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Holy Cross Catholic

Multi Academy Company

Child Protection and Safeguarding Model Policy

St John Vianney Catholic School

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Child Protection and Safeguarding Policy

St John Vianney Catholic Primary School

September 2026

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1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2026)** as;

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment; **whether that is within or outside the home, including online**
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of **St John Vianney Catholic Primary School**.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone **subjected to abuse would** consider themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is a "**shared"** responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate ***St John Vianney Catholic Primary School's*** commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to ***St John Vianney school's*** safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 ***St John Vianney Catholic Primary school*** is committed to the following principles;

- All children have the right to be protected from harm.

- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of ***St John Vianney Catholic Primary school***, in line with Keeping Children Safe in Education (**September 2026**) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ**A**+, **Gender questioning**, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in ***St John Vianney Catholic Primary school*** understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- **Keeping Children Safe in Education (2026)**
- **Working together to Safeguard Children (2026)**
- **Children's and wellbeing and schools bill (2026)**
- **Any other relevant legislation for your setting.**

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in **Annex A of Keeping Children Safe in Education (September 2026).**

2.8 This policy should be read in conjunction with the following policies;

Behaviour Policy

Attendance Policy

Anti-Bullying Policy

Anti-Radicalisation Policy

Online Safety Policy

Links to these policies can be found in Appendix A.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of St John Vianney Catholic Primary ***school*** and The Holy Cross MAC **(include MAT leadership structures or personalise as appropriate)**. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 **To avoid duplication, this policy reflects the principles and requirements of Keeping Children Safe in Education (2026). St John Vianney Catholic Primary school will use this statutory guidance as the primary reference document for all safeguarding and child protection practice.**

3 Roles and Responsibilities

3.1 The Role of the MAC Directors:

3.1.1 The School has a Local Governing Body and the Holy Cross Catholic MAC has a Board of Directors that delegated leadership responsibility for safeguarding to each individual school; the Local Governing Body and Board of Directors have an oversight of roles and responsibilities. The MAC Directors will:

- Adopt Coventry's Child Protection and Safeguarding Policy as the MAC-wide policy which will be adopted by each school in the MAC.
- Ensure up to date training is provided and legal compliance issues are met
- Ensure that a Single Central Record is maintained in each Holy Cross MAC establishments
- Ensure that all MAC Directors and Governors receive safeguarding training.
- Ensure that at least one Director on any recruitment panel has completed safer recruitment training.
- Monitor safeguarding practice across the MAC and take appropriate action where safeguarding practice is falling below the standards expected.

3.2 The Role of the Governing Body

3.2.1 Governing bodies have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Andrew Green. Part 2 of Keeping Children Safe in Education (**September 2026**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for ***St John Vianney Catholic Primary school*** safeguarding arrangements
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole ***school*** approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure the school consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners

(the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);

- Ensure the school have an effective child protection policy, that it is published on the school website https://www.sjv.hccmac.co.uk/page/?title=Policies&pid=22 or available by other means **ask at the office for a hard copy** and review this annually;
- Ensure the school have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety and filters and monitoring processes) and this is regularly updated;
- Ensure the school contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole ***school*** approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.3. The Role of the Headteacher

3.3.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;

- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that the school collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to **St John Vianney Catholic Primary School** to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2025**).

3.4 The Role of the Designated Safeguarding Lead

3.4.1 The Designated Safeguarding Lead (DSL) for ***St John Vianney Catholic Primary School*** is Veronica Gosling. Our Deputy Designated Safeguard Lead (DDSL) in the DSL's absence is **Claire Littlewood.**

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring **and processes in place**);
- Liaise with the safeguarding partners and work with other agencies in line with **Working Together to Safeguard Children (2026);**
- Always be available during term time school hours for staff in **St John Vianney Catholic Primary** to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from **Family help;**
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's **Children and families initial response service** where children have been harmed o**r** are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed[1];
- Ensure all staff have read and understood **Part one** of Keeping Children Safe in Education (**September 2026**);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;

- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child **leaves St John Vianney Catholic Primary *school*;**
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of **St John Vianney Catholic Primary *school*** community acts in the best interests of the child;
- Ensuring ***the school*** knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in ***St John Vianney Catholic Primary school***; and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.4.2 Further details on the role of the Designated Safeguarding Lead can be found in **Annex B** of Keeping Children Safe in Education (**September 2026**).

3.5 The Role & Responsibilities of all Staff within School

3.5.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in ***St John Vianney Catholic Primary school***;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in ***St John Vianney Catholic Primary school*** that support safeguarding and child protection;
- Will be provided annually with **Part One of *Keeping Children Safe in Education* (September 2026)** and will receive annual updated training on their safeguarding roles and responsibilities.

- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;
- **Should be equipped to identify children who may benefit from targeted early help and understand the indicators of need that may suggest a child requires targeted support or statutory intervention. Staff will discuss concerns with the Designated Safeguarding Lead or deputy DSL in the first instance and take appropriate action in accordance with this policy.**
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the **Children and families initial response team**), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the **Children and Families Initial response team** if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.6 Multi-Agency Working

3.6.1 The school is committed to multi-agency working and operates under **Working Together to Safeguard Children (2026)** and local safeguarding arrangements.

3.6.2 The school will work with Children's Services the Police, Health services, **Family Help** practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.6.3 We work closely with our **Family Hubs** to ensure children receive appropriate, co-ordinated **Family Help** Assessments **Mosaic Hub.**

3.6.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse, Neglect and Exploitation

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the school/college, including the multi-faceted occurrence of factors causing emotional harm. **In many cases, abuse and other safeguarding risks occur concurrently both online and offline. We understand that children may experience multiple and overlapping forms of abuse at the same time. These harms can be interconnected, with abuse in one context increasing vulnerability to abuse in another.**

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse **(Taken from Keeping Children Safe in Education, 2026)**

Type of abuse	**Information**
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or **penetration with an object**) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of ***St John Vianney Catholic Primary school*** policy and procedures for dealing with this.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or

	development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in **Appendix A.**

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the **Children and families initial response team**) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should always be available or **appropriate cover arrangements in place,** but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day.
- is a privately fostered child.

