will consult with the Local Authority Designated Officer (LADO).

If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe.

The school will seek advice from Brent LA on these matters and comply with national and locally agreed guidance. Where an allegation is made against a member of staff, records must be kept for 10 years or until the staff member retires, whichever is earliest.

Whistleblowing if you have concerns about a colleague

We recognise that children cannot be expected to raise concerns in an environment where the staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. These concerns should be brought to the attention of the Head Teacher or DSL. Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. Staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. All concerns about poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

15 Staff training

All adults in the school receive regular training to raise their awareness of abuse, and to improve their knowledge of the child protection procedures that have been agreed locally. The maximum period before refresher training must take place is three years. This training is also available to governors. We have a blended offer of online and face to face training.



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16 Confidentiality

We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate people only.

We comply with the government requirements set out in DHS Circular LA 83/14, and by Brent LA, regarding confidentiality. The files we keep on children are open to those children's parents. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DfES Circular 16/19).

Working notes are not subject to disclosure but will be summarised and then kept on file. These guidelines of ours are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989. All adults in the school receive regular training to raise their awareness of abuse, and to improve their knowledge of the child protection procedures.

17 Curriculum

Our curriculum is broad and balanced, pupils are taught about safeguarding including online, how to recognise risks and how to get help when they need it. The school curriculum supports children's understanding of all safety related matters in a variety of ways and as situations arise which can be used as teaching points. Specific issues are taught through PHSE, Science and Topic Days and Assemblies.

18 Policy Access

This policy is available to parents on the website and is given to staff as part of the School Induction Procedures.

19 Monitoring and review

The Governing Board will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with child protection issues. Governors will regularly monitor and review any incident reported, while a named governor participates in the school's training regarding child protection procedures.

Our named Governor for Child Protection is Mrs Michelle Rattigan (Chair) and our named Governor with overall responsibility for Safeguarding Mrs Michelle Rattigan (Chair).



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Other related Policies

- Safeguarding
- Safer Recruitment Policy
- Absence and Lateness Procedures Policy
- Complaints Procedure
- Online Safety
- Equal Opportunities Policy and Action Plan
- SEND Policy
- Whistleblowing Policy
- Behaviour Policy
- Staff Handbook
- First Aid and Administration of Medicines
- Health and Well-being Policy
- Anti-Radicalisation Policy
- Data Protection Policy



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Appendix one

Disclosure of Child Abuse

1. Reassure the child and tell them you are glad they have told you.
2. Reassure the child that you are not angry or shocked, and that you believe them.
3. Allow the child to talk but do not question or press for information.
4. Reassure the child of your support but do not promise secrecy.
5. Tell the child you are passing on the information so they can get appropriate help.
6. Record as accurately as you can, (draw diagram to indicate physical abuse if seen) what the child has told you.
7. Reassure the child it is not their fault and that you will support them.
8. The teacher/staff member should then take advice from the Headteacher.

Teacher Action

1. Report incident to the DSL.
2. Record any conversations, observations. The Head teacher will then decide which action to take; following the Brent Guidelines. This may include some of the following.
3. Social Services will be informed.
4. Medical arrangements are made if necessary.
5. Police Child Protection Team informed.
6. Strategy meeting arranged.
7. Headteacher, designated teacher or member of staff will attend the meeting.
8. Confidentiality of child and family will be maintained.
9. Any member of staff can make a referral in the absence of a DSL, call Brent Family Front door (MASH) consultation line for professionals on 0208 937 4300

Advice for All Staff

1. In the event of injury to a child, accidental or otherwise ensure that it is recorded and witnessed by another adult.
2. Keep a record of any allegations a child makes against you, i.e., 'you're picking on me,' 'you hit me.'
3. If possible, get an adult to witness the allegation and record events signed and dated.
4. Never allow a child to touch you in an inappropriate manner.
5. On outings, follow the guidelines for school trips.
6. Do not spend excessive amounts of time in a room with one child away from other people. Always leave the door open.
7. Never take children to your home.
8. Never do anything of a personal nature for a child that they could do for themselves.
9. Do not go into the toilet cubicle with children on your own.
10. Be aware of how and when you touch children. Remember, the safety and comfort of the child must come first but discretion and common sense must always be used. If in doubt have a second adult present, record and sign statement about incident.



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What happens if ?

If you suspect a child is being abused:

1. Tell your Head teacher or designated child protection teacher
2. Record/write down facts as you know them
3. Ensure the child has access to an independent adult
4. Ensure that no further situation arises which could cause concern

If a child discloses abuse to you by someone else:

1. Allow the child to speak without interruption, accepting what is said
2. Alleviate feelings of guilt and isolation, without passing judgement
3. Advise that you will try to offer support, but you must pass on the information
4. Follow the same steps as 1-4 above

If you receive an allegation about any adult or about yourself:

1. Immediately tell your Head teacher or designated child protection teacher
2. Record/write down the facts as you know them
3. Try to ensure no one is placed in a position which could cause further concern

You must refer; you must not investigate; you must not discuss.



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ANTI-RADICALISATION POLICY

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Introduction

St Robert Southwell is a Catholic Primary School where Core Values, underpin every aspect of school life.

We live and learn by our Christian Values in an inclusive, supportive, and caring environment where the safeguarding of each child is of utmost priority. Children encounter a 'living faith' through our collective worship. They are actively involved in their learning and through a partnership with parents and the wider community the children grow and develop as we prepare them to meet the challenges they will face in life.

THE AIMS OF THE SCHOOL:

- To encourage the Love of God and the Catholic faith while promoting an appreciation of other denominations and Religions.
- To develop good relationships among all those involved in the school and the wider community. To provide equal opportunity to all regardless of culture, religion, language, ethnic background, or race.
- To develop everyone to their full potential academically within the framework of the National Curriculum.
- To help children recognise and develop their own talents and to encourage them to become responsible for themselves and others.

These aims are revisited each year to ensure their relevance, statements on equality of opportunity and values are understood by all. St Robert Southwell Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At St Robert Southwell Catholic Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting



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DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring extreme or fundamental changes in political, economic, or social conditions, institutions, or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

The Governing Body has a zero-tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

Pupils are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion, and harmonious living.

- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional aspects of learning) assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupils’ wellbeing, confidence and resilience are promoted through our planned curriculum and out-of-hour learning opportunities.
- Pupils are supported in making good choices from a young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants, and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school. The Office for Security & Counter Terrorism works to counter the threat from terrorism, and their work is detailed in the counter terrorism strategy (**CONTEST**).

This strategy is based on four areas of work:

- **Pursue** - To stop terrorist attacks
- **Prevent** - To stop people becoming terrorists or supporting terrorism
- **Protect** - To strengthen our protection against a terrorist attack
- **Prepare** - To mitigate the impact of a terrorist attack

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Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.' Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at St Robert Southwell School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff members are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding lead).

This policy is strictly adhered to should issues arise.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance, and diversity. Children are encouraged to express themselves through discussions, debates, and consultations. The R.E, (Religious Education) PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

STAFF TRAINING

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

POLICY REVIEW

The Anti Radicalisation policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.



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Additional Safeguarding Information

Safer Recruitment

The school is committed to safer recruitment. The following members of staff/Governing Board have completed Safer Recruitment Training.

Honor Beck – Headteacher
Kara Joseph – Deputy Headteacher
Lisa Egan – Assistant Headteacher for Inclusion
Anne Quigg – Admissions & Attendance Officer
Theresa Kirwan – School Support Staff
Michelle Rattigan - Chair of Governors
Michael Angland – Vice Chair of Governors

The school has clear recruitment and selection procedures which are reviewed by the Governing Board on an annual basis. Following an offer of a post we ensure that we verify the following:

- Identity
- Proof of Relevant Qualifications (where required)
- Satisfactory Medical Clearance
- Satisfactory Enhanced DBS
- Satisfactory References
- Evidence of Permission to work in the United Kingdom

If the results of any of these recruitment checks are unsatisfactory, the offer of employment will be withdrawn.

Single Central Record

The School has a Single Central Record Register. The School also holds relevant records for individuals who visit the School but are employed by other Services. The School keeps a record of checks undertaken by Supply Agencies on Supply Staff. The Single Central Record is completed for all new appointments and updated with recent changes to information for all other Staff.

Child Protection Procedures

The School has an effective Child Protection Policy which has been circulated to all Staff. There is also an Adult Helpers Policy for other adults working and helping in School. We have in place an agreed Record of Concern form which staff are asked to complete to ensure accurate records are kept.



