



ST GEORGE'S CATHOLIC SCHOOL

SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

“See that you never despise any of these little ones, for I tell you that their angels in heaven are continually in the presence of my Father in heaven”.

Matthew 18:10

Principles

1 The governing body of St George's Catholic School recognises and accepts its wide-ranging responsibilities for ensuring child-centred child protection and for maintaining a safe environment at school and on our premises. These extend to checking that when other organisations use our school premises they are adhering to guidelines (such as making adaptations to fire risk assessments) and for putting in place strategies to keep our students safe when they are not in school e.g., on school trips. We see it as our duty to review this child protection and safeguarding policy, including online safety, annually. We will ensure training at induction for governors and staff which is regularly updated, so that the governing body can be assured that safeguarding policies are effective and that it can effectively support and challenge the school. Experience has taught us that 'it could, and in some cases has, happened here'. The key to prevention of harm to children is to create and embed a culture of openness, trust and transparency. It is crucial too, that all staff can feel confident and supported about reporting a safeguarding concern about another staff member. All those who work with or in close proximity to children are responsible for keeping alert to signs of abuse and harm to children, and taking appropriate action so that the health and well-being of our students is promoted and protected. When it comes to children's welfare, we must act in the child's best interests, anticipate problems, take pre-emptive action and stand ready to provide help and support to meet the needs of children as soon as they emerge. This includes at school, at home, outside the home and online. The school will promote an inclusive, anti-discriminatory culture in which racism, faith-based prejudice and other forms of discriminatory behaviour are recognised, challenged and addressed as part of its safeguarding responsibilities. We will thoroughly check the age-appropriateness of what is being delivered by visitors and whether relevant safeguarding checks are required.

The main safeguarding responsibilities of schools and Governing bodies include:

1. Providing and maintaining a safe environment (including online safety)
2. Providing help and support to meet the needs of children as soon as problems emerge
3. Creating positive relationships with students, premises on mutual trust and understanding so that they feel heard and able to come forward for help
4. Ensuring all staff are appropriately trained
5. Ensuring staff are aware of the indicators and symptoms of abuse and risk and are vigilant in recognising these and maintaining their professional curiosity
6. Safer recruitment of staff
7. Teaching students about how to stay safe online and offline
8. Recording and reporting concerns about abuse and risks to student welfare.

2 The governing body will ensure (e.g. through induction and regular training) that **all** who come into contact with young people recognise an obligation to protect and safeguard their welfare in a broad sense. To have

oversight on its behalf, a safeguarding governor and a Designated Safeguarding Lead (DSL) have been appointed. The DSL, is a member of the school leadership team with the time, authority and resources necessary to carry out their role efficiently. They will liaise closely with services such as children's social care and ensure external checks on safeguarding. Deputies and staff are also appointed to the safeguarding team (see Appendix A). All safeguarding leaders will have valid Level 3 training at least every two years. Part of their duties will involve leading 'online safety' and they are charged with ensuring the effectiveness of filtering and monitoring systems and making sure that there are (at least yearly), robust external checks on key aspects of safeguarding within the school including the meeting of filtering and monitoring standards and cyber security standards. The governors will want to be assured through governance checks that these systems operate effectively and meet high standards. Safeguarding is everyone's responsibility and the Head of School is expected to ensure that protocols are followed and maintain public trust in the education profession. Safeguarding is everyone's responsibility. All staff must recognise and report concerns; the DSL and deputies lead safeguarding practice and referrals; the Headteacher ensures procedures are implemented; the safeguarding governor provides oversight and challenge; and the governing body assures itself that safeguarding arrangements are effective and lawful. An annual effectiveness review of online safety, including filtering and monitoring, will be undertaken and recorded.

3 Keeping Children Safe in Education The governing body commits school staff to working with local partners (e.g. local authority, Integrated Care Board and police) to implement a 'whole systems approach' to safeguarding. The school will act in the child's best interest and take into account their wishes and feelings. All staff must read and understand Part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2026, in full and review it at least annually. The former condensed Annex A no longer applies. We will take pains to ensure that local operational safeguarding documents reflect the local criteria for action and local protocols for assessment.