4.7 St John Vianney Catholic Primary school recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if ***St John Vianney Catholic Primary school*** believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based and discriminatory
- child criminal exploitation and sexual exploitation including involvement in county lines);

- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- **Harmful sexual behaviour**
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 St John Vianney Catholic Primary school will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.8.1 **There are several circumstances that may have a detrimental impact on a child's welfare, safety and educational outcomes. We work with other agencies in line with Keeping Children Safe in Education (2026) to support children and families in the following circumstances;**

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children **who need, or have** a social worker.

4.9 Children potentially at greater risk of harm

4.9.1 ***St John Vianney Catholic Primary school*** recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children absent from Education

4.10.1 ***St John Vianney Catholic Primary school*** understands that children being absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines.

4.10.2 ***St John Vianney Catholic Primary school*** will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.

4.11 Elective Home Education

4.11.1 ***St John Vianney Catholic Primary school*** recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart however elective home education can mean that some children are not in receipt of suitable education.

4.11.2 Since 2016**, *St John Vianney Catholic Primary school*** has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside ***St John Vianney Catholic Primary school*** to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Children requiring Mental Health support

4.12.1 ***St John Vianney Catholic Primary*** **school** recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development. We understand that positive mental health is an integral part of a child's overall wellbeing, development and safety whilst at school.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child has suffered, is suffering, or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences. Staff will also be aware that children may experience mental health difficulties, self-harm, suicidal thoughts (suicidal ideation) and increased suicide risk, which may require an immediate safeguarding response.

4.12.3 Staff will not attempt to make a diagnosis of a mental health condition unless they are appropriately qualified or trained to do so. However, all staff have a responsibility to identify concerns, respond appropriately and follow the school's safeguarding procedures.

4.12.4 We recognise that staff are well placed to observe changes in a child's behaviour, presentation, emotional state and relationships which may indicate that they are experiencing mental health difficulties or are at risk of developing them. Staff should be particularly alert to signs which may indicate self-harm, suicidal ideation or suicide risk. These may include, but are not limited to:

- Talking about wanting to die, feeling hopeless or having no reason to live.
- Expressing feelings of being trapped, worthless, isolated or a burden to others.
- Self-harming behaviours or evidence of self-injury.
- Significant changes in mood, behaviour, attendance, engagement or academic performance.
- Withdrawal from friends, family or activities previously enjoyed.
- Increased risk-taking or reckless behaviour.
- Changes in sleeping or eating patterns.
- Giving away possessions, saying goodbye to others or other behaviours that may indicate preparation for death.
- Persistent low mood, anxiety, distress or emotional dysregulation.
- Any disclosure relating to suicidal thoughts, plans or self-harming behaviours.

There are clear systems and processes in place for identifying, monitoring and responding to mental health concerns. If staff have concerns about a child's mental health, wellbeing or safety, they should follow the school's procedures. **At St John Vianney Catholic Primary School, we recognise the importance of promoting positive mental health and wellbeing for all members of our school community. We have a designated Senior Mental Health Lead (Mrs Littlewood) who is responsible for overseeing the school's approach to mental health and wellbeing, ensuring that this is embedded across our policies,**

curriculum, and daily practice. In addition, we have trained Mental Health First Aiders (Mrs Gosling and Mrs Littlewood) within the staff team who are available to provide immediate support, guidance, and signposting for pupils, staff, or parents who may be experiencing difficulties. This provision is part of our wider commitment to creating a safe, supportive, and nurturing environment in which every child can flourish.

4.12.5 Any concerns regarding self-harm, suicidal ideation, suicide risk or other mental health concerns that may place a child at risk of harm must be treated as a safeguarding concern. Staff must report such concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately. Where a child is at immediate risk of serious harm, staff must follow the school's emergency safeguarding procedures without delay.

4.12.6 The school recognises that early identification and intervention are important in supporting children experiencing mental health difficulties. The DSL (and any relevant pastoral, wellbeing or mental health lead) will consider appropriate support, referral pathways and multi-agency involvement, including health professionals and specialist mental health services where required.

4.12.7 Mr Gormley (SENCO), and Mrs Littlewood (DHT) are responsible to the promotion of mental health and day-to-day management of mental health and wellbeing across St John Vianney Catholic Primary School. Mrs Littlewood is responsible for leading Mental Health and will engage in all necessary training to allow her to fully carry out this role. **She liaises closely with the Local Authority Mental Health Team (MHST – Mental Health Schools' Team).**

4.12.8 Further information, guidance and advice regarding mental health, self-harm, suicidal ideation and suicide prevention can be found in Keeping Children Safe in Education 2026 and from the Mental Health Schools' Team.

4.13 Children who are Lesbian, Gay, Bi (LGBTQA+) or may be gender questioning children

4.13.1 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

4.13.2 **In line with updated Keeping Children Safe In Education (2026)** guidance, it is important to consider the Cass review, which highlighted the need for a careful and evidence-informed approach to supporting children questioning their gender and recognised that some may present with wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

4.13.3 It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

4.13.4 As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Any decision should be made with the child's best interests as the primary consideration whilst also considering the impact on other children where relevant. Schools should have regard to KCSIE and any local authority guidance relating to gender-questioning children when deciding how to proceed

4.13.5 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. The Designated Safeguarding Lead should be involved in any decision-making relating to support for a gender-questioning child.

4.13.6 Requests relating to social transition should be considered carefully and, on a case, -by-case basis, taking account of safeguarding, wellbeing, parental involvement, available clinical advice and the child's wider needs.

4.13.7 Schools should clearly record decisions, the rationale for those decisions and any agreed support arrangements, and review these regularly.

4.13.7 LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

4.14 Young Carers (NEW) –

4.14.1 **St John Vianney Catholic Primary school** recognises that young carers may face additional safeguarding and welfare needs. Caring responsibilities can have a significant impact on a child's attendance, achievement, behaviour and emotional wellbeing**.**

4.14.2 Staff should be aware that some children may have caring responsibilities which can impact on their attendance, attainment, behaviour and wellbeing. Any concerns that a pupil may be undertaking a caring role, or that their caring responsibilities are affecting their welfare, should be shared with the Designated Safeguarding Lead (DSL). The school will seek to identify young carers at an early stage and ensure they receive appropriate support, including referrals to external services where required.