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The Headteacher is the designated Child Protection lead in School. Staff are provided with training on Child Protection as part of their induction and this is updated annually. The designated Governor for safeguarding has attended relevant training. Information for Parents regarding Child Protection procedures is available on the School website and in the School Safeguarding leaflet. A copy of the Child Protection Policy is available on the School website or on request from the School office.

Monitoring and Evaluation

The DSL will report to the Governing Board annually the number of children who have child protection plans and other significant issues involving safeguarding. This will not refer to either children or staff by name.

Vulnerable Pupils

The school recognises that pupils can be vulnerable for a number of reasons. The following groups are recognised as potentially vulnerable: children with EHC plans, children with additional medical needs, children with English as an Additional Language, children who are Looked After and privately Fostered, children with a recognised disability, children with a Child Protection Plan and those who have challenging home circumstances.

We ensure that priority is given to Looked After Children and children with a Child Protection Plan in respect of monitoring their progress and providing additional support as appropriate. There is a designated person for Looked After Children. The Core Leadership Team reviews vulnerable children at each meeting.

Managing Allegations of Abuse and Allegations against Staff & Volunteers

The Deputy Headteacher has attended LA training with regards to managing allegations of abuse against staff or volunteers, including supply teachers. In most cases the Headteacher would be advised of any allegation about a member of staff or volunteer and would follow the LA guidelines. In the event of an allegation made against the Headteacher, the Chair of Governors would follow the LA protocol. In the case of any allegation the LADO would be contacted without delay.

Training for Staff and Volunteers

All staff and volunteers are made aware of the Child Protection Policy and school procedures for reporting concerns as part of their induction. All staff have annual safeguarding training and are regularly updated via briefings and emails.

Partnership with Other Agencies

The school is in partnership with specialist external agencies to assess the individual needs of the children. These agencies provide the school with recommendations on how best to meet the needs of specific children by working with the school staff, parents, and individual children as appropriately. We are currently in partnership with the following agencies:



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- Speech & Language
- Occupational Therapy
- Educational Psychologist
- CAF (Common Assessment Framework)
- CAMHS (Child & Family)
- B.O.A.T (Brent Outreach Autism Team)
- Play Therapy
- Hearing Impaired Service
- Behaviour Support Service
- Paediatrician - developmental checks
- Social Care Team
- Pre-Exclusion Team
- Physiotherapists
- EWO (Education Welfare Officer)
- School Nurse
- Health Visitors
- Fryent Children's Centre

Online Safety

Online Safety has become increasingly important with wider internet and mobile technology usage by children. Our E-Safety policy fully covers the management of internet use. Staff sign an Acceptable ICT Use policy. The school has three levels of internet filtering in place. Staff are aware of online content risks that can negatively affect children's safety, wellbeing and understanding of the world including misinformation/disinformation/conspiracy/generative AI and filtering tools.

Curriculum

The Curriculum supports children's understanding of all safety related matters through PHSE, Science and Topic Days, Theme Weeks, and Assemblies.

Data Protection

The school is registered under the Data Protection Act and GDPR and information sharing and we make every effort to ensure all personal data is held securely, both electronically and in hard copy form.

Premises Security

The school has an effective CCTV security and entry system where all visitors can be viewed before entering the building. Once a visitor has entered the building, they are asked to sign the visitors' book and wear a visitors' pass.

The premises are surrounded by a high perimeter fence and there is only one open access gate to the site. There are risk assessments in place to ensure the premises security is maintained. Parents are regularly reminded through newsletters and transition meetings about the appropriate procedures for collecting children throughout the school day.

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Fire Safety Procedure

The school holds fire drills termly. Evacuation procedures have been posted in each classroom, fire extinguishers are annually maintained, and emergency exits are always kept clear and free from obstruction. Each fire point is tested at least annually.

Safeguarding Related Policies

To ensure all the requirements of safeguarding are met the school has in place the following additional policies:

- Child Protection
- Equal Opportunities
- Disability Discrimination
- Health & Safety handbook
- Anti - Bullying
- Behaviour
- Attendance
- E-Safety
- Anti-Radicalisation
- Racial Equality

Documents all staff/volunteers must read include: -

KCSiE Part 1, Annex A & Part 5
Staff handbook and Code of Conduct
Safeguarding policies, procedure & information
Behaviour Policy
Schools' response to children missing in education

First Aid & Administering of Medicine

Our main First Aider is our appointed Welfare Assistant. 5 members of staff have completed the basic first aid at work qualification with 24 members of staff have also completed the pediatric first aid course (11 in EYFS). A list of first aiders is posted in key areas around the School including the medical room, staff room, and main hall. We have care plans in place for all children needing medication and for those children who have long-term medical conditions. Only staff who have signed the care plan or who are authorised by the Headteacher, administer medication to the named pupil. Medication is kept secure, and each administration is signed for. The school has a defibrillator and key staff have received training on how to use the equipment.



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Anti-radicalisation & Extremism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined by HM Government as '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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Every member of staff recognises that children exposed to radicalisation and extremism are no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. Any concerns about pupils becoming radicalized or being drawn into extremism will be reported to the DSL. See policy.

Managing of Racism & Harassment

We strive to ensure that all incidents of racism and harassment are dealt with promptly and recorded systematically. The school has a Racial Equality and Equal Opportunities Policy in place. The school curriculum celebrates diversity and encourages children to respect differences between people. The procedure for dealing with racist incidents is detailed in the Behaviour Policy.

Educational Visits

Phase Leaders are responsible for keeping an overview of trips for their phase. Risk Assessments are conducted for all visits. The School ensures adequate staff / pupil ratios for all school educational visits with additional adults being allocated to children with specific needs which may increase risk. Visits are planned well in advance to ensure that effective risk assessments can be undertaken prior to the trip. Parental consent is obtained for visits beyond the locality and those which require specific transport. For local visits on foot and for trips on the school minibus, parents are asked to sign a Local Visits Consent Form when their child starts school. First Aid kits are taken on all trips.

Pupil Responsibilities

We have agreed School rules that are displayed in every classroom, and every class establishes their own class rules at the beginning of each school year. There are also specific rules relating to Health & Safety which the children are regularly reminded of.

Pupils have a responsibility to keep themselves and others safe and know who they should talk to if they have a problem.



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Other Specific Safeguarding Issues

The school takes account of changes to local and national guidance and provides training and information to staff on specific issues. This information is available on the staff shared drive and is included where appropriate in staff memos and in school newsletters. Examples of these issues are:

- Female Genital Mutilation (FGM)
- Child Sexual Exploitation (CSE)
- Sexting
- Prevent Strategy

The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school's premises, the Headteacher and Governing Board will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use the premises may be refused.



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WHISTLEBLOWING POLICY *(Public Interest Disclosure Policy)*

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1 Preamble

The school is a Catholic school, founded by and forming part of the Catholic Church. In addition to the Church's funds which established the school, it is sustained in its mission by receipt of public funds. Accordingly, it is accountable to the Catholic community of which it is a part, and which provided the school and to the public whose funds it expends.

The school is committed to the highest possible standards of openness, probity, and accountability. In line with that commitment, we expect employees and others with whom we deal who have serious concerns about any aspect of the school's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis.

This policy makes it clear that you can do so without fear of victimisation, discrimination, or disadvantages. This policy is intended to encourage and enable employees to raise serious concerns within the school in the first instance so that it is not necessary to resort to outside agencies.

2 Aims and Scope of this Policy

The Governors of St Robert Southwell School are committed to tackling all forms of malpractice, fraud etc. and treat these issues seriously. The Governors recognise that some concerns may be extremely sensitive and have therefore developed a system which allows for the confidential raising of concerns within the school environment but also has recourse to an external party outside the management structure of the school.

The Governors are committed to creating a climate of trust and openness so that a person who has a genuine concern or suspicion can raise the matter with full confidence that the matter will be appropriately considered and resolved.

The provisions of the policy apply to matters of suspected malpractice and fraud and not matters of more general grievance which would be dealt with under the school's grievance procedures.

The legal background relating to "whistleblowing" is covered by the Public Interest Disclosure Act 1998 which affords protection against dismissal penalty where an employee discloses in good faith, with reasonable grounds for belief in the disclosure, certain information relating to the following examples: -

There are existing procedures in place to enable you to lodge a grievance relating to your own employment. This policy is intended to cover major concerns that fall outside the scope of other procedures. These include:



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- conduct which is an offence, a breach of the law or contrary to Church teaching.
- disclosures related to miscarriages of justice.
- health and safety risks, including risks to the public as well as other employees.
- damage to the environment.
- the unauthorised use of public or Church funds.
- fraud and corruption.
- abuse of students; or
- other unethical or immoral conduct.