4 As a faith school with a mission to support and protect the weak, we commit to identifying, and supporting those at risk. This includes children affected by significant harm, serious violence, County Lines, radicalisation, female genital mutilation(FGM), SEND, disability, or mental health difficulties. In line with the SEND Code of Practice, we will use the term 'autism' rather than 'autism spectrum disorder'. Staff will be especially vigilant with pupils whose vulnerability may make signs of abuse more difficult to recognise. Site security, visitor vetting and safer recruitment are essential components. We will also be alert to children showing early signs of abusive, violent or harmful behaviour, those repeatedly removed from lessons, on part-time timetables or at risk of permanent exclusion, young carers, and children who are pregnant or parents themselves, and will consider Early Help or Family Help as soon as needs emerge. All staff will recognise prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, as harm in its own right. They will be alert to its impact on a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help, and will consider such concerns within safeguarding practice where appropriate.

5 Staff will be trained to identify inappropriate behaviour, escalate concerns, and understand their safeguarding responsibilities. Online safety training will include awareness of filtering and monitoring systems and AI-related risks. Staff will be trained to use CPOMs. The school will now reflect the updated online safety risks (**KCSIE 2026**) including misinformation, disinformation, and conspiracy theories. Staff will be aware that children may not disclose abuse and will be proactive in reporting concerns. Training and procedures will include the harmful use of generative AI, including manipulated or wholly AI-generated nude or semi-nude images. Mental health concerns may be an indicator of abuse, may arise from abuse, or may themselves become a safeguarding concern.

6 Risks to children come from many sources including online harm, county lines, gang involvement, and child-on-child abuse. Abuse in relationships, bullying, sexual harassment, and harmful sexual behaviour (including upskirting, sexting, and misogynistic behaviour) are all included in our zero-tolerance approach. Schools must recognise gang and exploitation risks, apply appropriate physical restraint, plan educational visits with safety in mind, and monitor online activity (including generative AI use). We have filtering and monitoring systems aligned with DfE standards and will use the 'Plan Technology for your School' tool to self-assess compliance. Our response will reflect the updated guidance in KCSIE 2026. Harmful sexual behaviour exists on a continuum and may escalate into sexual harassment or sexual violence; all incidents, including misogynistic or misandrist

behaviour, will be considered within a safeguarding context and addressed early. Serious violence, threats, weapons and suspected weapon-carrying are safeguarding concerns. Where lawful and necessary, authorised staff may search pupils and their possessions without prior parental consent and may use reasonable, proportionate force to prevent injury, an offence, damage or serious disorder, or to conduct a lawful search for a statutory prohibited item. Such incidents will be recorded, referred to the DSL and parents informed afterwards where required by law and guidance. The school will take a very careful, safeguarding-led approach to requests concerning social transition: staff must not initiate or agree changes independently; the matter must be referred to senior leaders/DSL and parents will normally be involved, except where this would create a greater safeguarding risk. Pupils will not use toilets, changing rooms, showers or residential accommodation designated for the opposite biological sex, and lawful single-sex sporting exceptions will be applied by biological sex. For Years 7-11 the school is phone-free on the journey to school, at school and on the journey home, subject only to expressly authorised exceptions. Any phone of which staff become aware will be confiscated; refusal to hand it over immediately is a serious breach likely to result in suspension and, in the most serious or persistent cases, may lead to permanent exclusion. Full provisions are set out in the Behaviour and Mobile Phone Policies. The school operates a variety of effective mechanisms through which children can report abuse. Allegations will be recorded, investigated and dealt with appropriately, with sufficient resources allocated to support children affected. Child-on-child abuse includes discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents. Sexual abuse involves forcing, causing or inciting a child to take part in sexual activities, whether or not the child is aware of what is happening. Children are more likely to know their abuser than not; children under 13 can never provide valid consent to sexual activity.

7 Single Central Record (SCR)/Disclosure and Barring Service (DBS):

We will keep an up-to-date SCR including:

- Enhanced DBS and Barred List check for all staff, volunteers, supply teachers and contractors. A volunteer who teaches, trains, instructs or supervises children frequently or on more than 3 days in a 30-day period will be treated as undertaking regulated activity and checked accordingly, even if supervised. Where the school is subject to the EYFS framework, a volunteer must not begin working within the setting covered by that framework until the school has received the volunteer's enhanced DBS certificate including barred list information.
- Prohibition of teaching checks
- Re-checking procedures
- Use of up-date services, 'check a teacher's record' and 'individuals prohibited from managing or governing schools'

8 The school will create a secure and supportive environment where pupils feel listened to. Procedures will be in place for allegations against staff and for recording low-level concerns (LL). These will include any conduct that raises a 'nagging doubt' about an adult's behaviour. Low-level concerns will be recorded, reviewed for patterns and acted upon appropriately. These arrangements apply also to supply and contracted staff and to allegations arising from organisations using school premises; the Local Authority Designated Officer (LADO) will be informed where required.