.4.15 **Children with Special Educational Needs and Disabilities (SEND) and Medical Needs – (NEW)**

Children with SEND and those with medical or physical health conditions can face additional safeguarding challenges. Staff should be aware that abuse, neglect or exploitation may be harder to recognise in these children and should not assume that changes in behaviour, presentation, mood or injuries are related to a child's disability, special educational need or health condition without further consideration.

Additional safeguarding barriers may include:

- communication difficulties that affect a child's ability to report concerns or seek help;
- increased vulnerability to bullying, peer isolation and exploitation;
- greater dependence on adults for care and support;
- the need for intimate or personal care;
- difficulties understanding relationships, consent, appropriate behaviour or online risks.

Any safeguarding concerns relating to a child with SEND or additional medical needs must be discussed with the DSL (or deputy DSL), with appropriate liaison with the SENCO as required. The school will consider whether additional pastoral, communication or safeguarding support is needed to help these children stay safe.

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy

safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicated that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if ***St John Vianney Catholic Primary school*** is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's "Effective support for Children and Families in Coventry" guidance, which is used by ***St John Vianney Catholic Primary school*** to make decisions about protecting children, please visit https://www.coventry.gov.uk/downloads/download/8372/effective-support-for-children-and-families-in-coventry.

5.7 See page 28 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2026**.

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.9 ***St John Vianney Catholic Primary school*** have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on **St John Vianney Catholic Primary School's** Prevent duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.12 Child on Child Abuse

5.12.1 ***St John Vianney Catholic Primary school*** understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual and non-consensual sharing of self-generated intimate images and/or videos, including AI-generated imagery such as deepfakes, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse. **(Include Behaviour policy with mention to sexual violence and sexual harassment)**

5.12.2 All members of staff will be made aware of the school's policy and procedures with regards to child-on-child abuse. Staff will receive safeguarding training that includes recognising, responding to, recording and reporting child-on-child abuse. *The school will ensure staff understand what is meant by child-on-child abuse and the school policy on child-**on-child abuse by...***

Policy Dissemination

Providing all staff with access to the Child Protection and Safeguarding Policy, including the specific section on child-on-child abuse, as part of their induction.

Ensuring staff confirm they have read and understood the policy through signed acknowledgment forms.

- ***Training and CPD***

Delivering regular safeguarding and child protection training that explicitly covers the different forms child-on-child abuse can take (including bullying, sexual violence, sexual harassment, physical abuse, initiation/hazing, upskirting, emotional abuse, and online abuse).

Embedding refresher training within the annual CPD programme and providing updates when statutory guidance (e.g., Keeping Children Safe in Education) is revised.

Offering additional targeted training for pastoral staff, DSLs, and those with specific safeguarding responsibilities.

- ***Practical Guidance and Procedures***

Equipping staff with clear procedures for recognising, reporting, and responding to concerns of child-on-child abuse through safeguarding briefings, staff handbooks, and pastoral meetings.

Reinforcing expectations that all concerns, no matter how small, must be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

Ensuring staff know how incidents will be recorded, investigated, and followed up, and how support will be provided to both victims and alleged perpetrators.

- ***Culture and Accountability***

Promoting a whole-school culture of vigilance, openness, and responsibility where staff feel confident to challenge and report inappropriate behaviours.

DSLs and the Senior Leadership Team will monitor staff compliance with safeguarding procedures and hold staff accountable for following reporting routes consistently.

Staff will be reminded regularly that failure to follow safeguarding procedures may be treated as a disciplinary matter.

- ***Ongoing Review***

Christ the King will regularly review the effectiveness of staff training and awareness through staff surveys, safeguarding audits, and case reviews.

Lessons learned from incidents will be fed back into staff development sessions to strengthen practice.

5.12.3 ***St John Vianney will work to prevent child on child abuse by:***

- ***Creating a Safe and Inclusive Culture***
- ***Curriculum and Education***
- ***Staff Training and Vigilance***
- ***Student Voice and Participation***
- ***Supervision and Environment***
- ***Partnership with Parents and Carers***
- ***Monitoring, Review and Accountability***

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, ***St John Vianney Catholic Primary school will ensure that the immediate safety and wellbeing of all pupils is prioritised. Victims will be listened to carefully, reassured, and taken seriously, with steps taken to protect them from further harm, including separating them from the alleged perpetrator where appropriate.***

Pastoral and emotional support will be made available to all children involved, including access to the school's pastoral team, counselling services, or a trusted adult, alongside regular wellbeing check-ins.

Victims will be provided with an individual support plan tailored to their needs, which may include adjustments to their timetable, access to safe spaces, or additional mentoring, and their parents or carers will normally be informed unless doing so would place the child at greater risk.

Alleged perpetrators will also be supported, recognising that they may themselves be vulnerable, and offered interventions such as mentoring, behaviour support, or pastoral care, with parents engaged where appropriate.

Other children who may have been affected, including friends, peers, or bystanders, will be offered support as needed through group or individual sessions. Where incidents meet safeguarding thresholds, referral to the Multi-Agency Safeguarding Hub (MASH) will be considered, and the school will work closely with external agencies such as social care, police, or CAMHS to ensure children receive the right level of protection and intervention.

All actions, decisions, and outcomes will be recorded in line with safeguarding procedures under the oversight of the Designated Safeguarding Lead, and support plans for all children involved will be regularly reviewed to ensure they remain effective.

5.12.5 The school recognises that child-on-child abuse may indicate the alleged perpetrator requires support, intervention or safeguarding assessment. If an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by the school's safeguarding team through appropriate pastoral support, risk assessments, restorative and educational interventions where appropriate, access to counselling or wellbeing services, regular monitoring, communication with parents/carers (where appropriate), and referral to external agencies where additional support is required, and referral to the Children and Families Initial Response Team will be considered.

5.12.6 **St John Vianney Catholic Primary School** will never pass off child on child abuse as 'banter', 'having a laugh. 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 Boarding schools and residential settings should include additional information here about the possible additional risk relating to child-on-child abuse in this setting

5.12.8 St John Vianney Catholic Primary School will adhere to guidance set out in Keeping Children Safe in Education (**2026**) when responding to incidents of child-on-child abuse. Children will be provided with clear, accessible and promoted routes to report concerns and abuse.