Thus, any serious concerns that you have about any aspect of service provision or the conduct of employees or governors of the school or others acting on behalf of the school can be reported under this policy. This may be something that makes you feel uncomfortable in terms of known standards, your experience or the values, beliefs and standards to which the school subscribes; is against the school's trust deed or instrument of government or policies; falls below established standards of practice; or amounts to improper conduct.

3 Safeguards

The school will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect you when you raise a concern in good faith.

Any investigation into allegations of potential malpractice will not influence you or be influenced by any disciplinary or redundancy procedures that might affect you.

4 Confidentiality

All concerns will be treated with confidence, and every effort will be made not to reveal your identity if you wish. At the appropriate time, however, you may need to come forward as a witness. You also have a duty to observe this confidentiality

5 Anonymous Allegations

You are encouraged to put your name to your allegation wherever possible. Concerns expressed anonymously are much less powerful but will be considered at the discretion of the school. In exercising this discretion, the factors to be considered will include:

- ❑ the seriousness of the issue raised.
- ❑ the credibility of the concern and
- ❑ the likelihood of confirming the allegation from attributable sources.

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6 Untrue Allegations

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. If, however, you make an allegation frivolously, maliciously, or for personal gain, disciplinary action may be taken against you.

7 How to Raise a Concern

If you reasonably believe that you have discovered serious malpractice within the school, you should ideally raise these concerns with your line manager. However, if, for whatever reason this is not possible or appropriate, you should contact the headteacher.

You will be given the opportunity to discuss your suspicions, and an appropriate person will be designated as investigating officer, who will arrange for an investigation to take place.

If you suspect that the headteacher may be involved in the malpractice, then you should contact the chair of the governing body. If you also suspect involvement by the chair, then you should contact the Diocesan Director of Education.

Where there are genuine and justified suspicions of wrongdoing, even though at the time of “whistleblowing” there is no concrete evidence of serious wrongdoing, this should not deter anyone from going ahead and reporting the matter, particularly where it may involve potential risk to vulnerable people.

Within ten working days of your initial meeting, the investigating officer will write to confirm the details of your concern and that an investigation will take place. Throughout the investigation, you will be kept informed of progress and you will normally be advised of the eventual outcome, subject to third party rights. All correspondence will be addressed to your home. If a meeting is needed, it may be arranged off site if you wish, and a union representative or a friend may accompany you. Although records will need to be kept as the enquiries progress, these will be of an anonymous nature.

There can be no prescribed time limits for completion of the investigation process, but it will obviously be in the interests of all concerned if the issue is resolved without delay.

The Governing Body encourages the “whistle-blower” to raise the matter internally in the first instance to allow those school staff and governors in positions of responsibility and authority the opportunity to right the wrong and explain the behaviour or activity.

The Governing Body have designated a number of individuals to specifically deal with whistleblowing and if the “whistle-blower” feels that appropriate action has not been undertaken after following the actions in paragraphs (b) and (c) above then the matter should be referred to one of those the individuals: -

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If you have any complaint about the way in which the investigation is being handled, then you should raise this with the designated investigating officer in the first instance. If the complaint remains unresolved then you may contact the Diocesan Director of Education with your concerns.

What Should A Line Manager Do When A Complaint Is Received?

- a. It is essential that problems raised are tackled effectively and quickly and with the aim of righting wrongs, this may well be best achieved in many less serious cases by discussion with the “offending” employee and securing a commitment as to future standards and corrective action. In other more serious cases, the matter may well have to be referred to a senior manager. It may be necessary to instigate disciplinary proceedings.
- b. Any written complaint/allegation should be given a written acknowledgement and confirmation that the matter will be investigated. Unless clearly made in a very low key way about minor matters, verbal complaints/allegations should receive a written acknowledgement in the same way.
- c. In the event of the allegation being of a serious nature, e.g., relating to a fraud or other gross misconduct offence, there may well be a need to involve other colleagues immediately. This should normally be agreed initially by the Chair of Governors and/or the Headteacher who, in turn, should keep the Chief Financial Officer informed.
- d. When any complaint or allegation has been investigated and resolved or dealt with, the person who raised the matter in the first instance should be notified – normally in writing unless common-sense indicates that it can be done more appropriately verbally. How much detail to provide in such cases is a matter of judgement.

Protecting “Whistle-blowers” And Complainants

- a. “Whistle-blowers” have an expectation that their identity can be kept concealed. In the majority of cases this may be possible, but in more serious cases where disciplinary action may have to be taken against an individual, it may well be judged that they have a right to know the source as well as the nature of such complaints.
- b. In any case the Governing Body is committed to doing as much as possible to ensure that the well-being of the “whistle-blower” at work does not suffer as a result of the tensions that may result from the making of or investigation of complaints.



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- c. Individuals are encouraged to bring to the attention of their managers any harassment or victimisation they may suffer as a result of whistleblowing. All necessary action will be taken to ensure that such harassment or victimisation is stopped.
- d. It may be that “whistle-blowers” will find the process of reporting wrong-doing and making statements etc. stressful, particularly where there may be feelings of divided loyalties. In such cases the opportunity should be given for the “whistle-blower” to talk through these anxieties and feelings, either with their manager or, someone from an external counselling service. The Governing Body encourages this action.

When the investigation is complete a report will be presented to the governing body, which will decide upon the appropriate course of action. Subject to any relevant legal constraints, you will be informed of the action to be taken. If you do not agree with the outcome then you will have seven days in which to make your concerns known to the governing body, via the chairperson. If you remain dissatisfied with the response from the governing body, then you may consider contacting the Secretary of State for Children, Schools, and Families, who has the power to intervene if the governing body is acting unreasonably. You should be aware, however, that this course of action could have serious implications for the school.

At no stage should you contact the media without the written permission of the Chairperson of the Governing Body. Such action would be a breach of confidentiality and could result in disciplinary proceedings against you.

Whistle Blowing Conclusion

Existing good practice within the school in terms of its systems of internal control, both financial and non-financial and the external regulatory environment in which the school operates will ensure that cases of malpractice rarely occur. This whistleblowing policy is provided as a reference document to establish a framework within which issues can be raised confidentially internally, and if necessary, outside the management structure of the school. This document is a public commitment by the Governing Body that concerns are taken seriously and will be actioned.



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8 List of Contacts

Head Teacher

*Miss Honor Beck
(head@robsouth.org)*

Chair of the Governing Body

Mrs Michelle Rattigan

Clerk to the Governing Body

*Mrs Jenny Swift
(jswift@robsouth.org)*

Director of Education
Archdiocese of Westminster
Vaughan House
46 Francis Street
London SW1P 1QN
020 7 798 9005

Secretary of State for Children
Schools and Families
Dept for Education & Skills
Sanctuary Buildings
Great Smith Street
London SW1P 3BT
020 7925 5000

If you require an urgent response, please contact the School office on 020 8204 6148 and request that either the Clerk or Chair of Governors contact you directly.



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Adult Helper & Volunteer Policy

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Thank you so much for volunteering at Saint Robert Southwell Catholic Primary School. We welcome volunteers to work with us in school to support and enrich our children's learning. If, after helping, you feel you have any other particular skills that could add to our wider curriculum (for example, running a club or providing an opportunity for children that isn't already catered for), please feel free to contact the school office and let them know. We hope this handbook will help inform you of some of our procedures and aims.

St. Robert Southwell Catholic Primary is a friendly, supportive, and hard-working team and we hope your time with us is both rewarding and happy.

The points of contact for volunteers in school are as follows:

The class teacher you work with

The school office - Mrs. Anne Quigg, Mrs. Kew & Mrs McEvoy

The Headteacher – Miss. Honor Beck

Deputy Headteacher – Miss. Kara Joseph

Assistant Headteacher for Inclusion – Mrs. Lisa Egan

Assistant Headteacher for RE & Catholic Life of the School – Miss Lay

TEAM
Together
Everyone
Achieves
More

Our volunteers include:

- Parents.
- Ex-members of staff.
- Members of the governing body.
- Members of the local community.
- Students

Your main contacts in the school are:

- The Headteacher.
- The class teacher.
- Miss Joseph & Mrs. Egan

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Activities that volunteers are engaged in might include:

- School visits / trips.
- Activities during lessons.
- Working with individual children.
- Reading clubs for children.
- Supporting staff to run breakfast and after school clubs.
- Assisting during events in the school e.g., assemblies/school play.

