Approval Body: SJAT Governing Body

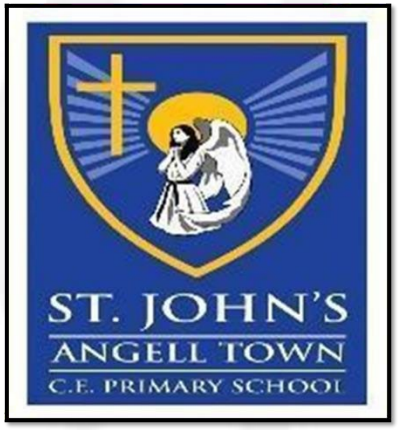
Approval Date: September 2026

Version: September 2026

Policy Ref:

KEEPING CHILDREN SAFE POLICY HANDBOOK

CHILD PROTECTION POLICY - 2026 - 2027



Name of School: St John's Angell Town CE Primary School

Date: September 2026

POLICY REVIEW

This policy will be reviewed in full by the Governing Body of the school no less than annually.

The policy was last reviewed and agreed by the Governing Board September 2026

It is due for review on September 2027

Signature ……P. Williams…… Date ……1.9.2026……

Head Teacher

Signature ……C Taylor ……Date……1.9.2026……

Chair of Governors

CONTENTS

1	Introduction
2	Statutory Framework
3	Sexual Violence and Harassment
4	The Designated Safeguarding Lead and Deputy Designated Lead
5	The Local Governing Body
6	When to be concerned
7	Dealing with a Disclosure
8	Record Keeping
9	Confidentiality
10	School Procedures
11	Communication with parents
12	Allegations Involving School Staff/Volunteers
Appendix 1	Link to Keeping Children Safe in Education (DfE, 2022) Part One: Information for all school and college staff Annex A: Further information
Appendix 2	Declaration for staff: Child Protection Policy and Keeping Children Safe in Education (DfE, 2025)
Appendix 3	Actions where there are concerns about a child – Flowchart
Appendix 4	Operation Encompass – Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

1. INTRODUCTION

1.1. **Safeguarding and promoting the welfare of children is defined 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.

This child protection policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with: the behaviour policy; the SEND policy; the online safety policy; the staff behaviour policy (sometimes called a code of conduct); the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff, including those who do not work directly with children, must read Part One of Keeping Children Safe in Education 2026 in full. Copies of the school's safeguarding policies and KCSIE Part One will be provided to all staff at induction. The school will ensure that mechanisms are in place to support staff to understand and discharge their safeguarding responsibilities.

1.2. PURPOSE OF A CHILD PROTECTION POLICY

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

LOCAL MULTI-AGENCY SAFEGUARDING ARRANGEMENTS

The school follows the procedures and local multi-agency safeguarding arrangements established by the Lambeth Safeguarding Children Partnership and the local safeguarding partners.

1.3. SCHOOL STAFF & VOLUNTEERS

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All staff will receive appropriate safeguarding and child protection training, including online safety, at induction. This training will be regularly updated and will include an understanding of the expectations, applicable roles and responsibilities relating to filtering and monitoring. All staff will also receive safeguarding and child protection updates, including online safety updates, as required and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. The school will provide staff with at least annual training on its approach to online safety.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead -including the child protection policy and the staff behaviour policy. (May be known as the staff code of conduct)

1.4. **MISSION STATEMENT**

At SJAT we will:

1.5.

Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referrals Social Services if a child has been identified as being at risk of abuse, harm or neglect. In addition, children and families may be supported through early help provided within school and via external partners.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

IMPLEMENTATION, MONITORING AND REVIEW OF THE CHILD PROTECTION POLICY

The policy will be reviewed at least annually by the Governing Body. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures. The safeguarding governor will oversee and report on the culture and practices to keep children safe across the school. Chris Taylor (Chair of Governors) is the lead governor for safeguarding at SJAT. He can be contacted via email: admin@st-johns.lambeth.sch.uk or telephone: 0207 2744847

2. **STATUTORY FRAMEWORK**

2.1. In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

2.1.1. The Children Act 1989

2.1.2. The Children Act 2004

2.1.3. Children and Social Work Act 2017

2.1.4. Education Act 2002 (Section 175/157)

Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".

2.1.5. Lambeth Safeguarding Children Partnership multi-agency safeguarding arrangements and procedures

2.1.6. Keeping Children Safe in Education (DfE, September 2026)

2.1.7. Working Together to Safeguard Children (DfE 2026)

2.1.8. Statutory Framework for the Early Years Foundation Stage (DfE, 2025), particularly section 3: Safeguarding and welfare requirements

2.1.9. The Education (Pupil Information) (England) Regulations 2005

2.1.10. Sexual Offences Act (2003)

2.1.11. Section 26, The Counter Terrorism and Security Act 2015 (Prevent duty)

2.1.12. Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

2.1.13. Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).

2.2. Serious Violence Strategy 2018

2.3. Governing bodies and proprietors must ensure that the school's safeguarding arrangements take account of the procedures and practices of the local authority and the locally agreed multi-agency safeguarding arrangements established by the safeguarding partners.

3. SEXUAL VIOLENCE AND HARASSMENT

3.1. This section should be read in conjunction with the section on child-on-child abuse.

3.2. This school will adopt an approach which assumes that sexual violence and harassment 'can happen here.' This form of abuse can take place online or offline. Whilst both boys and girls may be victims of this kind of abuse, this school is aware that it is mostly girls who are victims.

3.3. The school will adopt a whole-school approach to harmful sexual behaviour, sexual harassment and sexual violence, as set out in Part Five of Keeping Children Safe in Education 2026. The school recognises that these behaviours exist on a continuum and may occur both online and offline.

- A member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff, parent or pupil who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

- The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. This may include consultation with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response

3.4. **Understanding harmful sexual behaviour**

Sexual behaviour exists on a continuum, ranging from developmentally expected behaviour to inappropriate, problematic, abusive or violent behaviour. When responding to sexual behaviour, staff will consider the children's ages and stages of development, any difference in power or ability, consent, coercion, the nature and frequency of the behaviour and the wider context in which it occurred.

Staff must report any concerns about sexual behaviour to the Designated Safeguarding Lead or a deputy. The DSL may use recognised resources, including the Brook Sexual Behaviours Traffic Light Tool, to support professional assessment and decision-making. Such resources will not replace a safeguarding assessment or referral to relevant agencies where required.

3.5. **Making or sharing nudes and semi-nudes**

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether the imagery appears to have been shared consensually or non-consensually. This includes photographs, videos and livestreams, as well as imagery that has been digitally altered or wholly generated using artificial intelligence, including "deepfakes" or "deep nudes."

Any incident must be reported immediately to the Designated Safeguarding Lead or a deputy. Staff must not view, copy, print, share, store, save or forward the imagery, nor ask a child to share or download it. If imagery has been viewed accidentally, staff must report this to the DSL and explain how it occurred.
Staff must not investigate the incident or ask detailed questions. They must not blame or shame any child involved. The child should be reassured that they are being taken seriously and will be supported.

The DSL will conduct an initial safeguarding review and determine the appropriate response in accordance with KCSIE 2026 and current UK Council for Internet Safety guidance. This will include consideration of whether a referral to children's social care and/or the police is required.

3.6. Any report that a child has caused or coerced another person to engage in sexual activity without consent will be treated as a serious safeguarding concern and reported immediately to the Designated Safeguarding Lead or a deputy. The school will respond in accordance with Part Five of KCSIE 2026, considering the immediate safety and support

needs of the victim, the needs of the alleged perpetrator and any other children affected. Appropriate risk assessments, safety planning and referrals to children's social care and/or the police will be completed where required.

3.7. The school will maintain a whole-school preventative approach to harmful sexual behaviour, sexual harassment and sexual violence. This will include an appropriate safeguarding curriculum, clear reporting systems, staff training and a culture in which concerns are taken seriously and children feel safe to report them. All reports will be recorded, responded to promptly and managed in accordance with Part Five of KCSIE 2026.

4. DESIGNATED SAFEGUARDING LEAD AND DEPUTY DESIGNATED LEAD

Local governing bodies should ensure an appropriate Safeguarding member of staff, from the school or college leadership team, is appointed to the role of DSL.

During term time the DSL and or a Deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be:

During term time, the Designated Safeguarding Lead or a deputy will be available during school hours to discuss safeguarding concerns. If the DSL is unexpectedly unavailable, clear cover arrangements will ensure that a deputy receives and acts on concerns without delay. Urgent safeguarding concerns must not be left awaiting an email response and must be reported immediately to an available deputy DSL, the Headteacher or the appropriate statutory service.

4.1. The Designated Safeguarding Lead for child protection in this school is:

NAME: Mrs. Nicola Coyle

There should be a Deputy Designated Safeguarding Lead (DDSL) in the absence of the lead DSL.

The Deputy Designated Safeguarding Leads for Child Protection in this school are:

NAME: Mr Patrick Williams and Ms Lenesha Williams

4.2 **The Broad Areas of Responsibility for The Designated Safeguarding Lead Are:**

Championing the educational achievement of pupils where there are child protection concerns

Managing Child Protection Contact Referrals and cases

Contacting Lambeth Children's Social Care for advice where child protection concerns may meet the threshold for statutory intervention, and making referrals without delay where required.

Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern .

Liaise with the Head Teacher to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Referrals by liaising with relevant agencies

Support staff who make Child Protection Referrals and other service referrals

Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

4.3. **Training**

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent Duty awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via ebulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

4.3.1. Understand the assessment processes for community-based Early Help, the targeted early-help level of Family Help and statutory intervention, including Lambeth's local thresholds and referral arrangements;

4.3.2. Have a working knowledge of how Lambeth Borough conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

4.3.3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff;

4.3.4. Be alert to the specific needs of children in need, those with special educational needs and young carers so that these children reach their academic potential

4.3.5. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

4.3.6. Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the school

4.3.7. Are able to understand and respond to the specific risks relating to sexual violence and harassment

4.3.8. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online. Staff know that reasonable adjustments will be made in all areas of the life of the school for disabled pupils.

4.3.9. Be able to keep detailed, accurate, secure written records of concerns, Child Protection Referrals alongside referrals to other agencies

4.3.10. Obtain access to resources and attend any relevant or refresher training courses;

4.3.11. Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

4.4. Raising Awareness

4.4.1. The Designated Safeguarding Lead should:

4.4.1.1. ensure the school's policies are known, understood and used appropriately;

4.4.1.2. take the lead responsibility for understanding the IT filtering and monitoring systems in place.

4.4.1.3. Ensure that staff know that children may not feel ready or know how to tell someone they are being abused. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns.

4.4.1.4. work with the local governing body to ensure that the school's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.

4.4.1.5. Ensure the child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from Lambeth Safeguarding Board about suspected abuse or neglect may be made. Ensure parents are aware of the school statutory role regarding safeguarding of children.

4.4.1.6. Link with Lambeth Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding;

4.4.1.7. Ensure staff are aware that, where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs;

4.4.1.8. Ensure that, when a child leaves the school, their child protection file is transferred to the new school or college as soon as possible, and within five days for an in-year transfer or within the first five days of the start of a new term. The file must be transferred separately from the main pupil file, using secure arrangements, and confirmation of receipt must be obtained.

4.4.1.9. Obtain confirmation that the receiving school has received the safeguarding file. Any information retained by the school will be managed and disposed of in accordance with the school's records-retention schedule and applicable data-protection requirements.

4.4.1.10. Consider if it would be appropriate to share any information with the new school in advance of a child leaving, for example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

5. **The Local Governing Body**

5.1. Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school are always effective and comply with the law.

5.2. The Local Governing Body of St John's Angell Town CE Primary will have a Safeguarding governor to take leadership responsibility for the school's safeguarding arrangements.

5.3. All governors should receive training on child protection and safeguarding as part of their induction and at regular intervals thereafter.

5.4. The nominated governor for child protection is:

NAME: Chris Taylor (Chair of Governors)

The responsibilities placed on the local governing bodies include:

5.4.1. the school's contribution to multi-agency working, including access to universal and community-based Early Help and the targeted early-help level of Family Help when children's additional needs are identified; contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified;

5.4.2. ensuring that an effective child protection policy is in place, together with a staff behaviour policy;

5.4.3. ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2024) – Annex A and are aware of specific safeguarding issues;

5.4.4. ensuring that staff induction is in place with regards to child protection and safeguarding;

5.4.5. appointing an appropriate Safeguarding member of staff to act as the Lead Designated Safeguarding Lead. It is a matter for the individual school to choose to have more than one Deputy Designated Safeguarding Lead;

5.4.6. ensuring that all of the DSLs, including deputies, should undergo formal child protection training every two years, in line with KCSIE and Lambeth Safeguarding Children's Partnership arrangements and procedures, and receive regular, at least annual, safeguarding updates via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments, for example.

5.4.7. prioritising the welfare of children and creating a culture where staff are confident to challenge Safeguarding leaders over any safeguarding concerns;

5.4.8. where they are involved in recruitment, the requirements of "Safer Recruitment are met. They should ensure that short-listed candidates are made aware that online searches will be made as part of due diligence.

5.4.9. ensuring that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum;

5.4.10. ensuring appropriate, up to date and fit for purpose filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. They should understand, and check that staff understand, the expectations, applicable roles and responsibilities for IT filtering and monitoring systems. Additional information to support governing bodies and proprietors is provided in Keeping Children Safe in Education (DFE 2024). They should be assured that staff are aware of harmful online challenges and hoaxes. They should be assured that staff know how to escalate concerns identified by the school's IT filters. The effectiveness of the school's filtering and monitoring systems will be reviewed at least once every academic year. The review will be led by the member of the Senior Leadership Team responsible for filtering and monitoring, with support from the DSL and IT support. It will include checks that filtering is working appropriately on all internet-connected devices in all relevant school locations. A written record of the review and checks will be maintained.

5.4.11. seek assurance that providers using the premises for non-school activities have appropriate safeguarding and child protection policies and procedures in place. They should ensure that there are arrangements in place for the providers to liaise with the school on these matters where appropriate.

6. When To Be Concerned

6.1. Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

6.2. 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. 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 maybe used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children.

Abuse, neglect and exploitation.

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.	
CHILD	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
PARENT	FAMILY/ENVIRONMENT
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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 over protection 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.	
CHILD	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre-school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
PARENT	FAMILY/ENVIRONMENT
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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 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.	
CHILD	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
PARENT	FAMILY/ENVIRONMENT
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.

Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

SEXUAL ABUSE	
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.	
CHILD	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant

Sexually exploited or indiscriminate choice of sexual partners	
PARENT	FAMILY/ENVIRONMENT
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

6.3. If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Safeguarding Lead (or deputy). The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

6.4. Any member of staff may make a referral directly to Lambeth Children's Social Care where necessary. Staff should inform the DSL or a deputy as soon as possible that a referral has been made, unless doing so would place the child at further risk.

6.5. All staff should be aware of the process for making Child Protection Referrals to Children's Services for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a Referral, along with the role they might be expected to play in such assessments.

6.6. Staff should not assume a colleague or another professional will take action but should share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate provision.

Options will then include:

6.6.1. managing any support for the child internally via the school's own pastoral support processes;

6.6.2. making a referral for community-based Early Help or the targeted early-help level of Family Help through Lambeth's current referral pathway.

6.6.3. a Child Protection Contact Referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

6.7. **Extra-familial harm**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should consider the context within which such incidents and/or behaviours occur. Assessments should consider whether the child is at risk of harm outside their family, including within peer groups, the community and online. Children may be

vulnerable to multiple extra-familial harms, including sexual or criminal exploitation, serious youth violence, county lines and radicalisation.

6.8. A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, each professional should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

The school staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

6.9. **Support before statutory intervention**

6.10. All staff should understand the processes for accessing universal and community-based Early Help and the targeted early-help level of Family Help. Staff must understand their role in identifying emerging needs, sharing information, contributing to assessments and monitoring whether a child's circumstances are improving so that consideration can be given to a Child Protection Referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSL or a Deputy will generally lead on liaising with other agencies and setting up further assessments as appropriate.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

6.10.1 All staff should be particularly alert to the potential need for additional support for a child who:

- has a disability, health condition or specific additional need;
- has special educational needs, whether or not they have an EHC plan;
- has a mental health need;
- is a young carer;
- is pregnant or is a parent;
- is showing early signs of abusive, violent or harmful behaviour;
- is being drawn into antisocial or criminal behaviour;
- is frequently missing from education, home or care;
- has experienced repeated removal from the classroom, multiple suspensions or a part-time timetable, or is at risk of permanent exclusion;
- is at risk of exploitation, modern slavery, trafficking, county lines or organised crime;
- is at risk of radicalisation;
- has a parent or carer in custody or is affected by parental offending;
- lives in circumstances involving substance misuse, adult mental-health difficulties or domestic abuse;
- is misusing alcohol or drugs;
- is at risk of honour- or faith-based abuse, including FGM or forced marriage; or
- is privately fostered.

6.11. We will not discriminate unlawfully against pupils because of their protected characteristics, as defined in the Equality Act 2010. Leaders will make reasonable adjustments to provision as appropriate.

6.12. Staff will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

6.13. Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

6.13.1. This can include:

6.13.1.1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;

6.13.1.2. Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs;

6.13.1.3. Communication barriers and difficulties;

6.13.1.4. Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);

6.13.1.5. Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;

6.13.1.6. A disabled child's understanding of abuse;

6.13.1.7. Lack of choice/participation;

6.13.1.8. Isolation.

6.13.1.9. A child not understanding that what is happening to them constitutes abuse;

6.13.1.10. Difficulties with cognitive understanding, including distinguishing between fact and fiction in online content, understanding the consequences of repeating online content or behaviour, or recognising online risks.

6.14. **Child on child abuse, including harassment and violence**

6.14.1. All staff will be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

6.14.1.1. bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying);

6.14.1.2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

6.14.1.3. sexual violence, such as rape, assault by penetration and sexual assault;

6.14.1.4. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse. This may include abuse in intimate personal relationships between peers of any age or gender.

6.14.1.5. up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

6.14.1.6. the consensual or non-consensual making or sharing of nudes or semi-nudes, including digitally manipulated or AI-generated imagery; and

6.14.1.7. initiation/hazing type violence and rituals.

6.14.2. All staff will be aware that abuse is abuse and child-on-child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they will recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.

6.14.3. Schools may wish to use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at: https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

6.14.4. In order to minimise the risk of child-on-child abuse SJAT will:

6.14.4.1. provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe. e.g. pants rule in key stage 1 and EYFS
inappropriate use of social media in KS2

6.14.4.2. have systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.
-Open door policy with all staff
-Regular Circle Times
-Concerns box within each classroom
-Place2Be consultations

6.14.4.3. ensure victims, perpetrators and any other child affected by Child-on-Child abuse will be supported

6.14.4.4. develop robust risk assessments where appropriate

6.14.4.5. have relevant policies in place

6.14.5. Follow Lambeth Safeguarding Children Partnership procedures and local referral arrangements when responding to and reporting child-on-child abuse.

6.15. **Serious violence**

All staff should be aware of indicators, which may mean that children are at risk from, or involved with, serious violent crime. Indicators may include increased absence, a change in friendships, a change in relationships with older individuals or groups, a decline in performance, signs of self-harm and/or unexplained injuries, unexplained gifts and/or new possessions.

6.16. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Further definitions, indicators and guidance on child sexual exploitation and child criminal exploitation are provided in Annex A of KCSIE 2026.

6.17. **Mental Health**

All staff should be aware that mental health problems can develop into safeguarding concerns, including self-harm, eating disorders, suicidal thoughts or risk of suicide. Mental health difficulties may also indicate that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to diagnose a mental health condition. However, staff are well placed to notice significant changes in a child's behaviour, sleep, social interaction, interests, appearance or emotional wellbeing.

Any mental health concern that is also a safeguarding concern must be reported immediately to the DSL or a deputy. If a child is in immediate danger, staff must call 999 or arrange for the child to attend A&E with a parent, carer or another suitable person. Where urgent mental-health support is needed but the situation is not an emergency, staff should contact NHS 111 and select the mental-health option.

6.18. **PREVENT: Safeguarding Children and Young People from Radicalisation**

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism."

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent 'notice, check, share' approach, which may lead to the DSL making a Prevent referral.

6.19. **Domestic Abuse, including here children see, hear or experience its effects.**

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 4 for information regarding Operation Encompass

7. DEALING WITH A DISCLOSURE

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

7.1. If a child discloses that he or she has been abused in some way, the member of staff/ volunteer will:

7.1.1. listen to what is being said without displaying shock or disbelief;

7.1.2. accept what is being said;

7.1.3. allow the child to talk freely;

7.1.4. reassure the child, but not make promises which it might not be possible to keep;

7.1.5. never promise a child that they will not tell anyone, as this may ultimately not be in the best interests of the child;

7.1.6. reassure him or her that what has happened is not his or her fault;

7.1.7. stress that it was the right thing to tell;

7.1.8. listen, only asking questions when necessary to clarify;

7.1.9. not criticise the alleged perpetrator;

7.1.10. explain what has to be done next and who has to be told;

7.1.11. make a written record (see Record Keeping);

7.1.12. Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a Safeguarding member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or
Children's Services where necessary is not delayed.)

7.2. Support

Dealing with a disclosure from a child and safeguarding issues generally can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If a school /college staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– Allegations involving school staff/volunteers.

8. RECORD KEEPING

All school staff will be confident of the processing conditions under the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff will discuss with the designated safeguarding lead.

8.1. When a child has made a disclosure, the member of staff/volunteer will:

8.1.1. Record as soon as possible after the conversation. Use the schools Child Protection Recording system which, is CPOMS.

8.1.2. Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child

8.1.3. Use a body map to indicate the position of any injuries and a clear description of the injury

8.1.4. record statements and observations rather than interpretations or assumptions;

8.1.5. not destroy the original records in case they are needed by a court.

8.2. All records will be given to the Designated Safeguarding Lead promptly. No copy will be retained by the member of staff or volunteer.

8.3. The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

9. CONFIDENTIALITY

9.1. Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers at SJAT.

9.2. All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.

9.3. Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

10. SCHOOL PROCEDURES

10.1. If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Referral will be completed. If a Child Protection Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

10.2. While it is the DSL's role to make Child Protection Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g., concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Referrals are made by another member of staff, the DSL should be informed as soon as possible.

10.3. If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police via 101. This is a mandatory reporting duty.

10.4. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of child-on-child abuse.

10.5. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations.

10.6. Particular attention should be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

10.7. If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

10.8. The DSL is responsible for making the Senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

11. COMMUNICATION WITH PARENTS

11.1. SJAT will ensure the Child Protection Policy is available publicly either via the school website and by other means.

11.2. Parents should be informed prior to a referral, unless it is considered to do so might place the child at increased risk of significant harm by:

11.2.1. the behavioural response it prompts such a where a child being subjected to abuse, is forced to remain silent;

11.2.2. leading to an unreasonable delay;

11.2.3. leading to the risk of loss of evidential material.

11.3. The school will also consider not informing parent(s) where this would place a member of staff at risk.

11.4. The school will endeavour to ensure that parents understand the responsibilities placed on the school staff for safeguarding children.

11.5. Where reasonably possible schools and colleges should hold more than one emergency contact number for each pupil.

12. SAFEGUARDING CONCERNS OR ALLEGATIONS INVOLVING STAFF, SUPPLY STAFF, TRAINEE TEACHERS, VOLUNTEERS AND CONTRACTORS

12.1. A safeguarding concern or allegation may relate to a member of staff, supply member of staff, trainee teacher, volunteer or contractor who may have:

12.1.1. behaved in a way that has, or may have harmed a child;

12.1.2. possibly committed a criminal offence against/related to a child;

12.1.3. Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children; or

12.1.4. Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

12.1.5. This relates to members of staff, supply staff trainee teachers, volunteers and contractors who are currently working in any school or college regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

12.1.6. In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher or where a staff member feels unable to raise an issue with

their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the DSL if appropriate make any referral via them.

12.1.7. Where allegations are received about an individual using the premises for the purpose of running activities for children, the LADO should be informed.

12.1.8. The Chair of the Local Governing Body in this school is:

NAME: Chris Taylor
CONTACT NUMBER: 0207 2744847

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: Anna Manning
CONTACT NUMBER: 0207 2744847

12.1.9. The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. without delay.

Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

12.1.10. Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

12.1.11. The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

12.1.12. The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer.

12.1.13. Children's Services – 0207 926 3100 or 0207 926 3344
SOOHS (Out of Hours Service-Children's Services) -0207 926 5555

12.1.14. If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer
Consortium document Guidance for safer working practice for those working with children and young people in education settings (May 2019)

12.1.15. If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance SJAT and other https://www.saferrecruitmentconsortium.org/ external safeguarding partners.

12.1.16. If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support The document seeks to ensure that the responsibilities of school leaders towards on how the allegations should be managed. children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment

12.1.17. The Head Teacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

(School Standards and Framework Act 1998).

12.1.18. Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being Please see the school behaviour management policy for more information. addressed, other whistleblowing channels may be open to them:

Children's Services 0207 926 3100 or 0207 926 3344

NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

12.1.19. Lessons from safeguarding concerns about adults should include all cases and not just those which are substantiated.

12.2. Low-level concerns

Any concern about the conduct of a member of staff, supply staff member, trainee teacher, volunteer or contractor that does not meet the harm threshold must still be shared with the Headteacher in accordance with the school's staff behaviour policy. A low-level concern about the Headteacher must be shared with the Chair of Governors. Concerns will be recorded, reviewed and responded to appropriately so that any patterns of concerning or inappropriate behaviour can be identified. Where there is doubt about whether the harm threshold has been met, advice will be sought from the LADO**.**

13. Safer working practice

13.1. To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment

Appendix 1

KEEPING CHILDREN SAFE IN EDUCATION 2026

Part One: Safeguarding information for all staff

All members of staff, including those who do not work directly with children, must read Part One of Keeping Children Safe in Education 2026 in full. The school will ensure that staff have an opportunity to seek clarification and receive support to understand and fulfil their safeguarding responsibilities.

Staff will be asked to confirm that they have read and understood Part One and will be directed to any relevant updates.

Current guidance:

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

School Name: St John's Angell Town CE Primary School
Academic Year 2026-2027

I, _____, confirm that I have read and understood:

1. the school's Child Protection and Safeguarding Policy;
2. Part One of Keeping Children Safe in Education 2026; and
3. the school's Staff Behaviour Policy/Code of Conduct.
4.

I understand my safeguarding responsibilities and know how to report a concern about a child or an adult working in the school.

I am aware that the school's DSL and deputy DSLs are:

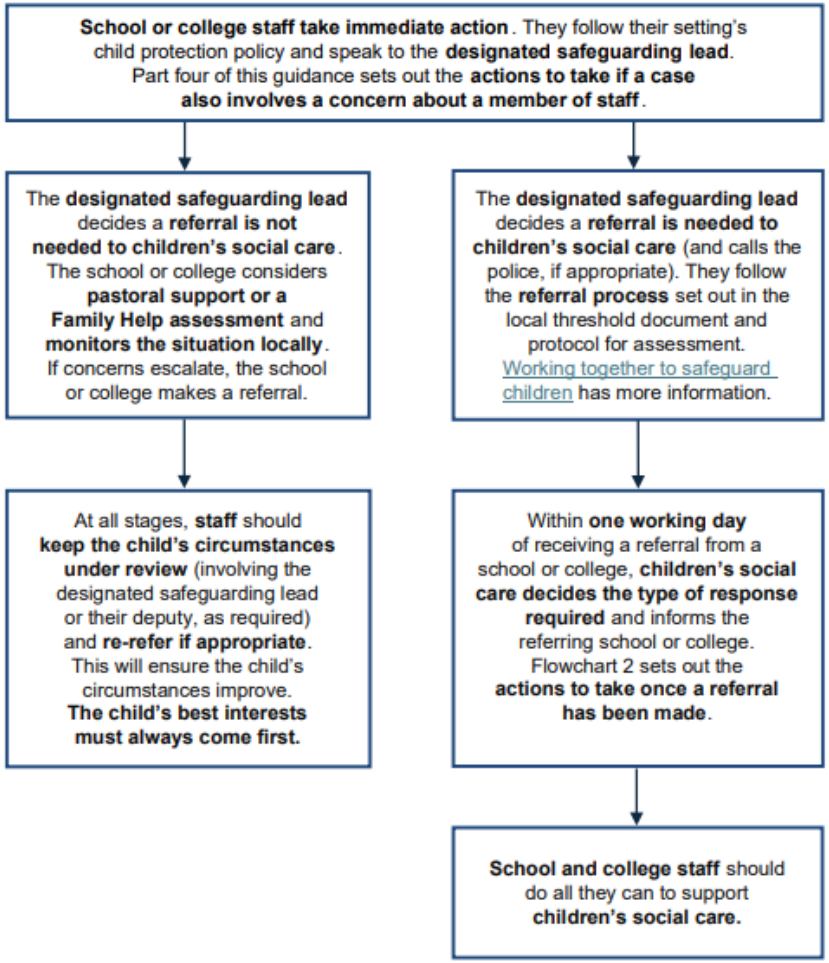
_____

_____

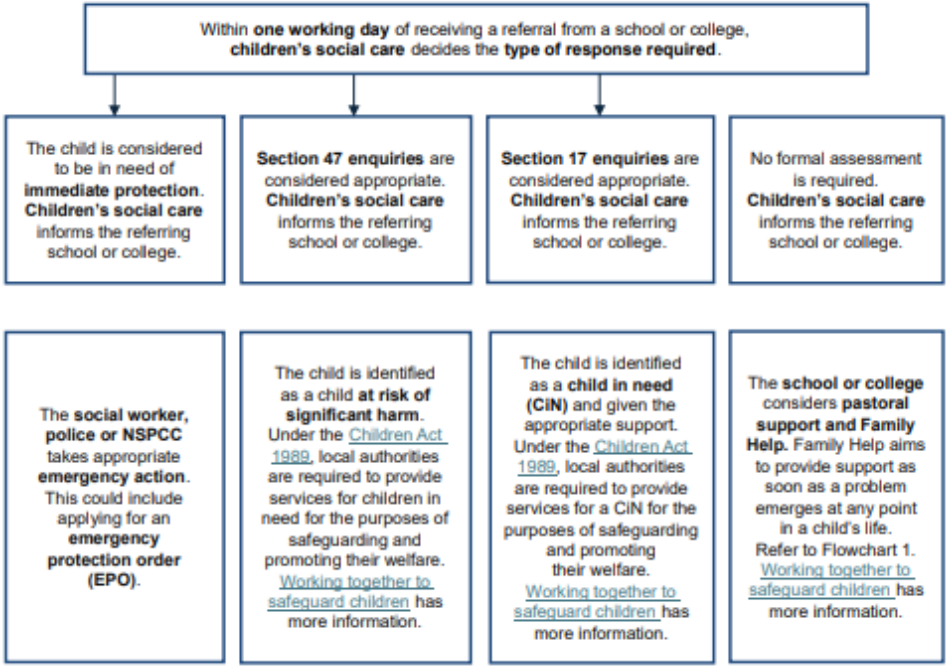
Signed: _____
Date: _____
……

APPENDIX 3:
ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD FLOWCHART

Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care



APPENDIX 4:
OPERATION ENCOMPASS
Information sharing by the police regarding children who may be victims of domestic abuse

Operation Encompass Safeguarding Statement:

- Our school participates in Operation Encompass, an information-sharing arrangement between the police and education settings that supports children who may be victims of domestic abuse.
- The police will notify the school when they have reasonable grounds to believe that a child may be a victim of domestic abuse. This includes children connected to a household where the police have attended a domestic abuse incident, whether or not the child was physically present, and children who may live in another household temporarily or permanently.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

OUR KEY ADULTS ARE: ……

HHello

Appendix 4: Online Safety and Acceptable Use of Class Dojo

Online communication is a fact of modern life and we are using Class Dojo to support a strong link between home and school that enhances children's school experience. As stated in the school's acceptable use policies, we expect everybody to behave in a positive manner, engaging respectfully with the school and each other on Class Dojo, in the same way as they would face to face. This positive behaviour can be summarised as being kind and polite and not making any posts which are, or could be, construed as rude, insulting, aggressive, bullying or otherwise inappropriate. Class Dojo has been set up using parents' email addresses so that parents can use the app together with their child. This is a shared experience where they are modelling to and supporting their child in learning how to use online communication well.

Additional Class Dojo Acceptable Use Terms

1. You will not post unauthorised commercial communications (such as spam, promotional emails, or advertisements) on or through the Service.
2. You will not upload viruses or other malicious code, files or programs.
3. You will not collect, solicit or otherwise obtain login information or access an account belonging to someone else.
4. You will not bully, intimidate, or harass any User or use the Service in any manner that is threatening, abusive, violent, or harmful to any person or entity, or invasive of another's privacy.
5. You will not impersonate a Class Dojo for a School employee, or any other person, or falsely state or otherwise misrepresent your affiliation with any person or entity.
6. You will not copy, modify, or distribute any text, graphics, or other material or content available through the Service without our prior written permission, or if such content is a User Content, the prior written consent of such User.

If parents have a concern about school or pupil use of Class Dojo, please contact: admin@st-johns.lambeth.sch.uk

Breaches of this policy will be dealt with in line with the school behaviour policy (for pupils) or code of conduct (for staff). Further to this, where an incident relates to an inappropriate Class Dojo post by a member of the school community, we will contact the parent or staff member and delete the post / request that the post be deleted as appropriate and will expect

HHello

Appendix 5: Artificial Intelligence (AI) and Safeguarding

In line with Keeping Children Safe in Education (KCSIE) 2026, we recognise both the opportunities and risks presented by artificial intelligence (AI). We are committed to ensuring that any use of AI within our school supports learning while safeguarding children from potential harms, including exposure to inappropriate content, misinformation, bias, or breaches of data privacy.

Our approach to AI and safeguarding includes:

Ensuring all AI tools and platforms are risk-assessed, age-appropriate, and compliant with data protection legislation.

Embedding AI safety within our online safety curriculum, teaching pupils to think critically about AI-generated content.

Providing staff with training and guidance on the safe and responsible use of AI.

Monitoring the use of AI in school to ensure it is appropriate and aligned with our safeguarding responsibilities.

Reporting and responding to any safeguarding concerns linked to AI use in line with our existing safeguarding procedures.