- Teachers will personally report to the police known cases where FGM appears to have been carried out on a girl under 18; concerns that a child may be at risk of FGM will follow normal safeguarding procedures.
- Staff will monitor safeguarding risks around children missing in education*, or placed in alternative provision
- Staff will maintain professional boundaries and avoid private digital communication with pupils.

9 The DSL and deputies (Appendix A) are the first point of contact. In their absence, staff should speak to a member of the senior leadership team or contact children's social care.

The email to use for contacting the Safeguarding Team is safeguarding@stgeorgesrc.org and concerns should be logged on CPOMS.

To contact local Children's Services:

WESTMINSTER: accesstochilrens-services@westminster.gov.uk

Access to Children's Services team WESTMINSTER 0207 641 4000 Mon- Fri 9am-5pm Emergency Duty Team 0207 641 6000 (outside of these times) ask for emergency duty social worker for children.

BRENT: familyfrontdoor@brent.gov.uk

CAMDEN: LBCMASH@camden.gov.uk

In an emergency, if there is a RISK TO LIFE we will call 999

10 The school will:

- Maintain safeguarding responsibilities with the nominated governor Delores Mclean-Boyd
- Ensure every member of staff, volunteer and governor knows the name of the designated safeguarding lead (DSL) responsible for child protection and their role and is cognisant of the school's policy and procedures.
- Implement annual training, including Prevent Duty and whistleblowing. Safeguarding knowledge will be reinforced through regular, normally termly, updates, and staff will have opportunities to contribute to safeguarding arrangements and policy.
- Pay particular attention to vulnerable groups, including children with EHCPs, those in care, young carers and children in kinship care (KCSIE 2026); children repeatedly removed from lessons, on part-time timetables or at risk of permanent exclusion; children showing early signs of abusive, violent or harmful behaviour; and children who are pregnant or parents themselves.
- Promote the Lucy Faithfull foundation's 'Shore Space' (KCSIE 2026) for young people concerned about their own or other's harmful sexual behaviour
- Respond quickly and appropriately to sexual harassment, child-on-child abuse, radicalisation risk and missing children cases.

11 We recognise that pupils who have experienced or witnessed abuse may struggle with behaviour or emotional well-being. The school will support these pupils through:

- Curriculum content.
- Counselling opportunities.
- A positive, secure school ethos.
- Strong pastoral systems and inter-agency working Information will be shared lawfully, proportionately and on a need-to-know basis whenever this is in the best interests of the child.
- Transfer of safeguarding records when pupils change schools.

12 This policy will be publicly available. All safeguarding material will also be available on the school's shared intranet area or through the Headteacher's PA.

This policy is to be reviewed annually and read alongside:

The school Safeguarding Procedures booklet

Staff handbook

Whistleblowing, Complaints, Anti-Bullying and Disciplinary Policies, Behaviour, Restraint, and Health and Safety Policies

Managing Allegations made against Staff policy

Keeping Children Safe in Education September 2026

Working Together to Safeguard Children 2026

Updated DfE guidance on attendance and AI filtering and monitoring

Managing risk of radicalisation in your education setting GOV.UK Sept 2023

*A pupil whose whereabouts are unknown includes a pupil who remains registered at the school but fails to attend, including at the beginning of a term, and whose location, safety or educational arrangements cannot be established. This may include a pupil believed to be abroad where parents or carers do not respond to the school's enquiries or provide adequate information. The school will act immediately to establish the pupil's whereabouts, make a referral to the local authority's Children Missing Education team where appropriate, and continue joint reasonable enquiries. The pupil will remain on the school roll unless and until one of the statutory grounds for deletion is met and the required enquiries and local-authority procedures have been completed.

