Child protection and safeguarding

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Academic year 2026–2027

"I came so that they might have life and have it more abundantly." John 10:10

How adults recognise concerns, protect children and obtain timely help. Applies to Reception to Year 6, Nursery when operating, school-run wraparound provision, visits and online activity. All staff read this policy and KCSIE 2026 Part One. Use section 4 for a child concern, section 10 for an adult concern and Appendix A for contacts.

Document control	Details
Owner	Conor Meehan, Headteacher and DSL
Version and review	2.3 • 14 November 2026
Approval	OLHOC MAT retains accountability; LGB adoption and ratification under Trust safeguarding arrangements and the current Scheme of Delegation.
Approval and effective date	Not yet recorded. Review draft, not in force.
Next review	September 2027; sooner after an incident or material change.

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Our promises: We Are Kind • We Try Our Best • We Make Safe Choices

1 Safeguarding culture and responsibilities

Our John 10:10 vision recognises every person's dignity. Connection means listening and building trusted relationships; Confidence means providing the support and information people need; Consistency means dependable routines and follow-through. Our Catholic ethos informs care for every pupil and family alongside our safeguarding, equality and statutory duties.

Safeguarding is everyone's responsibility. Staff remain professionally curious, recognise that harm can happen here and act on concerns about any child. A diagnosis, reassuring assessment, good attendance, familiar family or lack of a disclosure does not rule out harm. The child's welfare, wishes and communication needs inform action. Adults challenge racism, discriminatory bullying, misogyny, misandry and other prejudice; behaviour that harms children is never dismissed as banter or an inevitable part of growing up.

The Trust Board retains ultimate accountability. The Local Governing Body scrutinises implementation and ratifies this adapted policy under the current Scheme of Delegation and Trust requirements. The Headteacher secures effective staffing, resources, induction, recruitment checks and implementation. The DSL leads child protection, referrals, records, multi-agency work and safeguarding support; deputy DSLs are trained to the same standard. The DSL retains lead responsibility when tasks are delegated.

Role	School lead and responsibility
DSL and Headteacher	Conor Meehan leads safeguarding and school implementation and is Designated Teacher for looked-after and previously looked-after children.
Deputy DSLs	Allison Stowell and Charlotte Jones provide operational cover.
SENDCo and EYFS lead	Charlotte Woodward coordinates communication support, reasonable adjustments and educational provision with the DSL. She is not a deputy DSL.
Learning mentor and mental health lead	Charlotte Jones coordinates pastoral and ELSA support. These services do not replace safeguarding referral.
Online safety and filtering	Conor Meehan (senior lead) and Libby Dyke (operational lead) oversee online safety, filtering and monitoring. One Education is the commissioned IT and filtering provider and technical escalation route.
Governance and Trust	Chair of Governors: Saffron Rainey. Safeguarding Governor: Margaret Williams. Trust safeguarding escalation: OLHOC MAT Safeguarding Lead. Headteacher allegations follow section 10.

A DSL or trained deputy is available during school hours and school activities. Leaders arrange cover for absences, visits, wraparound activity and any out-of-hours school provision, with secure access to necessary records. Staff must know who is covering and how to contact them. A message left unread on CPOMS or in an email is not an urgent response. School messages are not monitored as a public emergency service outside operating hours.

2 What all adults must know

All staff read KCSIE 2026 Part One in full and follow school procedures. The DSL team and senior leaders read the full guidance relevant to their role; recruiters and case managers use Parts Three and Four, and the DSL team uses Part Five for child-on-child sexual harm. Induction includes this policy, Behaviour for Learning, the Trust Staff Code of Conduct and whistleblowing arrangements, low-level concerns, attendance and children missing education, online safety, and the identity and availability of DSLs.

Who	Training and understanding
All staff	Safeguarding and online safety at induction, regular refreshers and at least annual updates. The Trust also requires role-appropriate safeguarding and Prevent training renewed annually following the KCSIE update.

Who	Training and understanding
DSL and deputies	DSL training at least every two years; knowledge updated at least annually. Complete applicable Shropshire training, including Prevent referral and Operation Encompass.
Governors	Appropriate safeguarding and online-safety training.
Leaders	Check understanding through discussion and practice, not signatures alone. Use specialist harmful-sexual-behaviour tools only with the required training.

3 Recognising harm and barriers to reporting

Staff recognise physical abuse, emotional abuse, sexual abuse and neglect. Concerns may arise from injury, hunger, unsuitable supervision, unmet care needs, fear, withdrawal, changes in behaviour, development or attendance, sexualised behaviour, online contact or what a child or another person says. Concerns overlap and may reflect harm at home, in school, within a community, between children or online. Record the observation and context; staff do not need proof before reporting.

Concern or context	What adults need to recognise
Exploitation and violence	Child sexual and criminal exploitation, county lines, modern slavery, trafficking, financial exploitation and serious violence may involve coercion, gifts, threats, debt, organised networks or people the child knows. Apparent participation does not establish free consent or remove the need for protection.
Domestic abuse	Domestic abuse affects children who see, hear or experience its effects. This includes coercive control and abuse in young people's relationships. The DSL acts on Operation Encompass notifications received through the secure shared inbox available to trained Key Adults, and on relevant police or agency information.
Honour based abuse and FGM	Honour-based abuse, forced marriage and female genital mutilation are safeguarding concerns. Teachers have a personal mandatory duty to report to police where they discover that FGM appears to have been carried out on a girl under 18. Suspected risk follows the safeguarding route; the DSL must not replace the teacher's mandatory report.
Absence and home education	Persistent or repeated absence, unexplained absence and children missing education can indicate harm. Use the Attendance and Punctuality Policy for same-day checks, LA liaison and lawful register changes. A parent's request for home education prompts appropriate consideration of known risks and liaison; it does not remove safeguarding responsibilities.
Additional family circumstances	Staff consider young carers, children with a social worker, looked-after and previously looked-after pupils, private fostering, family imprisonment, homelessness and family difficulties. Relevant support, designated-teacher and Virtual School arrangements are coordinated without assumptions about the child or family.

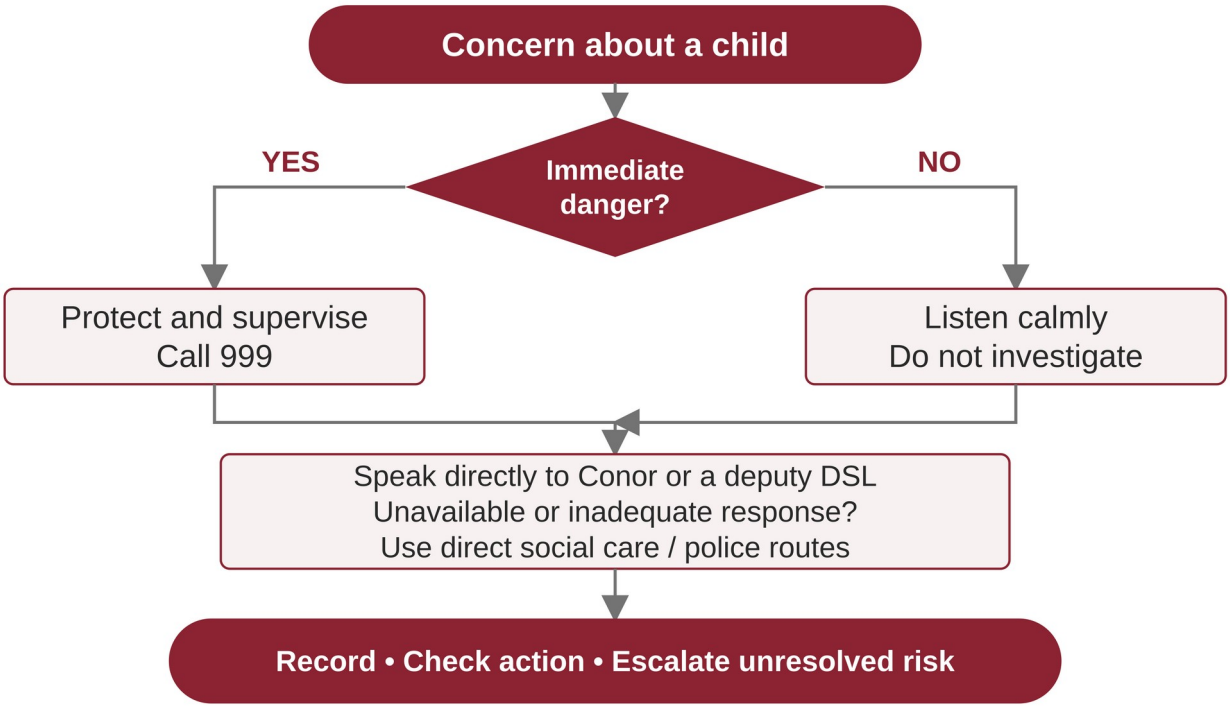
Pupils with SEND, medical needs or communication differences may face additional barriers, dependence on adults, isolation and difficulty identifying or explaining abuse. Staff must not attribute injury, distress or changed behaviour to a condition without considering other causes. Use the child's usual communication support and involve the SENDCo and DSL. Staff support understanding and reporting without conducting an investigation or using therapy to elicit evidence.

Repeated absence of essential medicine or failures in care may require safeguarding assessment where they raise concern about neglect, abuse or exploitation. A single medical incident is not automatically a child-protection referral. Immediate medical treatment, incident reporting, review and any necessary safeguarding action proceed through their respective routes.

Private fostering can arise where a child under 16, or under 18 if disabled, is cared for in someone else's home by an adult who is not a parent, person with parental responsibility or qualifying relative for 28 days or more, or with that intention. Staff alert the DSL, who notifies the local authority as

required. Staff also act on any attempt to cause a child to marry before 18, including an unofficial marriage and where coercion has not been identified; this is a safeguarding concern and can be a criminal offence.

4 Act on a child concern



Text equivalent and essential safeguards

1. Call 999; protect and supervise the child; alert the DSL or senior leader. Obtain emergency help before completing records.

2. Listen calmly, take the child seriously, use their words and explain that information will be shared with adults who can help. Avoid leading questions, promises of secrecy or requests to repeat the account.

3. Speak directly to Conor or a deputy promptly and record on CPOMS as soon as practicable, normally the same day. Include dates, exact words, observations, action and who was informed. Distinguish fact from opinion.

4. Contact another deputy or senior leader and seek children's social care or police advice directly when needed. Anyone can make a referral. Follow up the response and escalate unresolved concern; do not wait for a meeting.

5. The DSL coordinates contact. Normally involve parents, but obtain professional advice first where contact could increase risk or undermine protective action. Record the reason for the decision.

Do not investigate, examine intimate injuries, ask a child to demonstrate what happened or approach a suspected abuser. Preserve relevant information securely. Where CPOMS is unavailable, use a signed, dated secure written record and alert the DSL verbally; upload or transfer it securely when available. Adults must not photograph injuries on personal devices.

Do not wait for proof or an unread message to be answered. Check that action follows the report; escalate continuing risk.

5 DSL assessment and follow through

The DSL considers immediate safety, the child's account, current and historical information, relevant professional advice and Shropshire's Family Help Together - A Framework for Action and referral arrangements. Decide whether the response is school or community-based support, targeted Family Help, local authority children's social care under section 17 or 47, police or another specialist safeguarding route. These are not sequential steps: serious concerns are referred immediately.

The DSL records the decision, rationale, referral, recipient, time, interim protection, named follow-up adult and review. Check receipt and the agency's response. If risk continues, advice is unclear or action is inadequate, seek clarification and use the local professional disagreement and escalation procedure. Continue school support while waiting. School support, a referral or private therapy does not transfer our responsibilities to another person.

The school contributes to multi-agency assessments, conferences and plans, shares relevant information, provides timely reports and implements agreed actions. The DSL keeps informed about the child's welfare and educational progress and coordinates classroom support, attendance, SEND provision and necessary transitions.

Children's social care should acknowledge a referral and decide next steps within one working day. Follow up if this is not received; escalate sooner whenever protection cannot wait. Relevant information about risks posed by adults is shared with appropriate safeguarding and public-protection partners through the DSL.

6 Child on child abuse and sexual harm

Child-on-child abuse includes discriminatory or other bullying, coercion, physical violence, threats involving weapons, sexual harassment, sexual violence, harmful sexual behaviour, upskirting, initiation violence and making or sharing nudes or semi-nudes, including synthetic or AI-generated material. It can happen inside or outside school, face to face or online. All reports receive a safeguarding response. Apparent consent to sharing an image does not remove that requirement.

The reporting adult follows section 4. For sexual violence or other serious child-on-child harm, the DSL makes an immediate risk and needs assessment covering the child harmed, the alleged perpetrator, other pupils, staff and locations. A formal OLSO Harmful Sexual Behaviour Risk and Needs Assessment is completed where there is evidence of violent or abusive behaviour and whenever the DSL judges it necessary. It records pupil views, parent and professional input where safe, risks and triggers, controls, support and review. Specialist assessment tools are used only by appropriately trained staff.

Put proportionate protective measures in place promptly, consult children's social care and police as required, and apply KCSIE Part Five. The starting point for reports of rape, assault by penetration or sexual assault is referral to police, including where the alleged perpetrator is under ten. Provide a named trusted adult, protect access to education, prevent retaliation and review safety and support regularly. The alleged perpetrator also needs safeguarding assessment and appropriate support. Explain confidentiality, communication and protective arrangements separately to families where safe.

Staff do not routinely view, copy, print, forward or delete sexual images of children. Secure the device and seek DSL advice using current UKCIS guidance and police directions. Necessary evidence handling must be lawful, tightly controlled and recorded. Do not ask the child to send an image to staff. Support the child and act on immediate risk.

7 Online safety Prevent and curriculum

The Online Safety and Acceptable Use Policy covers teaching, devices, communications, mobile phones, safe and effective use of generative AI, images and technical controls. Conor Meehan and Libby Dyke oversee arrangements, supported by One Education. Leaders review filtering and monitoring effectiveness at least once each academic year across internet-connected devices and relevant locations, record checks and resulting action, and respond to alerts or bypasses. Reasonable medical or disability-related device exceptions are planned.

The Prevent duty is part of safeguarding. Staff report contextual concerns to the DSL, who applies current Prevent guidance and the national and local referral pathway. Faith, race, disability, political opinion or family background alone does not establish susceptibility to terrorism. General violent behaviour or mental ill health without a terrorism-related concern uses the appropriate safeguarding or health route. Prevent referrals are not delayed while the school seeks proof; immediate danger uses 999.

The school teaches age-appropriate relationships, health, personal safety, respectful behaviour, online safety and ways to ask for help through the approved curriculum, including the Behaviour Curriculum. Pupils have trusted adults and accessible reporting routes. Leaders check visitors, curriculum resources, sports providers and outside organisations for suitability, safeguarding and age-

appropriateness. Catholic teaching and respectful dialogue operate alongside protection from harm and discrimination.

Personal phones and image-capable devices follow Online Safety section 3, including in EYFS. No personal-device pupil photographs, audio or video. The limited emergency-phone arrangement remains a proposed exception pending Trust confirmation; this does not delay immediate protective action.

8 Mental health identity and support

Staff recognise that mental health difficulties can sometimes indicate abuse or trauma, while only appropriately trained professionals diagnose conditions. Charlotte Jones and Charlotte Woodward coordinate educational and pastoral provision under the Pupil Mental Health Wellbeing and SEMH Policy. An urgent health concern, self-harm or suicidal statement requires prompt safeguarding and clinical advice, with 999 for immediate danger. Boxall or other screening scores do not determine safety.

Lesbian, gay or bisexual identity does not itself indicate harm; discriminatory bullying and isolation are addressed. Where a pupil raises feelings about gender, staff listen respectfully and assess wellbeing through ordinary safeguarding procedures. A confidence about feelings without a request to change how the school treats the child is distinguished from a request for support with social transition, in accordance with KCSIE 2026 paragraph 271.

Any request relating to social transition is referred to the Headteacher and DSL for a documented decision under the KCSIE 2026 section on considering requests for support with social transition, equality and human rights duties and Trust advice. Staff do not initiate or independently implement changes. Parents are engaged as a priority except where the DSL assesses that involving them would create greater risk and obtains safeguarding advice first. Decisions consider the welfare and best interests of the child and other children, available clinical evidence and professional advice, with particular caution for primary-aged pupils. Premises, toilets, changing and sport arrangements meet the applicable legal and KCSIE requirements; lawful privacy and support arrangements are agreed rather than informal exceptions.

9 Recruitment adult conduct and visitors

The Trust Safer Recruitment Policy and KCSIE 2026 Part Three govern appointments, agency staff, trainees, contractors, volunteers and governance checks. The school verifies identity, applicable enhanced DBS and children's barred list checks, references, right to work, qualifications, teaching prohibition and section 128 checks where relevant, and additional overseas information. Recruitment includes appropriate online searches of shortlisted candidates, with candidates informed. At least one interviewer has the required safer recruitment training. Maintain an accurate Single Central Record for the categories and checks required by KCSIE; do not retain unnecessary copies of DBS certificates.

The supervision exemption for volunteers undertaking relevant regulated activity has been removed. Apply the exact KCSIE role and frequency conditions, including work on more than three days in a 30-day period, overnight work and relevant personal care. Existing volunteers newly in regulated activity need the applicable barred-list check.

In EYFS, required enhanced DBS and barred-list checks must be received before work starts. Apply the framework's limited exception for supervised volunteers helping only occasionally; it does not cover overnight activity or personal care. Record the role assessment and checks. Never use supervision to avoid a required check.

For occasional volunteers outside regulated activity, record a role-specific suitability and supervision assessment and obtain the legally available checks appropriate to the work. An unchecked volunteer is never left unsupervised or permitted to undertake regulated activity. Supervision cannot be used to avoid a mandatory check. Classroom and visit leaders receive the verified role and supervision arrangements before activity starts.

Ordinary parents and visitors attending an event or meeting are not automatically required to supply a DBS certificate. Visitors sign in, provide identification where appropriate, receive essential safeguarding information and remain appropriately escorted or supervised. Professional visitors, contractors and outside providers are checked or verified according to their role, KCSIE and contractual arrangements. A visitor log is distinct from the Single Central Record.

The Staff Code of Conduct applies to one-to-one work, communication, physical contact, gifts, images, personal devices, social media and professional boundaries. Intimate care follows the dedicated policy and agreed care arrangements. The school checks safeguarding arrangements and attendance for any alternative provision it commissions and retains responsibility for the pupil; attendance at a provider is not treated as sufficient assurance.

10 Adult concerns and whistleblowing

Who the concern involves	Report directly
Any adult working in or for school	Conor Meehan. This includes supply staff, trainees, volunteers and contractors, and conduct outside school.
Conor Meehan	Saffron Rainey, local Chair, and the Trust CEO. Do not first inform Conor.
Conflict, unavailable contact or inadequate response	Contact the LADO directly. Protect children and use emergency services where needed.

Report immediately to the Headteacher any allegation that an adult working in or for the school has harmed or may have harmed a child, may have committed a criminal offence against or related to a child, behaved towards children in a way indicating a risk of harm, or behaved in a way indicating they may be unsuitable to work with children. This includes conduct outside school, supply staff, trainees, volunteers and contractors. Protect children and contact emergency services when needed.

An allegation about the Headteacher goes directly to the current local Chair and Trust CEO under Trust arrangements, without first informing the Headteacher. If there is a conflict, unavailable contact or inadequate response, contact the LADO directly. The case manager consults the LADO without delay and within one working day where the harm threshold is met or may be met. Do not conduct an internal investigation before LADO/police advice. Trust HR supports the process; it does not replace the safeguarding referral.