5.12.9 All staff will be made aware that 'upskirting' is a criminal offence.

5.12.10 **The school** recognises that child-on-child abuse is preventable and will use early identification and evidence-based intervention to reduce the risk of abuse occurring. Inline with KCSIE guidance the school will take appropriate action to increase vigilance during times considered higher risk

5.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

5.13.1 Both CCE and CSE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part

in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced, staff are required to be aware that it is not possible for a child to give informed consent to engage in criminal or other exploitative activity and that a child cannot consent to their own exploitation.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.13.6 The school understands children can be at risk of, or involved in, serious violent crime. This can result in an increase absence from school or college, a change in friendships, decline in educational attainment, significant change in wellbeing, or signs of unexplained injuries.

5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.14.1 “Sharing of consensual or non-consensual nude and semi-nude images or videos including those generated using AI.” refers to any sharing of self- generated intimate images and/or videos of between children. This includes;

- A person under the age of 18 creating and sharing self- generated intimate images and/or videos of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 The school has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online. **https://www.sjv.hccmac.co.uk/page/?title=School+Policies&pid=22**

5.14.3 Any incidents or suspected incidents of ‘sharing consensual or non-consensual nude images or videos including those generated using AI**’** should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the Children’s and families initial response team in regard to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, (Current July 2022);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

5.14.5 Any incidents of ‘sharing consensual or non-consensual nude images or videos including those generated using AI’ involving the following will result in a Request for support referral and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.14.6 Staff should not view, copy, print, share or forward images or videos of this nature. Any concerns should be referred immediately to the Designated Safeguarding Lead. Devices will be secured where appropriate, and the Designated Safeguarding Lead will determine the next course of action in accordance with current UKCIS, DfE and safeguarding guidance.

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children who share, receive or are affected by self-generated intimate images and/or videos will be supported appropriately and in a non-judgemental manner. Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on childrens health, well-being, development and ability to learn.

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in ***the school***.

5.16.2 The school adheres to 'Searching, Screening and Confiscation: Advice for Schools **(January 2022).**

5.13.3 Please see searching, screening and confiscation policy https://www.sjv.hccmac.co.uk/page/?title=School+Policies&pid=22 for further information.

5.17 Online Safety

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from **Keeping Children Safe in Education 2026:**

- Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.)
- Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)

- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 The school understand that the above can take place on a students phone or smart device (including smart watches, ***smart glasses and 'air tags'****) whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology* ***(We do not allow smart glasses; air tags or smart watches in school).***

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns. **(SENSO Software is used to monitor and filter in school. This applies to both staff and children. Where concerning activity is flagged, alerts are sent to the DSL for review. The DSL will assess the concern in line with safeguarding procedures and decide on next steps.)**

5.18 Serious violence – School decision depending on setting context and cohort whether relevant to add a separate of specific paragraph needed or incorporated into CCE indicators. All staff should be aware of the signs, indicators and risk factors which may signal that a child is at risk from, or involved in, serious violence. These may include increased absence from school; a change in friendships or relationships with older individuals or groups; signs of self-harm or a significant decline in wellbeing; unexplained gifts or possessions and involvement in antisocial behaviour or criminal activity. Where concerns about serious violence are identified the school will respond in accordance with its safeguarding procedures. This may include: speaking with the child; undertaking an assessment of risk; working with parents/carers where appropriate and making referrals to Children's Social Care, the police or other relevant agencies.

The school recognises that children involved in serious violence, may be both victims and perpetrators, and will ensure that appropriate safeguarding support is provided

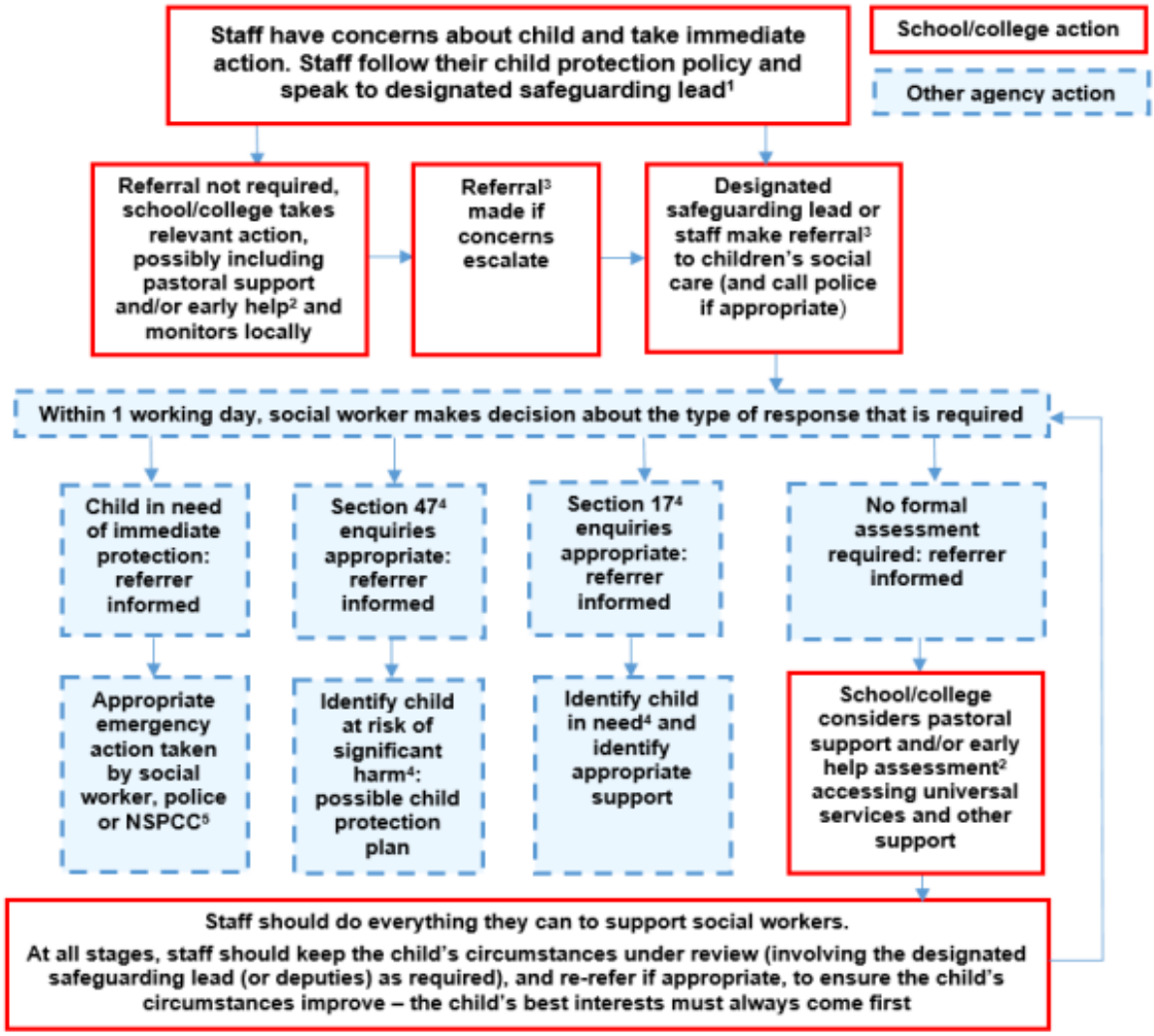
5.18.1 Staff will be alert to indicators that a child may be at risk of or involved in serious violence and will report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