** Persistent Absence in education is defined as missing more than 10% of sessions.

Date of last review: 21st September 2026

Date of next review: September 2027

Appendix A

Designated Safeguarding Lead

Tonya Frost

Deputy Safeguarding Lead

Katie Mulligan

Deputy Safeguarding Lead

Laura O'Sullivan

Safeguarding Team

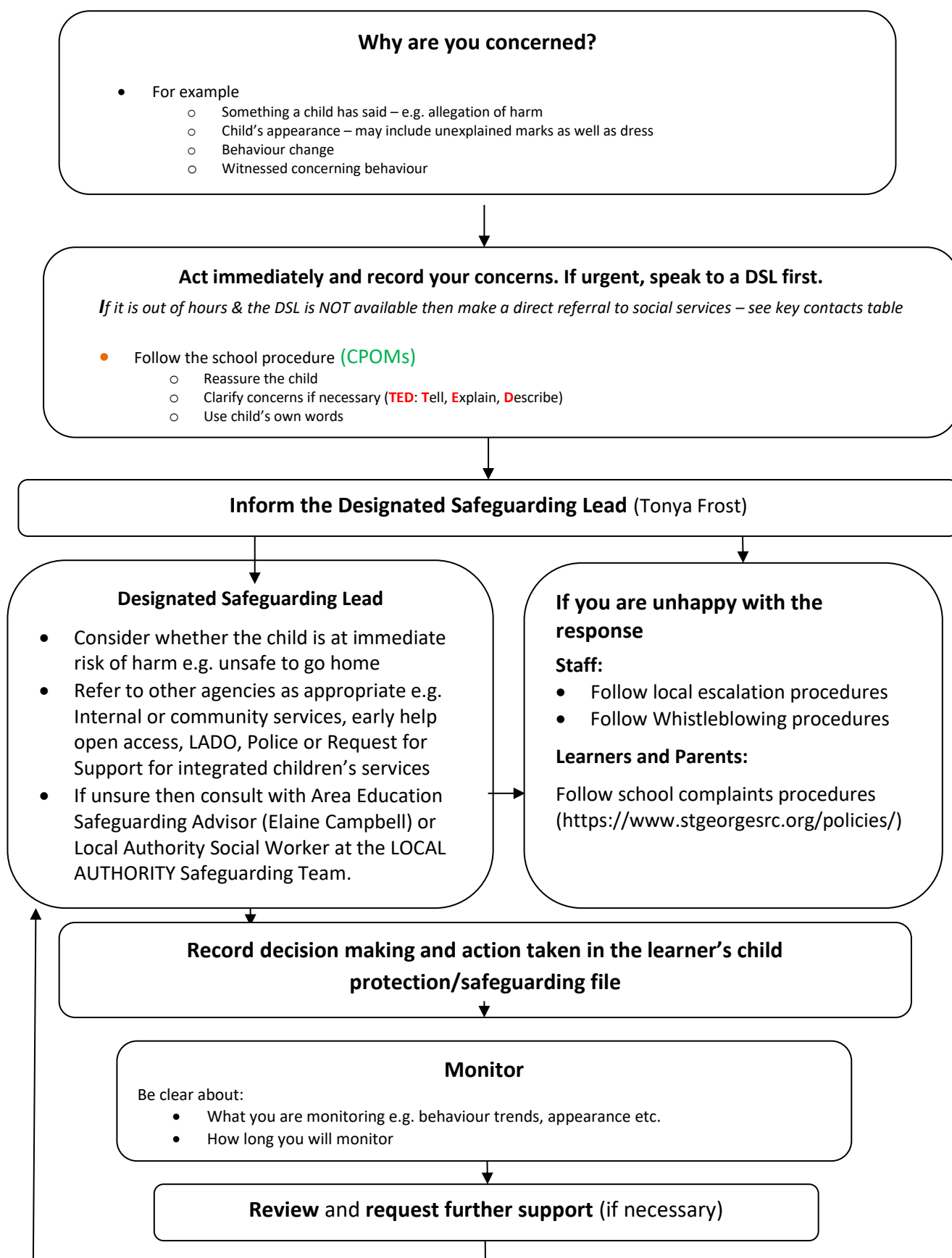
Stephanie Masselis

Safeguarding Team

Michael Roche

Safeguarding Team

Fauziya Khanafer



At all stages, the child's circumstances will be kept under review

The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount**