

St. Antony's Catholic Primary School



Child Protection and Safeguarding Policy

Learning together in
God's love

Agreed by Staff: September 2026
Agreed by Governing Body: September 2026 |
Next Review date: September 2027

CONTENTS

Contents Introduction

Statutory Framework

Roles and responsibilities

Types of abuse/specific safeguarding issues

Supporting children with a Social Worker

Supporting children and adults with Mental Health Problems

Procedures

Training

Professional confidentiality

Records and information sharing

Interagency working

Allegations about members of the work force

Whistleblowing

Introduction and Policy Statement

Ethos

Our Catholic ethos is embedded in all aspects of school life as we place Christ central to what we do and are influenced by the Core Christian Principles which underpin every policy and procedure which guide our day to day practice. Keeping our children safe at St Antony's is encapsulated in our Mission Statement and in our Philosophy and Overarching Aims for the school.

Our Mission Statement

At St. Antony's Catholic School we celebrate our special talents as children of God:

- 1. We try to be like Jesus and always keep Him in our hearts.*
- 2. We work together in our homes, school and parish to share our gifts and learn together.*
- 3. We understand that we are all different and we respect each other regardless.*
- 4. We look after our world so that we may share it together in peace*

As by doing all these we ensure that we are all 'LEARNING TOGETHER IN GOD'S LOVE' each day

Philosophy/Overarching Aim

As a school family our aim is to make a real difference in our children's lives. We believe that **Keeping Children Safe in Education** runs central to all the work that is done towards raising our children's overall educational achievement. If a child is safe, valued, well cared for and protected from maltreatment and neglect along with having their human rights secured then this is fundamental towards improving their future quality of life and by extension their families'. We are determined to ensure that all our children are not only safe in education but we also aim to eradicate the impact and stigma of low expectations regarding educational standards and achievement that are rife in the wider local community. We aim to do this by acknowledging and challenging the impact of disadvantage and discrimination in all forms that exist around the pupils under our care.

All schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families has a role to play in safeguarding children. All professionals working in or with our school should maintain a child-centred approach and consider, at all times, what is in the best interests of the child. (Keeping Children Safe in Education 2026)

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Safeguarding Statement, Safer Recruitment Policy, Staff Code of Conduct Policy, Whole School Behaviour Policy, Health and Safety Policy, Educational Visit Policy and E-safety Policy.

This policy is read in conjunction with Keeping Children Safe in Education (DfE, September 2026), including Part One: Safeguarding information for all staff.

The definition of safeguarding used in this policy reflects the current definition in Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026:

Safeguarding is:

- 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 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.
- taking action to enable all children to have the best outcomes (para 3).

Online safety: the school recognises the four areas of online risk—content, contact, conduct and commerce—and also considers misinformation, disinformation and conspiracy theories, online abuse, exploitation, harmful content and the risks associated with generative artificial intelligence. Filtering and monitoring arrangements are managed in line with current DfE expectations.

Attendance is a safeguarding matter. The school follows Working Together to Improve School Attendance (DfE, updated July 2026) and Children Missing Education statutory guidance (DfE, updated September 2025), using attendance patterns and absence as potential indicators of safeguarding need where appropriate.

Where pupils attend alternative provision, the school retains appropriate oversight of their safeguarding in accordance with KCSIE 2026 and current DfE guidance on alternative provision.

Statutory framework

Section 175 of the Education Act 2002 places duties on maintained schools and their governing bodies to make arrangements to safeguard and promote the welfare of children. The school will comply with applicable statutory duties and current safeguarding guidance.

The Newham Safeguarding Children Partnership (NSCP) is part of the local safeguarding arrangements. The school follows current local safeguarding procedures and referral pathways published by Newham and the relevant safeguarding partners. The school follows the current Newham safeguarding and child protection procedures and will use the latest published local thresholds, referral routes and professional guidance.

Our school works in accordance with the following current legislation and guidance:

Keeping Children Safe in Education (DfE, September 2026);
Working Together to Safeguard Children (DfE, March 2026);
Information Sharing to Safeguard Children and Young People (DfE, September 2026)
Working Together Early Years Foundation Stage statutory framework (current edition).
Education Act (2002), as amended.
Teachers' Standards (current edition).
Equality Act 2010;
Children Act (1989) and **Children Act** (2004); **Children Act, Section 16LA updated with all changes to be enforced on 5th October 2026**
Counter-Terrorism and Security Act (2015);
Prevent Duty Guidance for England and Wales (current edition);
Counterterrorism-Prevent and Security Act (HMG, 2015 updated April 1st, 2021)
Serious Crime Act (2015)
Sexual Offences Act (2003)
Education (Pupil Registration) Regulations (2006), together with the current attendance guidance and admission-register requirements.
Information Sharing to Safeguard Children and Young People (DfE, statutory guidance, 10th September 2026).
Data Protection Act (2018)
What to do if you're worried a child is being abused (current government guidance);
Searching, Screening and Confiscation (DfE, current edition);
Children Act (2004, as amended.)
Preventing and Tackling Bullying (DfE, 2017)
Preventing Bullying (DfE, updated July 2026), alongside the school's behaviour and anti-bullying arrangements.
Female Genital Mutilation Act (2003, as amended);

Current DfE/Home Office guidance on phishing, scams and online safety is followed; the school does not rely on the Anti-Phishing Working Group document as a statutory safeguarding reference.

Meeting digital and technology standards in schools and colleges (DfE, current edition), including filtering and monitoring standards.

Keeping Children Safe in Out-of-School Settings (DfE, current guidance), where relevant to activities arranged by or through the school.

Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of governors with strategic oversight for safeguarding those in our school with these specific responsibilities are: Mr Lo and Sharlene Plant

The Governing Body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place. These are currently: **Miss Jenella Baptiste (AAHT SENCO)** and **Mrs. Lotoya White (EYFS Lead)** as well as **Mrs. Angela Moore (Head)**.

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members receive safeguarding and child protection training at induction and regular safeguarding updates. Staff training and updates are provided in line with KCSIE 2026 and local safeguarding arrangements; all staff must be aware of current procedures and any significant changes.

The governing body ensures that children are taught about safeguarding, including online safety, relationships, harmful behaviour and age-appropriate ways to seek help. It also ensures that appropriate filtering and monitoring systems are in place and are regularly reviewed for effectiveness.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding local authorized: Miss Baptiste

The designated safeguarding lead takes lead responsibility for safeguarding and child protection. The DSL and deputies have the appropriate status, authority, time and resources to undertake the role effectively, including managing referrals, training, policy implementation, information sharing and multi-agency working.

If the DSL is unavailable, the deputy DSL(s) will act in their absence. The school will ensure that a trained member of staff is available to respond to safeguarding concerns at all times during the school day.

The Head Teacher

The Head Teacher works in accordance with the requirements made of all school staff. In addition, Mrs. Moore ensures that all safeguarding policies and procedures adopted/ratified by the governing body are followed by all staff.

All school staff

Everyone in St. Antony's Catholic Primary has a responsibility to provide a safe learning environment in which our pupils can learn. All staff members are prepared to identify pupils who may benefit from Early Help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be

provided. They are also asked to liaise with the designated safeguarding lead to report any concerns as they arise. All staff members are aware of and follow school processes (as set out in this policy) and the DSL and Safeguarding Team are aware of how to make needed referrals to Social Services if there is the need to do so.

Filtering and Monitoring

Governors and the Senior Leadership Team have overall responsibility for ensuring effective filtering and monitoring arrangements. Online risks include content, contact, conduct and commerce, as well as misinformation, disinformation, conspiracy theories, online abuse, exploitation, harmful content and risks associated with generative AI.

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: fake news, racism, self-harm, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial gain.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and nonconsensual sharing of nudes and semi-nudes, sharing other explicit images and online bullying,
- **and commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Staff across the school are aware of the signs and risks associated with online abuse and know how to report concerns. Filtering and monitoring are subject to regular review, with concerns and technical weaknesses escalated through the school's safeguarding and IT arrangements.

Our school is directly responsible for ensuring that we have the appropriate level of security protection procedures in place to safeguard our systems, staff and children and review the effectiveness of these procedures annually and to keep up with evolving cyber-crime technologies.

Use of school premises for non-school activities

Where the school hires or rents out its premises to another organisation or individual, appropriate safeguarding arrangements must be in place. The school will undertake appropriate checks and assurance, clarify safeguarding responsibilities, and ensure that arrangements are consistent with current KCSIE and local safeguarding requirements.

Safer Recruitment

Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, September 2026) defines abuse and neglect as forms 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children”

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our staff all across the school are aware of the signs of abuse and neglect so we are able to identify pupils who may be in need of help or protection.

Child-on-child abuse

Our school may be the only stable, secure and safe element/environment in the lives of some children at risk of, or who have suffered harm under one or more of the categories highlighted under KCSIE. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Some children may abuse their peers and any incidents of Peer-on-peer child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Child-on-child abuse can manifest itself in many ways, including bullying (including cyberbullying), abuse in intimate relationships, physical violence, sexual violence and sexual harassment, sharing of nude and semi-nude images, online abuse, coercive or controlling behaviour, initiation/hazing-type abuse, and other harmful behaviour. The school will take all concerns seriously, provide support to children who are harmed, respond to children who cause harm in a safeguarding framework, and follow KCSIE 2026 and local procedures.

Children with Special Educational Needs and Disabilities (SEND)

St. Antony's Catholic Primary understands that children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as mood and injury relate to the child's disability without further exploration;
- children with SEN and Disabilities can be disproportionately impacted by things like bullying or peer on peer abuse- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

The onus is therefore then on the school to ensure that there are high levels of vigilance in place to identify, assess, process and address any cause for concern that may arise with regards to pupils who fall within this classification.

Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. The school follows the current Children Missing Education statutory guidance and works with the local authority where concerns arise.

The school follows Children Missing Education statutory guidance (DfE, updated September 2025), alongside Working Together to Improve School Attendance (DfE, updated July 2026).

All children, regardless of their age, ability, social or immigration status, challenge, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that children who are absent from education for prolonged period of times or at regular intervals is a potential indicator of abuse or neglect and will follow the school's procedures for unauthorized absences and for children who are absent from education. Parents should always inform us of the reason for any absence. Where contact is not made, the school will take the initiative to contact the home even to the point of making a home visit and if there is still a cause for concern- a referral may be made to another appropriate agency (Children Missing Education Statutory guidance for schools, Social Services, LADO, Newham Triage or The Police).

The school monitors attendance daily and follows current statutory attendance requirements and local authority procedures. Persistent or severe absence, patterns of absence and unexplained absence are considered as potential safeguarding indicators where appropriate; the school does not rely on an obsolete fixed '10 day' threshold as the sole trigger for action.

Child 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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of or under clothing.

Sexual abuse also includes non-contact activities such as involving children in looking at inappropriate content of a pornographic or violent nature in books or magazines, online or on mobile phones. Involving children in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate way or grooming a child in preparation for abuse (including via the internet) are all prohibited. Sexual abuse is also not solely perpetrated by adult males as women can also commit acts of sexual abuse, as can other older children on younger children or peer on peer abuse can occur with children of the same age group.

Child sexual exploitation (CSE) and child criminal exploitation (CCE) are forms of child exploitation and safeguarding concern. The school recognises that exploitation can occur in person and online, can involve coercion and control, and can affect children of any background.

Working Together to Safeguard Children and the **National Working Group for Sexually Exploited Children and Young People** define sexual exploitation as: Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive “something” (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money or housing) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation and Child Criminal Exploitation can occur through the use of technology without the child’s immediate recognition: for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain as in ‘semi- nude images’. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength, and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.” It involves perpetrators grooming their victims in various ways, such as in person, via mobiles, or online to gain their trust before emotionally and sexually abusing them for their own gain. CSE or CCE can take place in many forms, whether through a seemingly consensual relationship, or a young person being forced to have sex in return for some kind of payment, such as drugs, money, gifts or even protection and affection.

CSE can occur through non-contact activity, through the use of technology, without the child’s consent or them recognising that it’s happening. For example, they may be persuaded to post sexual images over the internet or via text and this is then used to generate income or becomes ‘viral’ exposing the child to the viewing of a wide audience without their knowledge or consent.

It can be carried with actual violence or the threat of violence, which may prevent the child from telling people about the abuse, or breaking free from the cycle of exploitation.

CSE or CCE is a hidden crime that can affect any child, any time regardless of their social or ethnic background. It is perpetrated by adult males, women, and other older children or peers as in Secondary, College or University students.

It is understood that a significant number of children who are victims of CSE or CCE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE or CCE and will take appropriate action to respond to any concerns.

The DSL will coordinate the school's response to concerns about child exploitation and will work with children, families and relevant agencies in accordance with local safeguarding procedures.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a severe form of child abuse.

FGM is illegal and is a form of child abuse. The school follows the statutory mandatory reporting duty: regulated professionals, including teachers, must report known cases of FGM in girls under 18 to the police in the circumstances set out in law, and safeguarding concerns about risk of FGM must be reported through normal child protection procedures.

Forced Marriage

Forced marriage is a marriage entered into without the full and free consent of one or both parties where coercion is used. It is a safeguarding and criminal justice concern. The school will follow current statutory guidance and local referral procedures.

Prevention of Radicalisation

The Prevent duty - Counter-Terrorism and Security Act (HMG, 2015)

Under section 26 of the Counter-Terrorism and Security Act 2015, specified authorities including schools must have due regard to the need to prevent people from being drawn into terrorism. The school follows the current Prevent Duty Guidance for England and Wales and current DfE Prevent guidance for designated safeguarding leads.

- **The school promotes a broad and balanced curriculum, critical thinking, respectful discussion and democratic participation, while ensuring that children are protected from being drawn into terrorism. Staff know how to identify and report concerns and how to access local Prevent and safeguarding referral routes.**
- **The school provides safe opportunities for children to discuss sensitive issues in an age-appropriate way and ensures that teaching does not amount to political indoctrination. The school will consider relevant local risks and will apply Prevent proportionately.**
- **The school recognises that lawful expression, belief, political participation and peaceful debate are not, by themselves, evidence of extremism. Where extremism is relevant, the school will use the current government definition and consider evidence and context rather than relying on the superseded 2011 Prevent Strategy definition.**

Supporting Children who need a Social Worker

Children may need a social worker because of safeguarding or welfare needs such as abuse, neglect, exploitation or complex family circumstances. The DSL will use information about a child's social worker status, where available, in the best interests of the child and in line with information-sharing duties, to support safeguarding, attendance, pastoral support and educational outcomes.

Supporting Children who need mental health support

The Leadership Team will ensure that there are clear systems and processes in place for identifying possible Mental Health problems, including routes to escalate and clear referral and accountability systems in school.

Safeguarding Procedures:

All action is taken in accordance with the following guidance:

- **Newham local safeguarding procedures and referral arrangements (current edition).**
- **Keeping Children Safe in Education (DfE, 2026)**
- **Working Together to Safeguard Children (DfE, 2026)**
- **Prevent Duty Guidance for England and Wales and current DfE Prevent guidance.**
- **PREVENT Duty – Counterterrorism and Security Act (HMG, 2021)**

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the Designated Safeguarding Lead (and deputies) and how to share concerns with them.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that a form of abuse may have occurred must report it immediately to the Designated Safeguarding Lead or Designate.

- **The DSL or deputy will make referrals promptly in accordance with current Newham safeguarding procedures and local thresholds. Where immediate protection is required, the school will contact the police/emergency services as appropriate.**
- Where appropriate, the school will work with parents/carers and share safeguarding concerns. It will not delay a referral or share information where doing so would increase risk to a child, prejudice a police investigation or otherwise be contrary to safeguarding. The school will seek advice from children's social care, the police or other relevant agencies where needed.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

Safeguarding contact details are displayed in the school to ensure that all staff have unfettered access to safeguarding support.

Training

The DSL and any deputies will undertake safeguarding and child protection training that is updated every two years, including training relevant to their role and Prevent. All staff and governors will receive safeguarding training at induction and regular updates in line with KCSIE 2026 and local arrangements.

All staff will receive safeguarding and child protection updates as required and at least annually as a school practice, so that they remain familiar with current procedures, emerging risks and local referral arrangements.

Records of any Child Protection Training undertaken are to be kept for all staff and governors in governors and staff training records.

The school must also ensure that the designated safeguarding lead (and team) also undertakes training in inter-agency working and other matters as appropriate.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding local authority and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Records and Information Sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organizations can reduce the risk of harm.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information where there is a lawful basis and sharing is necessary and proportionate to safeguard a child. From 30 September 2026, the new statutory information-sharing duty under section 16LA of the Children Act 2004 applies as set out in current DfE statutory guidance. Staff must follow the school's information-sharing procedures and current DfE guidance.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any cause for concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Safeguarding records should be made promptly and accurately and should include the concern, information known, actions taken, decisions made, rationale for decisions and outcomes, where applicable.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file).

Child protection records are retained securely in accordance with the school's records management and retention schedule and applicable data protection law. The school will not use a blanket '10 years after the pupil's date of birth' retention rule unless this is supported by its approved records-retention arrangements.

When a pupil transfers to another school, child protection information is transferred securely and separately from the main pupil file, with confirmation of receipt where practicable. The receiving school's DSL should be identified and relevant safeguarding information should be shared in accordance with KCSIE and data protection requirements.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer (s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

Allegations about Members of the Workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school works in accordance with KCSIE 2026, Working Together to Safeguard Children 2026 and current Newham procedures in respect of allegations and safeguarding concerns about adults working with children. This includes concerns about staff, supply staff, volunteers, contractors and other adults working in the school.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Head Teacher (or the Deputy Head Teacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Head Teacher, it should be reported direct to the Chair of Governors.

Where an allegation is made, the Head Teacher, senior named person or Chair of Governors will contact the Newham Local Authority Designated Officer (LADO) without delay and within one working day where required, and will follow the LADO's advice. The school will not undertake an internal investigation that could prejudice the LADO, police or social care process before appropriate consultation.

Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example staff committing an act of violence or abuse of any form on pupils or other staff in the school.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

APPENDIX

ONE: DEFINITIONS AND INDICATORS OF ABUSE

1. **NEGLECT** is 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 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. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school/academy attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE Physical abuse 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. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;

- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE 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. The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;

- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE Emotional abuse is 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 children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. 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. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

6. RESPONSES FROM PARENTS Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or

- Violence between adults in the household.

7.DISABLED CHILDREN When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example, calipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism or terrorist violence. Prevent is a safeguarding approach intended to support people who may be susceptible to being drawn into terrorism.
2. The government's 2024 definition of extremism supersedes the previous 2011 Prevent Strategy definition. For school safeguarding purposes, staff should not treat lawful political expression, peaceful protest, lawful religious belief or lawful campaigning as evidence of extremism.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy fundamental rights and freedoms; undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve those results.

3. The school will consider concerns about radicalisation and extremism through normal safeguarding procedures, taking account of evidence, context, vulnerability and local Prevent arrangements.

Indicators of vulnerability to radicalisation are not a checklist and do not, by themselves, demonstrate that a child is at risk. Relevant indicators may include significant changes in behaviour, association with people involved in terrorism or extremist activity, exposure to terrorist or extremist propaganda, or other factors that increase vulnerability. Staff should report concerns rather than make their own determination.

- The school will respond to concerns in a proportionate, child-centred way and seek advice from the DSL and appropriate local safeguarding/Prevent partners.
 - The school will maintain a balanced curriculum and promote respect, critical thinking, democratic participation and lawful freedom of expression.
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school / academy staffs are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Local authorities also see key document: All schools are required to have a Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare.

St. Antony's Catholic Primary School takes very seriously its duty of care towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

CURRENT KEY STATUTORY REFERENCES FOR 2026–27

Keeping Children Safe in Education 2026 (DfE), in force from 1 September 2026.

Working Together to Safeguard Children 2026 (DfE), published March 2026.

Information Sharing to Safeguard Children and Young People (DfE), statutory guidance updated September 2026; the statutory information-sharing duty comes into force on 30 September 2026.

Working Together to Improve School Attendance (DfE), updated July 2026.

Children Missing Education: statutory guidance for local authorities and schools (DfE), updated September 2025.

Prevent Duty Guidance for England and Wales and current DfE Prevent guidance for designated safeguarding lead.

Current Newham safeguarding procedures and LADO arrangements.

