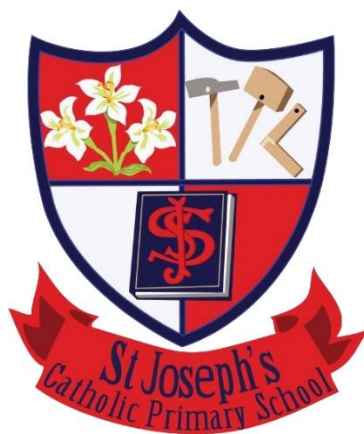


St. Joseph's Catholic Primary School



Safeguarding and Child Protection Policy

Designated Safeguarding Lead and Headteacher:	Mrs Heather Westrop
Deputy Designated Safeguarding Lead and Deputy Headteacher:	Mr Jamie Stephens
Deputy Designated Safeguarding Lead and SENCO:	Mrs Amanda Stephens
Deputy Designated Safeguarding Lead and Senior Leader:	Mr Joshua Lovell
Safeguarding Governor:	Mrs Georgia Clarke

'Inspired by Christ, working together, achieving our best'

Policy Created: September 2026

Updated: September 2027

Aims of St. Joseph's Catholic Primary School

'Inspired by Christ, working together, achieving our best'

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Vision and Ethos

At St Joseph's Catholic Primary School, safeguarding and child protection are at the heart of our Catholic mission. We believe that every child is created in the image and likeness of God and has inherent dignity, worth and value. It is therefore our moral, spiritual and statutory responsibility to ensure that every child is known, valued, loved, respected and protected from harm.

Our safeguarding approach is rooted in the teachings of Jesus Christ and Catholic Social Teaching, particularly the dignity of the human person, the common good, solidarity and our responsibility to protect those who are vulnerable. We strive to create a school community where every child feels safe, listened to and supported, and where they are enabled to flourish spiritually, emotionally, socially, academically and physically.

Safeguarding is everyone's responsibility. All members of St Joseph's community have a duty to remain vigilant, recognise concerns and act promptly and appropriately when a child may be at risk of harm. We will listen to children, take their concerns seriously and ensure that their welfare and best interests remain at the centre of our decision-making.

We recognise our particular responsibility towards children who may be vulnerable because of their circumstances, additional needs or family situation. We will work closely with parents, families and external agencies, including children's social care, the police and other safeguarding partners, to ensure that children receive appropriate protection, support and early help.

Our commitment is inspired by the words of Jesus: "I have come that they may have life and have it to the full" (John 10:10). Safeguarding at St Joseph's is therefore both a statutory duty and a Gospel imperative. We are committed to ensuring that St Joseph's is a place of safety, dignity, hope and belonging where every child can flourish.

Introduction

"Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all practitioners 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." (Keeping Children Safe in Education – DfE, 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 St Joseph's and should be read in conjunction with the following:

- ✓ Keeping Children Safe in Education (DfE, 2026)
- ✓ the Behaviour policy
- ✓ the Staff Behaviour policy (sometimes called Staff Code of Conduct)
- ✓ the safeguarding response to children missing from education
- ✓ the role of the Designated Safeguarding Lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education 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
- ✓ taking action to enable all children to have the best outcomes

St Joseph's has a whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and that it underpins all systems, processes and policies. We will always listen to and advocate for children and ensure that our work reflects the voice of the child.

It is important that our values are understood and shared by all children, staff, parents/carers, governors and the wider school community. We believe that everyone who comes into contact with children has a role to play in safeguarding them and that, only by working in partnership, can we truly keep children safe.

Statutory Framework

There is government guidance set out in [Working Together to Safeguard Children \(DfE 2026\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. In Thurrock these arrangements sit under the [Thurrock Safeguarding Children Board](#) (TSCB). The statutory partners are Thurrock Council, Essex Police and the NHS Integrated Care Board.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

In addition to national statutory guidance, in Thurrock, all professionals must work in accordance with the [SET Procedures](#). St Joseph's also works in accordance with the following guidance and legislation (*this is not an exhaustive list*):

Guidance

- ✓ [Keeping children safe in education](#) (DfE, 2026)
- ✓ [Working Together to Safeguard Children](#) (DfE, 2026)
- ✓ [Working together to improve school attendance](#) (DfE, 2026)
- ✓ [Generative AI: product safety expectations](#) (DfE, 2026)
- ✓ [School suspensions and permanent exclusions](#) (DfE, 2026)
- ✓ [Meeting digital and technology standards in schools and colleges](#) (DfE, 2026)
- ✓ [Restrictive interventions, including use of reasonable force in schools](#) (DfE, 2026)
- ✓ [Mobile phones in schools](#) (DfE, 2026)
- ✓ [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (DfE, 2025)
- ✓ [Children missing education: statutory guidance for local authorities and schools](#) (DfE, 2025)
- ✓ [Behaviour in schools](#) (DfE, 2024)
- ✓ [Information Sharing](#) (DfE, 2024)
- ✓ [Teaching online safety in schools](#) (DfE, 2023)
- ✓ [Searching, screening and confiscation in schools](#) (DfE, 2023)
- ✓ [Preventing and Tackling Bullying](#) (DfE, 2017)
- ✓ [What to do if you're worried a child is being abused](#) (HMG, 2015)
- ✓ [Information sharing advice for safeguarding practitioners](#) (DfE, 2024)
- ✓ Children's Wellbeing and Schools Act 2026
- ✓ Crime and Policing Act 2026
- ✓ Victims and Prisoners Act 2024
- ✓ Domestic Abuse Act 2021
- ✓ Data Protection Act 2018
- ✓ Children and Social Work Act 2017
- ✓ Counter-Terrorism and Security Act 2015
- ✓ Serious Crime Act 2015
- ✓ Education (Pupil Registration) Regulations 2006
- ✓ Children Act 2004
- ✓ Sexual Offences Act 2003
- ✓ Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- ✓ Education Act 2002
- ✓ Children Act 1989

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, the Local Authority and other agencies who have specific responsibilities under child protection procedures. The names of those in St Joseph's with these specific responsibilities (the Designated Safeguarding Lead and Deputy

Designated Safeguarding Lead[s]) are displayed on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The Governing Body

The governing body has strategic leadership responsibility for safeguarding in St Joseph's. It ensures that our safeguarding arrangements comply with all legal duties and that our policies, procedures and training are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the Child Protection Policy reflects statutory and local guidance and that it is reviewed at least annually.

There is a named governor for safeguarding arrangements and they are also named on the front cover of this document. This governor takes strategic responsibility at governing body level for safeguarding arrangements in St Joseph's and leads on a 'whole-school approach' to this. The governing body ensures there is a named Designated Safeguarding Lead and at least one Deputy Designated Safeguarding Lead in place.

The governing body ensures the school engages with statutory safeguarding partners and contributes to multi-agency working, in line with statutory and local guidance. It understands the importance of sharing information in keeping children safe and ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all adults in St Joseph's (including governors / trustees) who work with children receive safeguarding and child protection training at induction as appropriate and that it is regularly updated.

The governing body ensures our pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. We teach our children how to keep themselves safe and we work in accordance with statutory guidance to help children recognise and respond to risk and to prevent them from coming to harm. We comply with government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

The governing body has specific duties around online safety and ensures we have appropriate filtering and monitoring systems in place to keep our children safe online. These arrangements are reviewed at least annually to ensure they are effective.

The governing body is responsible for ensuring that adults in St Joseph's are suitable – this is done by:

- ✓ ensuring we have in place safer recruitment procedures that help to deter, reject or identify people who might abuse children
- ✓ ensuring we meet statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information)
- ✓ ensuring volunteers are appropriately supervised in school
- ✓ online safety (including strategic oversight of filtering and monitoring systems to support this)

It also ensures there is an appropriate Staff Code of Conduct Policy in place, so that adults when they start work with us are clear of the boundaries within which they operate. The Governing Body ensures all staff are aware they must follow this policy and that appropriate action is taken where this does not happen.

The Headteacher

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Our Headteacher works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by the governing body are understood and followed by all staff.

The Designated Safeguarding Lead (and Deputy / Deputies)

The Designated Safeguarding Lead takes the lead responsibility for safeguarding and child protection in St Joseph's. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained, leading on online safety (including filtering and monitoring standards), managing and sharing safeguarding information and child protection files and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that any referrals to Thurrock Children's Social Care and / or the Police

are made in a timely way and in accordance with current SET procedures. They work with the local authority and the TSCB as required and ensure that information is shared appropriately.

The Deputy Designated Safeguarding Leads are trained to the same standard as the Designated Safeguarding Lead. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Leads are able to act in their absence, so there is always cover for this role.

All School Staff

Everyone in St Joseph's has a responsibility to provide a safe learning environment where our children can learn. We recognise the need to identify concerns as they emerge so we can stop them from escalating and all staff are therefore aware of how to identify children who may benefit from early help. They are particularly alert to children who may have additional need for support either in community-based early help or through access to other agencies.

All staff are aware of the types of abuse and safeguarding issues that can put children at risk of harm. Our staff are aware of the indicators of abuse, neglect, exploitation and modern slavery and they understand that children can be at risk of harm inside and outside of their home or our setting and also online.