The case manager follows KCSIE Part Four and local managing-allegations procedures, records decisions, supports the child and adult separately, manages confidentiality and considers protective arrangements without assuming suspension is automatic. The Trust makes DBS and Teaching Regulation Agency referrals where legal criteria are met, including where a person resigns or a contract ends. For agency staff and trainees, coordinate with the employing organisation and provider; ending a placement does not close the safeguarding case. Make Ofsted or other regulator notifications when legally applicable to the particular provision, not under a blanket rule for every school allegation.

A low-level concern is conduct inconsistent with the Staff Code that does not meet the harm threshold; it is still important. Report promptly to the Headteacher, or to the Chair/Trust route if it concerns the Headteacher. Record the concern, context, action and decision securely, assess patterns and seek LADO advice if unsure about the threshold. Staff may self-report. Store adult personnel concerns under restricted Trust arrangements, separate from routine pupil records, cross-referencing a child's safeguarding record where necessary.

Staff raise unsafe practice through the Trust Whistleblowing Policy, with access to the Trust, LADO or external safeguarding route where internal action is inappropriate or ineffective. The NSPCC whistleblowing advice line is 0800 028 0285 and help@nspcc.org.uk. Confidentiality agreements do not prohibit lawful safeguarding reports or protected disclosures.

11 Records sharing and transitions

CPOMS holds individual child protection records separately from ordinary pupil information, with access restricted to those who need it. Record concerns, conversations, decisions, referrals, agency responses and outcomes, including the rationale for sharing or not sharing and for making or not making a referral. Keep objective language, relevant chronology and current risk summaries. Apply the Trust retention schedule, secure transfer arrangements and breach procedure.

The information-sharing duty under Children Act 2004 section 16LA applies from 30 September 2026. Where the school holds or is asked for relevant information that may help another organisation within

scope safeguard or promote a child's welfare, it must share in accordance with the duty, subject to the narrow statutory detriment limitation. Sharing does not require a child to reach a child-protection threshold. Use the September 2026 statutory guidance, lawful basis, necessity, proportionality, security and a recorded decision. Consent is not a prerequisite for sharing under the duty. Normally explain sharing to families when safe, without delaying necessary action; seek DSL/DPO advice when needed.

When a pupil transfers, the DSL sends the child protection file separately and securely as soon as possible, within five days of an in-year transfer or within the first five days of the start of a new term, and obtains confirmation of receipt. Include a structured summary distinguishing current concerns, relevant context and historic information. Share essential risk/support information in advance where needed so support is ready on arrival. The receiving school checks and acts on the information; clarification is sought if incomplete. Records are used to support, not disadvantage, the child.

12 Restrictive interventions and assurance

Staff use prevention, communication and de-escalation and follow Behaviour for Learning and individual support plans. Force must be lawful, necessary and proportionate and never punishment. Record every significant use of force and every restraint or seclusion incident in writing as soon as practicable, aiming for the same day. Report to each parent as soon as practicable, aiming for the same day, in writing. Do not report to a parent where this would be likely to cause significant harm to the pupil; report to every other parent who can safely be told, or to the pupil's home local authority if none can safely be told. Record the decision and follow-through with DSL oversight. Obtain medical and safeguarding help where needed, hear the pupil and review prevention and support. A prior support plan does not waive recording or reporting.

Health and safety, accessibility and intimate care arrangements protect safe access, supervision, privacy and suitable facilities. EYFS arrangements include current safer-eating, paediatric first-aid, allergy and medical requirements. Changes to the library, PPA room, Nursery, nurture and outdoor areas are assessed before use. Leaders review safeguarding risks of building works and lettings, maintaining secure boundaries and access throughout.

The DSL and Headteacher check implementation, referrals and follow-up, record quality, training, volunteer checks, filtering and monitoring, pupil voice and patterns of harm. Governors receive anonymised assurance and challenge, with urgent risks escalated immediately. Review at least annually and sooner after significant change. This policy has been checked against the Shropshire 2026 safeguarding template, Family Help Together and current local referral arrangements; authorised approval and ratification are recorded under the current Trust Scheme of Delegation.

Appendix A Contacts and references

Route	Contact and use
School DSL team	01691 652849. Ask for Conor Meehan, Allison Stowell or Charlotte Jones during provision. School contact is not an out-of-hours emergency service.
Emergency services	999 for immediate danger or medical emergency. Police 101 for non-emergency police advice.
Shropshire FPOC	0345 678 9021 for urgent concerns and children's social care advice. Non-urgent safeguarding concerns and Family Help requests may use the current Shropshire Children's Referral Portal. Do not submit an urgent concern solely through a routine portal.
Emergency social work	0345 678 9040, option 1, outside office hours.
LADO	Access via 0345 678 9021 and SSCP managing-allegations procedures. Refer within one working day where required.
Headteacher allegation	Saffron Rainey, Chair of Governors, and the OLHOC MAT safeguarding / CEO route in accordance with Trust arrangements; contact LADO directly where conflict or delay would compromise action.
Prevent advice	National police Prevent advice line 0800 011 3764. DSL uses the national referral form and verified local submission route. Immediate danger: 999.
Whistleblowing	NSPCC 0800 028 0285; help@nspcc.org.uk. Trust Whistleblowing Policy also applies.

Direct Chair, Trust Safeguarding Lead / CEO, safeguarding governor, One Education and local Prevent contact details are maintained on the controlled school contact sheet. The DSL reviews these at least termly and immediately after any change. Public statutory and council routes are listed in this appendix; no pupil or case information is published with this policy.

Read with these documents

Read this policy alongside Online Safety and Acceptable Use (including generative AI); Preventing Radicalisation; Behaviour for Learning and Behaviour Curriculum; Attendance and Punctuality; SEND Policy and SEN Information Report; Pupil Mental Health Wellbeing and SEMH; Supporting Pupils with Medical Conditions and Medicines; Pupil Allergy Safety; Intimate Care; Educational Visits and Outdoor Learning; Health and Safety; Accessibility Policy and Plan; Confidentiality and Information Sharing; the OLSO Harmful Sexual Behaviour Risk and Needs Assessment; and Trust Safer Recruitment, Staff Code of Conduct, Allegations, Whistleblowing, Data Protection and Complaints procedures. Trust frameworks govern employment, complaints and data protection; this policy sets out the school's local safeguarding implementation.

The owner checks actual arrangements and staff competence before issue. The authorised approving body records the approval and effective date; staff are briefed and parents receive accessible information where relevant. Review annually and earlier following a significant incident, changed needs, personnel, provision or guidance. Companion review drafts retain their own approval status. Urgent protective action does not wait for policy approval.

Reference sources

Sources and local decisions checked 14 November 2026. Statutory duties, guidance, Trust requirements and school arrangements have different authority.

Source and status	Relevant reference
Statutory guidance	DfE KCSIE 2026, Parts One to Five and DSL responsibilities; in force 1 September 2026. GOV.UK publication: Keeping children safe in education.
Statutory guidance and law	Working Together 2026, updated 13 November 2026, including paragraphs 322–324; Information Sharing guidance, 10 September 2026; Children Act 2004 section 16LA, in force 30 September 2026.
EYFS and related duties	EYFS group and school-based framework, effective 1 September 2026, paragraphs 3.6, 3.15–3.17 and footnotes 20/23; current restrictive-interventions guidance and Prevent duty guidance.
Local and Trust requirements	Shropshire 2026 template and update summary, Family Help Together and current FPOC/LADO procedures. OLHOC Personnel Handbook September 2026: Safeguarding, pp.308–310; Code of Conduct and ICT/mobile provisions; current delegation.
School decisions	Existing safeguarding v2.1 retained as source; 14 November confirmation: deputy DSLs Allison Stowell and Charlotte Jones. Staff Handbook v0.7 and related review drafts retain separate approval status.

Version 2.3: precise significant-harm reporting exception and explicit report-to-each-parent/home-LA route, aligned with the revised Behaviour policy. Other v2.2 amendments retained; no approval recorded.

Reporting basis: Education and Inspections Act 2006 section 93A(5); applicable Independent School Standards and restraint/seclusion recording rules, effective April 2026. The statutory significant-harm test governs where DfE guidance uses inconsistent wording.