5.18.2 Any concerns regarding a child carrying, using, or expressing an intention to use a weapon will be treated seriously and reported without delay. The DSL will assess risk and take appropriate action, including referrals to external agencies where required.

5.18.3 The school recognises that children involved in serious violence may also be victims of abuse, exploitation or other safeguarding concerns and will ensure appropriate support is provided.

DRAFT – NOT CURRENT DfE POLICY

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.
[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.
[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.
[5] This could include applying for an Emergency Protection Order (EPO).

5.18 To raise concerns about children, members of staff should contact the Coventry's children's and family initial response service by telephone to discuss the referral. They should then complete the online Request for support form" and submit this, The school will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

The Children and Family Initial Response Service telephone number: 02476 788 555

Children and family initial response service: Children's Responsive Services

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to the Children and Family Initial Response Service (awaiting updated email)- needs updating (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.18.1 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely. Records will be clear, comprehensive, actioned and outcome noted.

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 ***The school*** keeps all safeguarding files electronically, **using a system called Child Protection Online Management System (CPOMS).**

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in-year transfers). Once received by the new school, this school will not retain the information.

6.6 The school will seek to hold at least two emergency contacts for every child.

6.7 All personal information processed by **the school** will be managed in accordance with applicable data protection laws, including the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025.

The school recognises that data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Where appropriate, information will be shared with relevant agencies and professionals to safeguard and promote the welfare of children. Please see the following policies for additional information;

https://www.sjv.hccmac.co.uk/content/?pid=21&contentid=5

6.8 Further information regarding information sharing and data protection in relation to safeguarding can be found within Keeping Children Safe in Education and Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins ***the school***. ***(See Acceptable Use of Cameras Policy: https://www.sjv.hccmac.co.uk/page/?title=School+Policies&pid=22***

7.2 Parents can withdraw consent at any time and must notify ***the school*** if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

8 Family Help Assessment

8.1 ***The school*** is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. ***The school*** **i**s committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Mosaic Family Hub: ***https://www.coventry.gov.uk/directory-record/43353/mosaic-family-hub***

8.2 Any child may benefit from Family Help, but as guided by **KCSIE (2025)** all school and college staff will be particularly alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs

• has special educational needs (whether or not they have a statutory Education, Health and Care plan)

• has a mental health need

• is a young carer

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

• is frequently missing/goes missing from education, home or care

• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

• is at risk of being radicalised or exploited • has a parent or carer in custody, or is affected by parental offending

• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

8.3 ***The school*** works within the Coventry Safeguarding Children Partnership's effective-support-for-children-and-young-people framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, ***the school*** has committed to training staff throughout the academic year. All staff members will be made aware of ***the school*****'s** safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 of Keeping Children Safe in Education **(September 2026)**
- School procedures for Children Absent from Education
- The school Behaviour Policy

9.2 Staff at ***the school*** will;

- **Annual statutory safeguarding and child protection training for all staff, volunteers, and governors, covering updates to Keeping Children Safe in Education (KCSIE) and local safeguarding procedures.**
- **Half Termly DSL-led safeguarding briefings for all staff to share updates, reinforce reporting procedures, and highlight emerging risks.**
- **Mental health training to help staff identify, understand, and support children with social, emotional, and mental health needs.**
- **Online safety training, including safe use of technology, responding to online harms, and training on the school's filtering and monitoring systems.**
- **Prevent and radicalisation awareness training, updated in line with local authority guidance.**
- **Local authority safeguarding partnership training opportunities, ensuring staff are up to date with local risks, referral pathways, and procedures.**
- **E-bulletins and safeguarding newsletters circulated to all staff to provide updates on emerging safeguarding issues and changes in guidance.**
- **Specialist DSL training, including attendance at local safeguarding network meetings and termly briefings to ensure the Designated Safeguarding Lead and deputies remain fully informed.**
- **Governor safeguarding training, ensuring governors understand their statutory responsibilities and can provide effective oversight and challenge.**
- **Volunteer safeguarding induction and refresher training, tailored to the level of contact volunteers have with children.**

9.3 **The school** recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10 Safer Recruitment

10.1 ***The school*** is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required);
- online search on shortlisted candidates as part of its due diligence checks**;** and
- A health declaration and any necessary occupational health checks will be undertaken in accordance with the Equality Act 2010

10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. ***The school*** reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

10.7 All safer recruitment practices at ***the school*** comply with Keeping Children Safe in Education (**September 2026**). See Part 3 of Keeping Children Safe in Education (**September 2026**) for further information. (**See MAC Selection and Recruitment Policy: https://www.sjv.hccmac.co.uk/content/?pid=21&contentid=5)**

11 Allegations of abuse against staff

11.1 ***The school*** takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including trainee teachers, agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education **(September 2026)** and the CSCP Guidance, **'Allegations Against Staff and Volunteers'.**

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against a member of the Local Governing Body, Board of Directors or MAC Central Team, it must be immediately reported to the CEO (Marina Kelly).