Statutory guidance on the recruitment of a volunteer

- The school will regard the DfE statutory guidance, 'Safeguarding children and safer recruitment,' which states that if a school seeking volunteers has little or no recent knowledge of the individual, it should adopt the same recruitment measures as it would for paid staff.
- In circumstances where a school approaches a parent volunteer who is well known to the school, a streamlined procedure can be adopted: background checks, references, conducting an informal interview to gauge the person's ability and aptitude, and undertaking a List 99 and a Disclosure and Barring Service (DBS) check.
- If the volunteer's role is a one-off, such as accompanying teachers and pupils on a day trip, for a school fete or concert, measures are not required, as long as the person is not left alone in charge of children.
- If the volunteer is recruited by another organisation to work in a school, for instance, sports coaches from a local club, the school should receive assurance from the organisation that the person has been properly vetted.

Safeguarding children and child protection

Safeguarding procedures

As a new face to the children, you may be in a position where a child discloses sensitive information to you. You have a duty to pass this on and there are 'golden rules' to follow:

- Listen to the child and do not interrupt him/her.
- Do not ask any leading questions.
- Do not promise that you will keep it a secret. Go immediately and directly to a Safeguarding Officer to inform them of what the child has said.
- As soon as possible, write down what the child has told you in his/her words. Do not speak with anyone else about what the child has disclosed to you. Please refer to the Safeguarding Policy for detailed information.

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Volunteer Pupil relationships and communications.

Volunteers need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and ensure they are not alone with a child or young person. Where this is not possible, for example, hearing an individual child read in the corridor, it is important to ensure that others are within earshot. A gap or barrier should always be maintained between volunteer and child.

Communication with Pupils

Volunteers should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message, social networking sites, or personal email. Volunteers should be aware that it is not appropriate to use social media to communicate with pupils.

Communication with Staff

Volunteers who have children in school should remember that during the day, they are here as a volunteer. If you have any questions, complaints, or areas for discussion regarding your own child, you should make an appointment to see the class teacher before or after school, in the same way that all parents do. Teachers, likewise, should avoid discussing children with volunteers whilst they are working at school but again make an appointment to see them after school. Depending on the extent of the volunteering role as stated above, volunteers will be asked to fill out a DBS and declaration form. This is standard practice for anyone in regular contact and / or in a position of trust with children. Any criminal convictions must be declared.

Disclosure and Barring Service

In September 2012, the Independent Safeguarding Authority (ISA) and Criminal Records Bureau (CRB) merged functions to create a new Disclosure and Barring Service. The law requires any person who will come into unsupervised regular contact with children in any of the following capacities to undertake a DBS check:

- Teach.
- Train.
- Instruct.
- Care for or supervise children.
- Provide advice / guidance on well-being.
- Drive a vehicle only for children.
- Personal care for a child.
- Child-minding / foster care.

The minimum age at which someone can be asked to apply for a DBS check is 16 years old. Volunteers will no longer be subject to a DBS check if they are no longer in regulated activity. Regulated activity is where a person provides unsupervised activity of more than 4 times in a 30-day period.

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Welfare and Safety of Volunteers and Pupils

St. Robert Southwell Catholic Primary school wants to make sure that that activities are planned properly and safely, and that you are informed of these plans. We strive to ensure that you have access to a member of school staff, should you wish to discuss difficulties or report on issues that may arise.

All staff; visitors and volunteers, are required to be identified and always located. Please follow the procedure:

- Make sure you sign in and out of the building at the main office/reception.
- Tap in and out, you are provided with a lanyard and security access badge
- Always wear the visitor's badge.
- Please let the contact person be aware of where you are working.

PERSONAL AND PROFESSIONAL CONDUCT

Volunteers working at St. Robert Southwell Catholic Primary School are expected to demonstrate consistently high standards of personal conduct. The following statements define the behaviour and attitudes which set the required standard for conduct at St. Robert Southwell Primary School.

- Treating children and staff with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to the volunteer position.
- Having a regard for the need to safeguard children's well-being, in accordance with statutory provisions.
- Showing tolerance for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit children's vulnerability or might lead them to break the law.
- Volunteers must have proper and professional regard for the ethos, policies, and practices of the school in which they work and maintain high standards in their own attendance and punctuality.



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DAILY CONDUCT REQUIREMENTS FOR VOLUNTEERS

Attendance and Timekeeping

In the event of absence, the school secretary should be notified.

Smoking

To promote a healthy and pleasant working environment and because of the fire risk, smoking (in any form, including the use of e-cigarettes) is not allowed anywhere on site.

Security

In the interests of security, volunteers must sign in and out using the board outside of the school office. External doors should be kept shut, particularly when leaving a Classroom.

Personal Appearance

The school regularly receives visits from parents, potential parents, and others, and naturally wishes to convey an impression of professionalism, efficiency, and organisation. Therefore, whilst not wishing to impose unreasonable obligations on volunteers they are, nonetheless, required to look professional in appearance and wear clothing appropriate to the tasks to be undertaken.

Use of Mobile Phones and Cameras

Mobile phones should not be used when working with children. Neither staff, volunteers nor children may use their own mobile phones to take photographs for school activities.

Staffroom conversations & email communication

'Treating children, staff, and other adults with dignity, building relationships rooted in mutual respect, and always observing proper boundaries. This statement should be borne in mind when discussing any child or adult

Internet use and social networking

Volunteers are expected to behave in an ethical and lawful manner regarding the use of the internet and emails.

Care and attention should be taken while using social networking sites. Use of these sites should not involve communication regarding your employment at this school or any activities which may bring the school into disrepute and / or may cause us to question your suitability to work with children.

Volunteers must not attempt to contact pupils via social media or email or make arrangements to meet outside of school.



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School Regulations

Volunteers need to be aware of the following policies and procedures:

- All aspects of St. Robert Southwell's Child Protection Policy.
- St. Robert Southwell's Disciplinary Policy and Procedure.
- St. Robert Southwell's Complaints Policy and Procedure.
- St. Robert Southwell's Equal Opportunities Policy and Policy.
- St. Robert Southwell's Behaviour Policy.
- St. Robert Southwell's Whistleblowing Policy and Procedure.

Health & Safety

Volunteers are required to comply with the school's Health and Safety Policy. They should be made aware of emergency procedures (e.g., evacuation) and safety aspects of being involved in a particular task (e.g., while in a cookery class).

Any potential hazard which you may feel might put people at risk of injury or harm must be reported straight away to the class teacher / Assistant headteachers.

Report any first aid incident in the first instance to the Class Teacher or Teaching Assistant. Any incident where a child is hurt should be referred to one of the trained first aiders, lists of whom are displayed around school. Qualified members of staff only administer first aid.

- All medication must be sent to the office and will be administered by the Welfare Officer.
- When changing children after an accident or washing, two adults must be present and at least one must be a member of staff.
- Fire notices are displayed in every room in the school, and all volunteers are expected to familiarise themselves with the procedure including location of extinguishers and routes of exit. For further information please read our health and safety policy.

Staff room and kitchen

You are welcome to take a break in the Breakfast Room. As you provide invaluable support in a voluntary capacity, the school has agreed to fund your teas and coffees. All we ask is that you please help to keep this area tidy.

Security

Signing In and Out

It is important for security and fire regulations that all volunteers working in the school can be identified and always located. We ask you to follow this simple routine every time you visit the school:

- All volunteers come to the main office entrance, report to the receptionist, sign in the visitor's book and wear an identification or visitor's badge.
- We ask that all volunteers always wear identification badges.

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- All volunteers must ensure that people trying to gain entry to the school enter the main entrance and sign in.
- find your link staff member to let them know you have arrived, and to tell them where you will be working.
- When you have finished, please return to the office and sign out.
- We ask volunteers to let us know if they see anyone acting suspiciously near our school at any time.
- Volunteers to contact the School Office or a member of staff in an emergency, Other numbers can be found on list by telephones.
- All external classroom doors should be closed during break times or when the classrooms are empty.
- Staff based in school are the only people who should be aware of the combination to coded doors with keypads.

Fire Regulations

In the instance of a fire drill, you will hear a continuous ringing of the school bell. Should the fire alarm sound; you should vacate the school using the nearest exit. This will usually be the classroom door or the front door if you are working in the reception/Foyer area. Please follow the lead of the class teacher if in class and encourage the children to move quietly and without panic to the registration area in the Junior playground.

School Hours

School Begins at 8.50am (gates open at 8.40am) and ends at 3.15pm

Break:

Year 1 & 2	10.30am – 10.45am
Year 3 & 4	10.30am – 10.45am
Year 5 & 6	11.00am – 11.15am

Lunchtime:

Reception	11.40am - 1.00pm
Year 1	12.00 – 1.00pm
Year 2	12.00 - 1.00 pm
Year 3	12.00 – 1.00 pm
Year 4	12.00pm – 1.00pm
Year 5 & 6	12.30pm – 1.30pm

School Lunches School lunches are available to volunteers & work experience students. Payment can be made to the Finance Office, using cash or cheque, placed in an envelope with the relevant date. Please write your name and selection on the list outside the school office and inform them by 9.30am.

Absence

Volunteers are required to inform the school before 8.00 a.m. if you are unable to attend when you are expected. If you are called away in the event of an emergency while volunteering, please let the class teacher / office know before you leave the premises.



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Confidentiality

Volunteers are reminded that all information on individual pupils and members of staff is confidential and that the sharing of data is protected under the Data Protection Act 1998. They are not permitted to discuss children's or staff member's issues with other professionals in the school. Volunteers who break this confidentiality rule will be asked to leave.

There may be instances where volunteers MUST pass information to the Headteacher or class teacher. These include incidents where the child is bullied or when a child discloses, he or she is being harmed in any way. Volunteers are advised not to report this to the child's parents / carers and inform the class teacher as soon as possible.

Equal Opportunities

At St. Robert Southwell, we do not tolerate discrimination on the grounds of age, disability, race, ethnic background, colour, religion, gender, sexual orientation or marital, social, or financial status. All volunteers are required to make a commitment to this policy and treat everyone with respect always.

Code of conduct summary for volunteers

Volunteers are expected to maintain high standards of behaviour and conduct while involved in activities at school. The following is a guide to appropriate conduct while working in or on behalf of a school (including school trips, residential visits, and out-of-school activities).

You should:

- Observe the high standards of behaviour and ethical conduct mandated by the school.
- Respect other volunteers, members of staff and pupils, and make them feel valued.
- Be approachable, pleasant and be a positive role model for pupils.
- Adhere to all school policies. For example: Child Protection, Health and Safety, Anti-Bullying, Behaviour Policy etc.
- Always maintain confidentiality of personal information unless there is a need to report something.
- Treat all children and members of staff equally.
- Report any incident of bad behaviour to the class teacher immediately.
- Dress and behave in a manner which promotes healthy and safe working practices.
- Accept and follow directions from your supervising staff member and seek guidance through clarification where you may be uncertain of tasks or requirements.



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- Observe safe working practices which avoid unnecessary risks, apply reasonable instructions given by supervisors, and report to the supervising staff member any potential hazard in the workplace.
- Avoid waste or extravagance and make proper use of the resources of the school.
- Conduct your work in a co-operative manner.
- Turn your mobile phone off while you are on school premises.
- Sign an E Safety Agreement form.

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CHILD PROTECTION GUIDELINE FOR ALL HELPERS

It should always be your policy to safeguard the welfare of all pupils by protecting them from physical, sexual, and emotional harm.

Code of Behaviour

- DO** Treat everyone with respect
- DO** Provide an example you wish others to follow
- DO** Plan activities which involve more than one other person being present, or at least which are within sight or hearing
- DO** Respect a young person's right to personal privacy
- DO** Provide access for young people to talk to others about any concerns they may have
- DO** Encourage pupils and helpers to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- DO** Maintain a healthy lifestyle
- DO** Remember that someone else might misinterpret your actions, no matter how well-intentioned
- DO** Recognise that caution is required even in sensitive moments of counselling, such as when dealing with bullying, bereavement, or abuse
- DO** Stay calm

- DO NOT** Permit abusive youth peer activities
- DO NOT** Play physical contact games with pupils
- DO NOT** Have any inappropriate physical or verbal contact with others
- DO NOT** Jump to conclusions without checking
- DO NOT** Allow yourself to be drawn into inappropriate attention seeking behaviour such as tantrums or crushes
- DO NOT** Exaggerate or trivialize child-abuse issues
- DO NOT** Show favouritism to any individual
- DO NOT** Make suggestive remarks or gestures
- DO NOT** Believe "it could never happen to me"

What happens if?

- Tell your headteacher or designated child protection teacher
- Record/write down facts as you know them
- Ensure the child has access to an independent adult
- Ensure that no further situation arises which could cause concern

All other information can be found on the school website <http://www.robsouth.org> or please see a member of the school admin team.

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LOCKDOWN PROCEDURES

Signals – message through phones', radios and through bells in playgrounds	
Signal for full lockdown	RED Alert – full lockdown Tannoy Email TEAMS Word of Mouth
Signal for partial lockdown	AMBER alert – partial lockdown Tannoy Email TEAMS Word of Mouth
Signal for all-clear Alert	GREEN – all clear LOCKDOWN ALL CLEAR and/or verbally from designated person Tannoy Email TEAMS Word of Mouth

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff, pupils and visitors to the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A reported incident or civil disturbance with the potential to pose a risk to staff and pupils undertaking an offsite activity
- A warning being received regarding a risk locally, of air pollution (smoke plume, Gas cloud etc.)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

Due to the fast-moving nature of incidents that require lockdown it is important that all staff are able to act quickly and effectively. Members of the senior staff, school administrators, teaching and non-teaching staff should be familiar with the school's lockdown procedures. Staff's understanding should be checked/refreshed on a periodic basis during meetings etc. All new or supply staff should be briefed as part of their induction.

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A lockdown drill should be undertaken at least once a year and debriefed post drill to monitor the effectiveness of the school's arrangements. Parents should be made aware that the school has a defined lockdown plan and that it will be tested.

SLT should conduct table-top exercises to test the school's procedures against various scenarios, to rehearse lockdown arrangements with all staff and pupils and to display lockdown information near to the information relating to fire evacuation procedures.

The school's lockdown plan is as follows:

	RED ALERT	AMBER ALERT
Our safe assembly points	Classrooms STEM room Offices. Visitors – stay in the nearest room. If there is pollution or a gas cloud, then we will advise if assembly point is different via Tannoy.	Classrooms STEM room Offices. Visitors – stay in the nearest room. If there is pollution or a gas cloud, then we will advise if assembly point is different via Tannoy.
Secure entrance and exit points	External doors should be secured by all near staff members	External doors should be secured by all near staff members
Bring pupils inside	<ul style="list-style-type: none"> • All pupils and staff remain in their own classrooms. • If outside, bell will be rung and lockdown announced so staff are aware. • If outside, use nearest door to enter the building and remain in nearest area Staff should collect their classes when lockdown is announced • Register taken once in the building & headcount. 	<ul style="list-style-type: none"> • All pupils and staff remain in their own classrooms. • If outside, bell will be rung and lockdown announced so staff are aware. • If outside, use nearest door to enter the building and return to classroom. Staff should collect their classes when lockdown is announced • If after dismissal, ASC and any clubs to be taken inside. • Register taken once in the building & headcount



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<p>Steps to increase protection</p>	<ul style="list-style-type: none"> • Position children away from sightlines from external doors and windows – for example, under a desk • Turn off lights and monitors • Make sure mobiles phones and electronic devices are silent, or turned off • Close windows, blinds and window vents and turn off air conditioning units (if the risk is pollution or a gas cloud). • Secure external doors, Fire Doors, and all windows 	<ul style="list-style-type: none"> • Normal activities to continue. • Restrict movement within the school buildings but children may go to the toilet – record who goes and that they have returned.
<p>Internal communication during a lockdown</p>	<ul style="list-style-type: none"> • TEAMS board • APP • Email • Phones <p>Wherever possible, use silent communications and keep noise to a minimum, especially if intruders are close by.</p>	<ul style="list-style-type: none"> • TEAMS board • APP • Email • Phones
<p>Communication with parents during a lockdown</p>	<p>App message once initial details are known and children are in the building.</p> <p>Ask parents not to call the school, as this will tie up lines that would be used to contact emergency services, and not to come to the school.</p>	<p>App message to parents/carers of children in Years 5 & 6 who travel home unaccompanied if there is an incident locally that could interrupt their child's usual route home. These children will also be spoken to and told to return back to school if they encounter any problems on their way home.</p>
<p>Arrangements for pupils or staff with additional needs</p>	<p>Pupils or staff with additional needs who require specific arrangements – if individual arrangements are required a specific plan will be in place.</p>	<p>Pupils or staff with additional needs who require specific arrangements – if individual arrangements are required a specific plan will be in place.</p>

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<p>Evacuation plan, if needed</p> <p>Remember that it is very much the exception to evacuate a building in the event of a hostile intruder. Unless the location of the intruder is known, a "blind" evacuation may be putting people in more danger than if they had remained within the building.</p>	<p>How will an evacuation be communicated if needed – Tannoy, telephone and email.</p> <p>Place of safety:</p> <p>Name: Father O’Callaghan Centre, 22 Hay Lane, London NW9 ONG</p> <p>Type of venue: Parish Centre of SS. Sebastian & Pancras Church, Hay Lane, London NW9 ONG</p> <p>Contact name and number: Fr. Stewart Keely, 0208 204 2834. Headteacher & SLT have personal mobile number for Fr. Stewart.</p> <p>0.5 miles from school – approximately an 11-minute walk. Turn left onto Slough Lane, at the top of Slough Lane cross over Kingsbury Road A4006 onto Roe Green, at the first roundabout take first exit onto Hay Lane</p>
<p>Security lockdown drills</p>	<p>Annually with staff</p> <p>We will provide information for pupils and parents in advance by talking to the pupils in assembly and sending a message to parents and carers via our school app system.</p>

Areas in the school that cannot be effectively locked down

Playgrounds and Prayer Garden
School Kitchen

PARTIAL LOCKDOWN MODE- This may occur because of a reported incident or civil disturbance in the local community with the potential to pose a risk to staff, pupils and visitors in the school or as a result of a warning being received regarding the risk of significant air pollution, etc.

All outside activity to cease immediately – pupils, staff and visitors to return to the school building – headcount taken of each class and noted. Staff, pupils and visitors should remain in the school building and all doors leading outside should be kept closed and locked. No-one should be allowed to enter or leave the building: however, teaching and work activities should continue as usual. Movement may be permitted within the building dependent upon the circumstances, i.e. children should be still able to go to the toilet, but their absence must be noted and checked for their return. Groups/music lessons should cease, and pupils return to their classroom.

All situations are different. Once all pupils, staff and visitors are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice and guidance from the Emergency Services. **A Partial Lockdown** should be seen as a precautionary measure which puts the school in a state of readiness should the situation escalate, whilst retaining a degree of normality.

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In the event of an air pollution issue, windows, blinds, window vents and air conditioning units can be closed/turned off as an additional precaution. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

If in **FULL LOCKDOWN** mode, register to be taken/headcount. Check for missing or injured pupils, staff and visitors and report by telephone or e-mail to the School Office. A member of the CLT (or, if unavailable, the admin team) will instigate an immediate search for anyone missing.

The School Office will establish communication with the Emergency Services as soon as possible.

Parents should be notified as soon as practicable via the school's established communication system. Pupils must not be released to parents during a lockdown.

Brent Council should be notified that an incident is occurring: - Shirley Parks, Operational Director, Safeguarding, Partnerships and Strategy – Tel: 020 8937 4173 E-mail: brian.grady@brent.gov.uk. Where the incident may have a wider impact the Brent Civil Contingencies Team will be notified.

During the lockdown, staff will keep agreed lines of communication open, via telephone, but will not make unnecessary calls to the School Office as this could delay more important communication

Offsite activity

If a group of pupils, staff and parents are away from the school at an offsite activity and the school had to go into lockdown, they will be informed by mobile telephone of the situation and advised not to return to school until informed to do so. Staff will again be informed by mobile telephone if and when it is safe to return, or to not return to school or to go home and await further instructions.

Lockdown away from School premises

As part of the pre-planning for any offsite activity (short visit, day trip or weekend away), it will always be necessary to carry out a risk assessment prior to the activity which should consider what would happen if involved in a lockdown situation whilst they were away from the school or if an emergency situation arose that was out of the control of the staff who were supervising the pupils on the trip.

It is almost impossible to predict all circumstances where an emergency situation might arise. As a minimum, identify and show pupils an emergency meeting point if the group gets separated and remind them to follow instructions provided by the Emergency Services.

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown. Emergency Services will support the decision of the Headteacher regarding the timing of communication to parents.

Communication between parents and the school

School lockdown procedures, especially arrangements for communicating with parents, will be routinely shared with parents either by newsletter or via the school website. In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practicable.

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Parents should be given enough information about what will happen so that they

- Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety
- Do not need to contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers
- **Do not come to the school.** They could interfere with emergency provider's access to the school and may even put themselves and others in danger
- Wait for the school to contact them about when it is safe for them to come and collect their children and where this will be from.
- Are aware of what will happen if the lockdown continues beyond school hours

Parents will be told:

'..the school is in a lockdown situation. During this period the switchboard and entrances will be unmanned, external doors locked, and nobody allowed in or out...'

If parents present themselves at the school during a lockdown, under no circumstances should members of staff leave the building to communicate directly with them.

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Appendix One

Staff Responsibilities

STAFF MEMBER	RESPONSIBILITIES
Headteacher	Co-ordinate the response, follow the plan and record actions taken, maintain contact with staff and direct the emergency services.
Deputy Headteacher	Follow Headteacher's plan & communicate with parents. Liaise with emergency services, neighbouring schools and the Local Authority as necessary.
Assistant Headteachers	Identify if any children are unaccounted for
Phase Leaders	In the absence of any senior staff follow direction of most senior staff member on duty
Teachers and support staff	Bring pupils to classroom or other place of safety. Take register and stay with pupils. Read a story or encourage a quiet activity. For partial lockdown, normal classroom activities continue but limit movement around the school. Admin staff to monitor perimeter cameras for full or partial lockdown (dependent on the nature of the event)
Site manager	Make sure all access points are secured.

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Appendix 2

Lockdown drill action check list

Step	Time	Signed
Sound alarm/signal and begin lockdown procedure		
Dial 999 and alert emergency services		
Direct all children, staff, parents, and visitors to the nearest safe place (this may be dependent on what and where the risk is)		
Account for pupils, staff and visitors using registers		
Secure rooms by locking doors and windows, and take action to increase protection as set out in the plan		
Close blinds and curtains		
Turn off the lights, fans, and/or mobile air conditioning units		
Direct all children, staff, parents, and visitors to hide, including under desks and away from windows		
Stay as silent as possible – put any mobile phones on silent		
Make sure everyone is aware of an exit point in case an intruder gains access		
If possible, check and search for missing or injured pupils, staff, or visitors		
Keep doors and windows locked shut and remain inside until all clear has been given, or until you are told to evacuate by the emergency services		

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**Safeguarding
Partnerships in Brent**

***BRENT SAFEGUARDING CHILDREN PARTNERSHIP
(BSCP)***

A GUIDE FOR PROFESSIONALS

AND VOLUNTEERS FACING AN

ALLEGATION OF ABUSE

Any allegation of abuse is likely to cause a great deal of anxiety and concern. This guide provides information on the process following an allegation of abuse of a child or young person.

For further information and details on this procedure, please visit

<https://brentsafeguardingpartnerships.uk/>

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It is important to understand that anyone working or volunteering with children may face concerns or allegations at some point in their career. These situations are handled with care to ensure the safety of children and fairness to the individuals involved. Here's what you can expect in such circumstances: Most allegations arise from an individual's behaviour in the workplace.

It is recognised that these situations can be highly distressing for the individual involved. The process will be handled sensitively to minimise disruption, while still prioritising the safety and well-being of children. This information aims to clarify the process and reassure you that concerns will be addressed fairly, while ensuring the safety of children remains the priority.

What happens when an allegation is made

Every organisation that works with children has Designated Safeguarding Lead (DSL) responsible for progressing allegations that a child may have been harmed. When they are informed of the allegation, they must contact the Local Authority Designated Officer (LADO) within 24 hours to report the concern.

The criteria for making a report to the LADO are that an individual may have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The LADO will agree with the DSL how and when the staff member or volunteer will be informed of the concern. This is dependent upon the nature of the allegation, and any current or ongoing risk to children. If it becomes apparent at any stage that the allegation is false, you will be informed of this, and no further action will be taken.

Transferable Risk

In situations where issues in your personal life may be relevant to your role at work, the following process will be followed to determine how to manage the information:

Evaluation by the LADO

The Local Authority Designated Officer (LADO) will assess the personal situation to determine if it poses any risk or potential risk to children in your care or within your professional environment.

Examples of cause for concern include:

- your child is the subject of a Child Protection enquiry (Section 47).
- your child is being supported by a Child Protection plan.
- you have been arrested, cautioned or convicted in relation to offences of violence.
- drug or alcohol misuse in your personal life
- there has been an allegation of abuse against a member of your
- household or a person closely associated with you.

Immediate Risk of Harm

If it is assessed that a child is at immediate risk of harm, the LADO will share the relevant information directly with your employer without delay. In this case, you may not be notified before your employer is informed, as the priority is safeguarding the child.

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No Immediate Risk of Harm

If the LADO concludes that there is no immediate risk to children, it is more likely that you will be given the opportunity to share the information with your employer yourself. This provides you with the chance to address the matter openly with your employer before any formal actions are taken. This process ensures that the balance between protecting children and respecting your opportunity to disclose personal issues is maintained. The focus remains on assessing whether the personal circumstances impact the safety and well-being of children.

Suspension

In cases involving potential risks to children, the decision to suspend an employee will follow this process:

Grounds for suspension

Suspension will only be considered when there is a reasonable cause to believe that a child or children at your workplace may be at risk of harm, or if the allegation is so serious that it could lead to dismissal.

Careful consideration

Your employer will carefully evaluate whether suspension is necessary. This will include consulting with their human resources advisor and the Local Authority Designated Officer (LADO) to ensure the decision is proportionate and appropriate.

Alternatives to suspension

Instead of suspension, an employer may consider redeployment as an alternative. This involves moving you to a different role or setting to prevent direct contact with the child or children concerned. Whether redeployment is suitable depends on the nature and seriousness of the allegation.

Proportional response

The goal is to ensure the safety of children while also acting fairly towards the employee. Suspension is not automatic and will only be used if absolutely necessary. This approach ensures that the decision to suspend is measured and guided by safeguarding priorities, with alternatives considered whenever possible.

Alleged criminal offence

In some instances, the police may decide to proceed with a criminal investigation. This could result in an arrest and possible prosecution based upon the outcome of their investigation. The LADO investigation will be informed by the outcome of the police investigation.

Internal investigations

An internal investigation may need to be conducted in order to proceed. It may be conducted by a senior member of staff or by an independent person, depending on the availability of resources, and the nature and complexity of the case. Where there are criminal proceedings, it may not be possible for the employer to complete their investigations until after the criminal proceedings are concluded.

Volunteers & supply workers

If you are a supply worker or a volunteer, the placing agency should be involved and co-operate in any investigation. If disciplinary procedures do not apply, an investigation may still be necessary to assess your suitability to work with children.

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Resignations & compromise agreements

Your employer should try to reach a conclusion regardless of whether you resign or otherwise cease to provide your services, or if you refuse to cooperate.

They must not use a 'compromise agreement', i.e. allow you to resign without disciplinary action and with an agreed reference

Timescales

Cases should be dealt with as quickly as possible, consistent with a fair and thorough investigation. Timescales will depend on factors such as the nature, seriousness and complexity of the allegation. Your case will be monitored by the LADO in order to avoid unnecessary delay.

Support

Being subject to an allegation is likely to be stressful and you must be offered support. Your employer should:

- advise you to seek support from your Trade Union
- provide a named support person who will keep you up to date with any investigations
- provide a named support person who will keep you up to date with any work matters if you are suspended
- your employer could also offer you support via employee resources such as an Employee Assistance Programme or a service similar to this.

Outcomes

Once all the information has been collated, shared and reviewed, the investigation can be concluded. The LADO has a responsibility to review and monitor cases with the aim of achieving a thorough, fair and timely investigation.

They also have a statutory responsibility to retain accurate records about the allegation, including those involved, how the matter has been investigated, and the outcomes as being:

- False - sufficient evidence to disprove the allegation
- Malicious - sufficient evidence to disprove the allegation and when there has been a deliberate act to deceive
- Substantiated - sufficient evidence to prove the allegation that a child has been harmed or there is a risk of harm
- Unsubstantiated - insufficient evidence to either prove or disprove the allegation.

The LADO will give advice on the conclusion of a case about whether a referral to the Disclosure and Barring Service is required.

The LADO will also make a recommendation as to whether a referral needs to be made to a governing body you may be registered to inform of the outcome. You will be notified of the outcome of the investigation and any action set out that is of relevance to you.

Contact

If you are dissatisfied with the outcome from the LADO procedures, the complaint needs to be submitted to the LADO's line manager. If you wish to complain about aspects of the investigation, it has to be directed to the organisation/ agency that completed it. To initiate a complaint



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CPOMS System

CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

Working alongside our existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues, and affirmations. We can ensure that students are safe and fully supported and see the whole picture by building a chronological timeline for each child. Sensitive information goes directly to the relevant member of staff with an email. However, for anything that needs immediate attention please speak directly to the lead and assistant DSLs.

All staff are encouraged to use CPOMS to report all issues. It is also important to report affirmations as well.

For new staff, Ms Theresa Kirwan will provide details to log into the system and a demonstration of how it works.

Using CPOMS for the first time

Firstly, every user needs to set their own password.

To ensure that all users change their passwords to something that is personal and secure we do not provide you with a password to begin with.

To create your first password please **visit your school's CPOMS URL**

Click on the '**Forgotten your password or using CPOMS for the first time?**' option (beneath the 'Login' button).



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CPOMS School

suzanne.clegg@cpoms.co.uk

Login

Forgotten your password or using CPOMS for the first time?

Follow us on Twitter!

Next, input the email address which was supplied to us and click **'Reset Password.'** This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

Once you have created your first password, go back to your CPOMS log in page and enter your email address, password and click the 'Login' button.

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Restricted Access Dashboard

Once you are logged into CPOMS, you will see an 'Alert' and 'My History' section.

If you have been alerted to anything at all within CPOMS it will display within your 'Alert' section to view.

The 'My History' section will list any incidents or actions that you have added in the last 7 days for your information.

CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to logout and protect the security of student information.

CPOMS School Dashboard Add Incident Library Account Settings HIDE NAMES BLANK SCREEN

Dashboard

Alert	Added
Chloe Kelan added an incident for Hannah Greenwood Child Protection Home Issues	2 days ago by Chloe Kelan
Chloe Kelan added an incident for Danielle Bradshaw Home Issues	4 days ago by Chloe Kelan
Wendy Abbott added an incident for Aail Hussain SEND	6 days ago by Wendy Abbott

My History	Added
You have not logged any incidents or actions in the last 7 days.	

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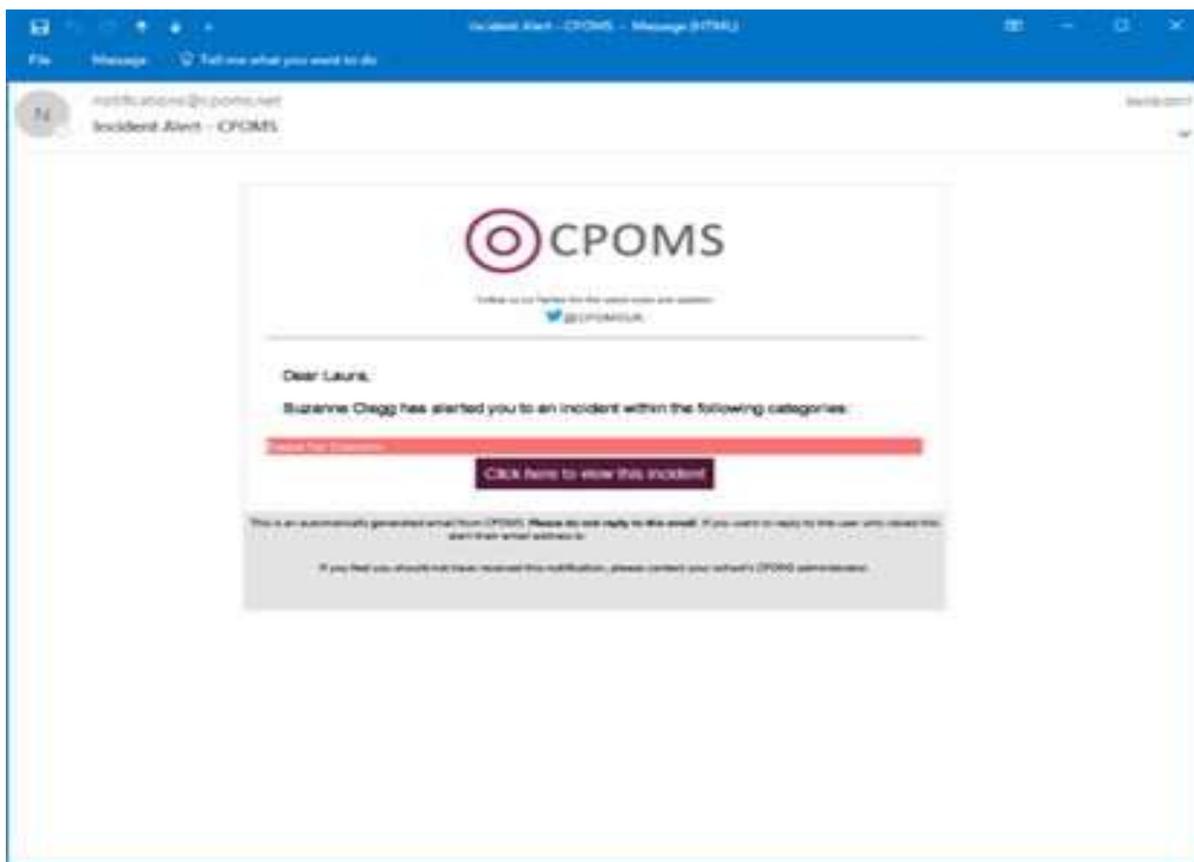
Viewing an incident

If you have been sent any alerts at all, you will also receive an email to your school email address (or the one which we have been given) to make you aware of the fact that you have been sent an alert by a member of staff in school.

The email will tell you who has created the alert and which category it comes under but **no other information**. It will then give you a link to the log in page for your CPOMS to view the content in full.

Once logged into the dashboard you will see your list of alerts. They again will tell you which member of staff has alerted you, which student the alert is for which category the incident falls under and finally when the incident alert was created.

If you click on the word **Incident**, you will be taken directly to view the incident.



Once you have read and dealt with the incident, you can choose to '**Add Action**' below the content, to add in the detail of any action you have taken, or what you would now like a colleague to follow up.

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Once you have added your action you may mark the incident as read to acknowledge that you have seen the incident and understand the content.

N.B Please note as you do not have key access, once you have marked the incident as read, the alert will disappear from your alerts dashboard, and you will not be able to read it again. Therefore, if you are required to add any actions make sure to do this before you select the 'mark as read.'

Adding an Action

Once you have read an alert and dealt with it, you can then log an action. This is like incident logging, and you can choose to alert other staff in the same manner. You can then make sure that there is a clear trail of what has been done, by whom and when. This ensures that everyone alerted has an up-to-date knowledge of what is happening with that student.



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The screenshot shows the CPOMS School interface. At the top, there are navigation links: CPOMS Website, CPOMS User Guide, Contact Support, CPOMS FAQ, HIDE NAMES, and BLANK SCREEN. Below this is a dark purple header with 'CPOMS School', 'Dashboard', 'Add Incident', 'Library', and 'Account Settings'. The main content area is titled 'Viewing Incident - Hannah Greenwood (1B)'. It displays incident details for Chloe Kelan on Mon 13/08/2018 15:50, with tags for 'Child Protection' and 'Home Issues'. The incident description states: 'Mr Greenwood was spotted outside of the school gates at the end of the school day. Mrs Simpson had seen him when she was coming to pick Leah up, and informed me that she was aware of the situation with the Greenwood family and that she had just seen him on her way in. She also managed to prevent both Hannah and Matthew from seeing their father and causing any distress.' Below the incident details, there is a section for 'Add Action'. A pink arrow points from the 'Add Action' button in this section to a larger 'Add Action' form below. This form includes fields for 'Action Taken', 'Agency Involved' (with a 'Select Agencies' dropdown), 'Date/Time' (set to Fri 17 August 2018 2:08PM), 'Add action to linked students' (checkbox), 'Alert Staff Members' (with a search box and 'SCT Teachers' button), 'Add incident alert recipients' (with a list of users), and a 'Files' section with a 'Click to browse or drag a file to upload' button. A pink circle highlights the 'Add Action' button at the bottom of the form.

- Firstly, fill in the free text box with all the information needed about the action taken.
- Click on **'Agency Involved'** to choose which, if any, agencies have been involved in this action.
- Select the date and time you wish to record if it is different to the current.
- If you would like the action to be copied to the linked student's profile, click on the tick box to **'Add action to linked students'** next, and **'Share documents?'** if necessary.
- Alert the relevant staff members by typing in the individual staff names, or alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- Add a file if needed, using the **'Click to browse or drag a file to upload'** button.
- Click **'Add Action'** to submit and send any selected alerts to staff.

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Adding an Incident

To add a new incident to the system, click on the **'Add Incident'** link at the top of your screen.

The screenshot shows the CPOMS School Dashboard. The navigation menu at the top includes 'CPOMS School', 'Dashboard', 'Add Incident' (highlighted with a red circle), 'Library', and 'Account Settings'. Below the navigation, the 'Dashboard' section displays a table of incidents:

Alert	Added
Chloe Kelan added an incident for Hannah Greenwood Child Protection Home Issues	2 days ago by Chloe Kelan
Chloe Kelan added an incident for Danielle Bradshaw Home Issues	4 days ago by Chloe Kelan
Wendy Abbott added an incident for Asif Hussain SEND	6 days ago by Wendy Abbott

This will take you to the incident page where you can proceed to fill in all the required information.

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CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to log out and protect the security of student information. HIDE NAMES BLANK SCREEN

CPOMS School Dashboard Add Incident Library Account Settings LOGOUT

Add Incident

Student: Back

Incident:

Categories:
 Behaviour Bullying Child Protection Home Issues LAC Medical Issues Prevent SEND
Child Protection Subcategories:
 CAF Cause for Concern Child Protection Plan CIN Early Help

Linked student(s):
Type a student's name to link them to this incident.

Body map

Front Back

Date/Time:

Alert Staff Members:
SLT Teachers
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.
Who should I alert?

Files:

Agency Involved:

Add Incident

- Firstly, select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name, click the red 'X' delete button to choose an alternative.
- Fill in the incident text box with all the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.

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- *N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked into the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.*
- After you have filled in all the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).
- You can then choose to link to other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and share any documents attached to the incident.
- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident occurred you can do so here.
- Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively, you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- If you would like to attach a document to support the incident e.g., a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment or drag a file from one of your folders to upload.
- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.
- Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.



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Extra Features

A few final features on CPOMS are the **Hide Names** and the **Blank Screen** mode, as well as the **Contact Support** function. You will find these at the top left and right of each page throughout the system.

The **Hide Names** mode, available in the top right-hand corner of your screen, will star out the names of all students within the system. This follows suit throughout every page until you turn it off by re-clicking the button, which would now be called Show Names.

The **Blank Screen** mode, available in the top right-hand corner of your screen, will quickly provide you with a cover to hide your screen; for example, if you are perhaps interrupted by someone who you do not want to see your screen when adding a new incident, without having to lose where you are in the system.

The blank screen mode will automatically activate after fifteen minutes of inactivity.

N.B We do always recommend that you log out completely if you are leaving your computer for any time.

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National Online Safety

All members of staff have login details for this online CPD website. For new staff, Mrs Caroline McEvoy will email a relevant link to login. All staff need to complete the annual certification which they will be advised of at the start of each academic year.

There are also many certificates available for ongoing CPD enhancement.



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**FOR YOUR INFORMATION, THE SAFEGUARDING
LEAD WITH OVERALL RESPONSIBILITY FOR
SAFEGUARDING IS:**

MISS BECK, HEADTEACHER

DESIGNATED SAFEGUARDING LEAD (DSL)

MISS JOSEPH, DEPUTY HEADTEACHER

DEPUTY DESIGNATED SAFEGUARDING LEAD (Deputy DSL)

MRS EGAN, ASSISTANT HEADTEACHER & INCLUSION MANAGER

SAFEGUARDING GOVERNOR – MRS MICHELLE RATTIGAN

CHILD PROTECTION GOVERNOR – MRS MICHELLE RATTIGAN

**PLEASE REQUEST TO SEE THEM IF YOU HAVE ANY
CONCERNS**

FGM HELPLINE 0800 028 355

PREVENT HELPLINE 020 7340 7264



Miss Beck



Miss Joseph



Mrs Egan

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**Low-Level Concern Reporting
Form (Safeguarding)**



Please scan the QR code to report a low level concern.

Your response will go directly to Miss Joseph, Deputy Headteacher & DSL.

For urgent incidents please speak to Miss Joseph directly, or in her absence Mrs Egan, Assistant Headteacher for Inclusion & Deputy DSL or Miss Beck, Headteacher.