11.4 If a concern or allegation of abuse arises against the Chief Executive Officer or Chair of the Board of Directors, it must be immediately reported directly to the Lado

11.5 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors ***(Leanne Yates*** and Chief Executive Officer (CEO) Marina Kelly) .

11.6 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay, who will report it to the Chief Executive Officer.

11.7 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.8 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold as outlined in Working Together to Safeguard Children (2023) guidance indicating that a person in a Position of Trust has:

• 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

11. 9 If they feel the criteria is met then they should refer into Coventry LADO using the online referral form on:

https://myaccount.coventry.gov.uk/service/Allegations_against_people_who_work_in_positions_of_trust_with_children_referral

The Headteacher or Chair of Governors can also seek guidance/advice if unsure by emailing lado@coventry.gov.uk.

11.10 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;
- Humiliating pupils.

The details of the LADO can be found of the front of this policy.

11.11 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education* ***2026,*** the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.12 If a child has suffered or may have suffered abuse or harm, a request for support form referral will also be made.

11.13 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to ***the school*** in managing the allegation.

11.14 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.15 Supply Teachers and all contracted staff

11.15.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.15.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.15.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.15.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. The school will usually take the lead

because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.16. Governors

11.16.1 If an allegation or concern is about a Governor, the school will follow local procedures.

11.17. Volunteers

11.17.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

11.18. Whistleblowing

11.18.1 ***The school*** operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or ***the school*'s** safeguarding processes to the senior leadership team.

11.18.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.18.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

11.19. Complaints Procedure

11.19.1 The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. **(Please see Complaints Policy: https://www.sjv.hccmac.co.uk/content/?pid=21&contentid=5**

11.19.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

11.19.3 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 ***The school*** recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 The school will teach children about safeguarding, including online safety. **At St John Vianney we teach children about safeguarding, including online safety, as part of a broad and balanced curriculum. Safeguarding themes are embedded across the Relationships, Sex and Health Education (RSHE) curriculum, Computing, Personal, Social, Health and Economic (PSHE) education, and wider school activities such as assemblies, tutor time, themed safeguarding weeks, and enrichment opportunities. Pupils are taught how to recognise unsafe situations, how to build healthy relationships, and how to keep themselves safe both in the real world and online.**

The online safety curriculum specifically addresses responsible use of technology, digital resilience, managing online relationships, recognising and reporting harmful content, cyberbullying, online exploitation, and the risks associated with mobile and smart technology, including social media, gaming, and live streaming platforms.

Children also learn about privacy, data protection, and the importance of critical thinking in evaluating information they encounter online.

Safeguarding education is age-appropriate, progressive, and tailored to meet the needs of all learners, including those with additional vulnerabilities. It is reinforced through partnerships with external agencies such as the local police, local authority safeguarding teams, and specialist organisations who deliver targeted workshops and awareness sessions. Parents and carers are also engaged through workshops and communication to ensure a consistent message about safeguarding and online safety is reinforced beyond school.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum **(RSHE) (See RSHE Policy: https://www.sjv.hccmac.co.uk/page/?title=School+Policies&pid=22**

12.4 Children at ***the school*** will receive the following as part of our promotion of safeguarding across the curriculum:

- **Relationships, Sex and Health Education (RSHE/SRE) lessons, covering healthy relationships, consent, personal boundaries, emotional wellbeing, and recognising and reporting abuse.**
- **PSHE (Personal, Social, Health and Economic Education) lessons, promoting personal safety, resilience, decision-making, and protective behaviours.**
- **Online Safety Education within the Computing curriculum and through assemblies or workshops, addressing responsible use of technology, cyberbullying, social media risks, online exploitation, and digital wellbeing.**
- **Safeguarding Assemblies, including awareness campaigns, themed weeks (e.g., Anti-Bullying Week, Safer Internet Day), and workshops from external experts such as police or local safeguarding teams.**
- **Protective Behaviours and Wellbeing Initiatives, supporting pupils to recognise feelings of safety and risk, develop coping strategies, and access support when needed.**
- **Parental Engagement Sessions, including workshops and communications on safeguarding, online safety, and protective strategies, to reinforce learning at home.**
- **Cross-Curricular Integration, where safeguarding themes are embedded into subjects such as English (exploring scenarios in literature), Science (health and safety), and Drama (role-play to practice assertiveness and safe responses).**
- **Targeted Support Programs, including mentoring, counselling, and small group work for pupils identified as vulnerable or in need of additional support.**

12.5 Education at home and remote education

When children are learning at home or through alternative methods outside the classroom, St John Vianney Catholic Primary School continues to operate under the same safeguarding principles and procedures as when children are on site, in line with this policy and statutory guidance, including *Keeping Children Safe in Education (KCSIE)* and *Working Together to Safeguard Children (WTSC)*. Remote learning is delivered using approved platforms such as Microsoft Teams which is monitored and managed in accordance with the school's Online Safety Policy and Acceptable Use Policy. Staff, pupils, and parents are reminded of safe use practices for technology, including safeguarding reporting routes, supervision of online interactions, and appropriate conduct during live lessons.

Safeguarding considerations during remote learning include ensuring that all contact between staff and pupils is professional, that pupils are not placed at risk through unsupervised online activity, and that any concerns are reported immediately to the Designated Safeguarding Lead (DSL) following the usual school procedures. Additional guidance is provided through the school's Remote Learning Policy, Online Safety Policy, and Behaviour Policy to ensure clarity on expected behaviours, monitoring processes, and how support and intervention will be provided if concerns arise. St John Vianney Catholic Primary School ensures that pupils remain able to access pastoral support, counselling, and any other safeguarding services while learning remotely, and that staff receive ongoing training and updates to manage safeguarding effectively in a home-learning environment.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. ***The school*** recognises that children looked after may have additional vulnerabilities by virtue of this. **The Designated Lead for Looked-After and Previously Looked-After Children is Veronica Gosling (Headteacher).**

13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 ***The school*** is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1 As outlined in **Keeping Children Safe in Education (2026**), ***The school*** is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

- the potential for children with SEN and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content
-

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force and restrictive intervention

15.1The school will seek to avoid the use of restrictive interventions wherever possible. There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate, necessary and in the best interests of protecting pupils and/or others from harm.

15.2 There may be occasions when staff are required to use reasonable force to safeguard children, prevent injury, prevent serious damage to property or maintain good order and discipline. Any use of force will be lawful, reasonable, proportionate, necessary and for the minimum time required to achieve a legitimate aim. Staff will not use any more force than is necessary in the circumstances.

15.3 The school adopts Safer Handling principles and staff receive appropriate training in behaviour support, de-escalation and, where required, positive handling strategies. De-escalation techniques will always be considered before any restrictive intervention is used unless there is an immediate risk of harm.

15.4 Particular consideration will be given to the needs of pupils with SEND, medical conditions or other vulnerabilities. Where appropriate, risk assessments and individual behaviour support plans will identify preventative strategies and agreed responses.

15.5 Any significant incident involving the use of reasonable force or other restrictive intervention will be recorded promptly in accordance with school procedures. Records will include the circumstances leading to the incident, de-escalation strategies used, the nature of the intervention, the outcome and any follow-up actions.

15.6 Parents/carers will be informed of significant incidents involving the use of force as soon as reasonably practicable, unless there are safeguarding reasons not to do so.

15.7 Further information can be found in the school Behaviour Policy, Physical Intervention/Positive Handling Policy and the DfE guidance *Use of Reasonable Force and Other Restrictive Interventions in Schools (2026)*.

There may be occasions when staff are required to use reasonable force to safeguard children. St John Vianney staff will only use the minimum force necessary and proportionate to the situation, and always as a last resort. Reasonable force may be used to prevent a child from hurting themselves or others, causing damage to property, or committing a criminal offence.

St John Vianney employs Safer Handling techniques as part of its approach to behaviour management and safeguarding. Staff trained in Safer Handling are able to apply physical interventions safely, using strategies designed to de-escalate challenging behaviour and reduce the need for restraint wherever possible. De-escalation techniques may include verbal guidance, redirection, distraction, and the use of calm, non-confrontational communication to manage incidents before they escalate.

All incidents where reasonable force is used are recorded immediately and accurately in the school's behaviour and safeguarding logs, detailing the context, actions taken, and the rationale for using force. Parents/carers are informed as soon as possible following an incident, and the Designated Safeguarding Lead (DSL) reviews each case to ensure compliance with policy, staff accountability, and pupil safety.

Staff receive regular training in behaviour management, de-escalation strategies, and Safer Handling techniques, and only trained staff are expected to carry out physical interventions. St John Vianney regularly reviews the effectiveness of its policies and practices in line with statutory guidance (*KCSIE*, paragraph 162; Annex D and E) and ensures that all staff are aware of their responsibilities and legal powers regarding the use of reasonable force.

16 Work Experience/ Alternative Provision

16.1 The School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

17 Use of School Premises for non-school activities

The School may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters were appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

18 Children staying with host families

18.1 The school recognises its responsibility to safeguard children who stay with host families as part of exchange visits, educational visits or other school-arranged activities.

18.2 Where the school arranges host family accommodation, appropriate suitability and safeguarding checks will be undertaken in line with KCSIE requirements. Any safeguarding concerns identified before, during or after the placement will be managed

18.3 Where arrangements meet the definition of private fostering, the school will notify the relevant local authority and work with partner agencies to promote the child's welfare and safety.

19 Boarding schools and Residential settings

19.1 The school recognises that children living in boarding or residential settings require robust safeguarding arrangements to ensure their safety, welfare and wellbeing.

19.2 Safeguarding procedures apply throughout the residential day and night. Staff will receive appropriate safeguarding training, maintain professional boundaries and follow established reporting procedures for all concerns, allegations and incidents of child-on-child abuse

19.3 The Designated Safeguarding Lead will work closely with residential leaders and relevant agencies to ensure safeguarding concerns are identified, shared and responded to promptly, using a child-centred approach

20 Summary

20.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies;

The school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- Allegations Against Staff or Volunteers **(CSCP)**
- Allegations Against Members of Staff
- MAC Anti – Bullying Policy
- MAC Anti-Discrimination and Harassment Policy
- MAC Model Attendance Policy
- MAC Behaviour Principles Statement (MAC Behaviour Principles Statement and School Policy)
- Children/Young people with Medical Needs Medicine & First Aid Policy (School Policy)
- Children Missing in Education Procedures
- MAC Complaints Policy
- MAC Critical Incident Plan MAC Business Continuity Plan and School Plan)
- MAC Data Protection Policy and Privacy Notice
- Drugs and Alcohol Policy – MAC Staff Code of Conduct (and School Behaviour Policy)
- MAC Equalities Policy
- Managing Professional Disagreements (**CSCP**)
- MAC Information Security Policy
- MAC Health & Safety Policy
- HR & Governance Policy
- MAC Online Safety Policy
- Intimate Care Policy
- MAC ICT and Internet Acceptable Use Policy
- MAC Lone Working Policy
- MAC Home Visits Policy
- Primary-Secondary Transition Policy
- PSHE Policy (School Policy)
- MAC RSHE Policy
- MAC Safer Recruitment Policy
- Site Security Policy
- MAC SEND Policy
- MAC Staff Code of Conduct
- MAC Trips and Visits Policy
- Self-harm/Mental Health Policy
- Restrictive Interventions including Use of Reasonable Force Policy
- MAC External Speaker Policy
- MAC Code of Conduct Parents, Carers and Visitors)
- MAC Whistleblowing Policy (BDES Policy adopted by MAC)

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2026), Annex A.**

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their class teacher, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See link to curriculum here: Ten Ten Plus

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

The school is aware that Criminal Exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. We as a school will ensure that when delivering Safeguarding training that we inform staff that criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. Any updates involving criminal exploitation is disseminated to all staff with a reminder of their responsibility to refer any concerns in the appropriate manner. All concerns are raised with the DSL, who will liaise with outside agencies including MASH and the police if necessary.

Domestic abuse – The impact of Domestic abuse on children and their families is taken seriously at our school and during the Safeguarding training the effect on the children is highlighted to all staff. The school uses Operation Encompass, which is a unique Police, and Education 25 early intervention safeguarding partnership, which supports children and young people, exposed to domestic abuse. Operation Encompass reports to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening. The information is given in strict confidence to the DSL's to enable support to be given dependent on the needs and wishes of the child and at the direction of the MASH (Multi Agency Safeguarding Hub). Operation Encompass is a Trauma Informed and Trauma Sensitive charity who acknowledge and understand the impact of Domestic Abuse as an Adverse Childhood Experience (ACE). Operation Encompass

mitigates against the damaged caused by exposure to Domestic Abuse and other ACE's (Adverse Childhood Experiences)

Fabricated or induced illness

The school is aware that Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Staff are made aware of this type of child abuse and are made aware of the seriousness of this issue during their safeguarding training and understand the appropriate way to report any concerns.

Faith-based abuse

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007) The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country. Any concerns about a child, which arise in this context, must be taken seriously and reported to the DSL's urgently and a referral will be made to Children's Social Services.

Female genital mutilation (A form of so-called 'honour-based' abuse)

Staff receive training regarding FGM during their Safeguarding training at the start of the academic year and are aware that it is mandatory to report FGM to the police without delay. Legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

• are informed by a girl under 18 that an act of FGM has been carried out on her; or

• observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Forced marriage (A form of so-called 'honour-based abuse)

A forced marriage is a marriage in which one or both of the parties are married without her/his consent or against her/his will. Forced marriage is different from an arranged marriage in which both parties' consent to the assistance of parents/family or a third party in identifying a spouse. Our school aims to ensure that pupils understand and respect one another regardless of age, gender, or sexual orientation. The School does this through its Behaviour Policy, AntiBullying Policy, E-Safety Policy as well as their close working relationship with the Police, Local Authority Attendance Officer, Behavioural Support and Children's Social Services. Forced marriage is a crime or incident, which is often committed to protect or defend the so called 'honour' of family and/or community. The School is aware of the seriousness of this issue and, if a pupil discloses information, about forced marriage whether for themselves, a sibling or other pupil then parents will be contacted and, where necessary a referral will be made to Children's Social Care.

Gangs or youth violence

Our school treats all violent behaviour and the threat of violent behaviour seriously. Supported by our Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy, we will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum and assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The school also has a close working relationship with parents/carers to ensure support with behaviour. When necessary, the police will be contacted.

Gender-based violence

At our school we treat gender-based violence seriously. Supported by our Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy, we will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum and assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The school also has a close working relationship with parents/carers to ensure support with behaviour.

Hate

Our school is aware that a hate crime is any incident carried out against a person because of their sex, race, religion, disability, or sexual orientation. It can include: -

- verbal abuse and harassment
- threats and intimidation
- physical assault and violence, including sexual violence
- property damage
- graffiti
- offensive mail

If a person has suffered - or witnessed – a hate crime they can call the police on 101 or report an emergency by calling 999 and ask for the police. If it is a child at school who is being harassed and a disclosure is made then it is important to listen to the child and follow procedures as set out in the Child Protection and Safeguarding Policy and, inform the parent/carer and if necessary, contact Coventry Social Services. If it is happening in the school, it is important that the staff member inform the principal immediately, seek help from your trade union or tell the police.

Homelessness

Staff are made aware, through their ongoing training, that there may be times when families of children who attend our school may be in the situation where they either are made homeless or are threatened with homelessness. If staff have any concerns about children in their care, then it is important to refer the issue to the DSL's within the school who will in turn will make appropriate enquiries to support the family in need. Homelessness is addressed with the children through charitable work e.g. Harvest Festival. Where there are concerns that a family are going through hardships resulting in homelessness, outside agencies would be contacted. Support for the child and family would be provided within school.

(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)

The school understands that Honour based violence is a crime or incident which is often committed to protect or defend the so called 'honour' of family and/or community. Crimes of so-called 'honour' do not always include violence; crimes committed may include:

• Domestic abuse

• Threats of violence

• Threats to disown you

• Sexual abuse

• Psychological/emotional abuse, for example "Your grandma wants to see you marry before she dies"; "I will kill myself if you bring shame to our family by not getting married"; "If you don't marry him then your sister will have to".

Radicalisation and Extremism –

Our school is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Prevent training takes place during the Safeguarding training and is also updated throughout the academic year. During this training staff will understand:-

• That schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into terrorism.

• We Promote British values and tolerance keeping children safe from the dangers of radicalisation and extremism

• We prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language

• Signs to look out for include use of extremist language or symbolism, sharing of extreme views, changes in behaviour or looking up extremist content online. Young people should be encouraged to talk openly about views so issues can be addressed.

• Far right extremism and 'Islamic' extremism are the most prevalent in the West Midlands. Staff will also be made aware of how referrals need to be made and how the Channel Panel are involved when there is a concern about a referral. Children are taught to respect differences and to show tolerance towards others through our PSHE work and through the ethos of our school.

Relationship abuse

Our school are aware that any abuse in relationships is extremely serious and staff are advised to follow the referral procedures as set out in the Child Protection and Safeguarding Policy. All concerns are logged on CPOMS and are passed onto the DSL's who will make a referral if necessary.

Serious Violence

Staff at our school are asked to refer to the following policies if there is a concern regarding serious violence:

• Behaviour Policy

• Anti-Bullying Policy

• Suspensions and Permanent Exclusions Policy

Sexual violence or sexual harassment (including peer-on-peer abuse)

Staff at our school are asked to refer to the following policies if there is a concern regarding serious violence, sexual violence or sexual harassment:

• Child Protection and Safeguarding Policy

• Child-on-Child abuse

• Whistleblowing Policy

• Working alone with children

• Allegations against staff

Sharing of consensual or non-consensual nude images and videos

Staff within our school are aware that challenge should arise when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages. This engagement with sexual content (previously known as 'sexting') can be consensual or no consensual. The school provides a programme of training to staff regarding e-safety, which is regularly updated as well as supporting children with e-safety to ensure that they are kept safe. The E-Safety Policy supports the work undertaken throughout the school.

Trafficking and modern slavery

At our school, we are aware that Trafficking and modern slavery is a serious issue. We teach pupils about risks, crimes and how to keep themselves safe. If staff receive any concerns about a child, it is their 'duty of care' to refer the issue to the DSL's and in turn to the Children's Social Care.

Children absent from education, home or care

The school will also take action to protect;

- Children **absent from** education
- Children missing from home or care

Children Absent from Education

Attendance Policy

Children Missing from home or care

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than ***28 days***

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in
- physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.