Our staff members are aware of and follow school safeguarding processes (as set out in this policy) and also know how to make a referral to Social Care, if there is a need to do so. Staff understand that, if they have any concerns about a child's welfare, they must act on them immediately and speak with the Designated Safeguarding Lead (or deputy) – we do not assume that others have taken action.

Our staff understand that children may not always feel able or know how to tell someone that they are being abused. This may be because they are embarrassed, scared or do not recognise they are experiencing abuse. We understand that other children as well as adults can cause harm and that there are many factors which may impact on our children's welfare and safety. We also understand safeguarding in the wider context (contextual safeguarding) and recognise that abuse and neglect rarely occur in isolation and that in most cases multiple issues will overlap.

Our staff will always reassure children who report abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

Types of Abuse/Specific Safeguarding Issues

Keeping Children Safe in Education describes abuse as 'a form of maltreatment of a child'. It sets out that:

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others... Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse."

The guidance refers to four main categories of abuse:

- ✓ **Physical:** a form of abuse causing physical harm to a child – this includes where an adult fabricates or deliberately induces illness in a child
- ✓ **Emotional:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development
- ✓ **Sexual:** forcing or enticing a child to take part in sexual activities (through actual physical or online contact)
- ✓ **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 also occur during pregnancy)

In addition, Annex A of Keeping Children Safe in Education contains important information about specific forms of abuse and safeguarding issues. Some of these, and our approach to them, are explained here:

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

CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Thurrock has adopted the following definition for CCE: *'Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 years. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation doesn't always involve physical contact; it can also occur through the use of technology.'* (Home Office, 2018)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

CSE is a form of child abuse, which can happen to boys and girls from any background or community. It may occur over time or be a one-off occurrence and it can be committed by an individual or an organised network. In Thurrock, the definition of CSE from the Department of Education (DfE, 2017) has been adopted: *"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology"*.

We recognise that a significant number of children who are victims of CSE go missing from home, care and education at some point. St Joseph's is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies as appropriate.

We understand that safeguarding incidents and behaviours can be associated with factors in the community, outside a child's home or St Joseph's. All staff are aware of 'contextual safeguarding' and we are therefore mindful of things in a child's life which may be a threat to their safety and / or welfare. We always consider relevant information when assessing any risk to a child and will share it with other agencies when appropriate, to support better understanding of a child and their family. This is to ensure that our children and families receive the right help at the right time and to help keep our children safe.

Child-on-Child Abuse (including harassment, violence and sexualised behaviours)

Child on child abuse can manifest itself in many ways and may occur in person and / or online. This may include bullying (including cyber bullying), physical abuse, physical / sexual assault, harmful sexual behaviours, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals. We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur to prevent them from escalating. We do not normalise harmful behaviour or abuse, and it is not tolerated in our setting. At St Joseph's we are committed to ensuring that St Joseph's is a place of safety, dignity, hope and belonging where every child can flourish.

Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

St Joseph's recognises that some children may abuse other children and that this may happen in school, or outside of it. We understand there are many factors which may lead a child to display abusive behaviours towards other children, and that these matters are sensitive and often complex. We recognise St Joseph's may be the only stable, secure and safe element in the lives of some children, particularly those who have experienced harm and trauma. We have a duty to safeguard all children and, whilst inappropriate behaviours will be challenged and addressed, it is always considered in the context of providing appropriate support to all children where harmful behaviour has occurred. We will always take a balanced and proportionate approach to risky or harmful behaviour.

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We use lessons and assemblies to teach children about healthy, positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if

abuse is not being reported, that it is not occurring in St Joseph's – we are vigilant to signs of abuse and promote a culture of safety and understanding.

Children who are Absent from Education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. We recognise that good attendance begins with St Joseph's being somewhere our children want to be, and also that some children find it harder to attend school for a range of reasons. We will always try to understand underlying reasons for absence and will work collaboratively with other partners to support children to attend school and to ensure that they receive the right help at the right time.

A child missing education is a potential indicator of abuse or neglect, and we follow the procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks. We believe that early intervention to address absence from school is vital, so we work with parents/carers and other partners to keep children in school and remove any barriers to them accessing their education.

Parents should always inform us of the reason for any absence. Where this does not happen, we will attempt contact with parents (parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to). Where contact is not made, a referral may be made to another appropriate agency (Children Missing Education Team, Social Care and / or Police). St Joseph's must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more.

We work in accordance with the Thurrock Protocol for children who go missing during the school day to ensure that there is an appropriate response to children who go missing.

Domestic Abuse

Domestic abuse can involve a wide range of behaviours and may be a single or multiple / ongoing incidents. It can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. We understand that anyone can be a victim of domestic abuse, and that it can take place inside or outside of the home.

St Joseph's recognises that exposure to domestic abuse (either by witnessing or experiencing it) can have a serious, long-term emotional and psychological impact on children. We work with other key partners, and we receive and share relevant information where there are concerns that domestic abuse may be an issue for a child or family, or be placing a child at risk of harm.

As part of our safeguarding arrangements and our work with safeguarding partners, St Joseph's has signed up to [Operation Encompass](#). Operation Encompass is a national initiative which aims to provide support to children who have experienced domestic abuse. It means the Police inform us if they have attended an incident of domestic abuse which involves a child on our roll, so that appropriate support can be put in place. Any information in relation to this will be held on the child's child protection file, as with any other safeguarding information.

In Thurrock, the [Southend, Essex and Thurrock Domestic Abuse Board \(SETDAB\)](#) is responsible for designing and implementing the Domestic Abuse Strategy and provides advice, guidance and resources to support work around domestic abuse.

Harmful Sexual Behaviour

We understand that children's sexual behaviours exist on a continuum, ranging from age-appropriate/developmental to inappropriate/problematic/abusive. We also understand that harmful sexual behaviour and child-on-child abuse can occur between children of any age and gender, either in person or online. We recognise that children who display harmful sexual behaviour may have experienced their own abuse and trauma, and we will support them accordingly.

St Joseph's has a 'zero-tolerance' approach to harmful sexual behaviour of any kind, and any inappropriate behaviour is challenged and addressed to prevent it from escalating. We do not accept misogynistic or misandrist behaviours and work in accordance with all statutory guidance in relation to such behaviours and with other agencies as appropriate.

Through our TEN:TEN curriculum, we teach pupils how to develop healthy and respectful relationships, understand personal boundaries and consent, recognise equality and respect differences, and understand the laws and expectations that help keep people safe. Through age-appropriate, Catholic teaching, pupils are encouraged to recognise their God-

given dignity and the dignity of others, make safe and responsible choices, and know how and when to seek help. This includes developing their understanding of how to keep themselves safe both online and offline.

Mental Health

We recognise that good mental health for all our children and staff is very important, and we understand the part St Joseph's plays in this. We work to develop the emotional wellbeing and resilience of all children and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which can increase someone's vulnerability and also protective factors that can promote or strengthen resilience. The more risk factors present in someone's life, the more protective factors or supportive interventions are needed to counter-balance these to promote resilience and keep children safe.

We understand that mental health issues can, on occasions, develop into safeguarding concerns. Equally, our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

It is vital that we work in partnership with parents/carers to support the wellbeing of our pupils. We expect parents/carers, if they have any concerns about the wellbeing of their child, to share this with us, so we can ensure that appropriate support and interventions can be identified and implemented.

St Joseph's Catholic Primary School works closely with Brentwood Catholic Children's Society (BCCS) to provide a confidential and supportive counselling service for pupils who may benefit from additional emotional or pastoral support. Through this partnership, children are given a safe space to talk about their feelings, develop coping strategies and build emotional resilience. This reflects our Catholic commitment to nurturing the whole child and ensuring that every pupil is valued, supported and able to flourish.

Online Safety

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline.

Whilst this presents many positive and exciting opportunities, we recognise it also presents challenges and risks, in the form of:

- ✓ **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, misandry, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- ✓ **contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- ✓ **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying including those generated using AI and online bullying,
- ✓ **commerce:** risks such as online gambling, inappropriate advertising, phishing and / or financial scams

All staff in St Joseph's are aware of the risks to children online. We understand any child can be vulnerable online, and that their vulnerability can vary according to age, developmental stage and personal circumstances. We aim to equip all our pupils with the knowledge they need to use the internet and technology safely, and we want to work with parents to support them to keep their children safe online.

Children must be safeguarded from inappropriate and potentially harmful content online. We have systems in school to filter information and block internet access to harmful sites and inappropriate content. These systems are monitored and regularly reviewed to ensure they are effective, and all staff are trained in online safety and how to report concerns.

St Joseph's Catholic Primary School uses **London Grid for Learning (LGfL)** filtering and monitoring systems to help keep pupils safe when using technology and accessing online content. The system supports the school in identifying and responding to inappropriate or concerning online activity, while staff maintain appropriate oversight and follow safeguarding procedures where concerns arise. This forms an important part of our wider commitment to keeping children safe online and offline.

Prevention of Radicalisation

The [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent Duty requires schools to:

- ✓ teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- ✓ be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- ✓ be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

Channel is a national programme which focuses on providing support at an early stage to individuals identified as vulnerable to being drawn into terrorism. If a child on roll at St Joseph's is referred to the Channel Panel, a representative from the school may be asked to attend a meeting to help with an assessment and support plan.

St Joseph's operates in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from the Local Authority Education Prevent Lead or appropriate agencies and, if necessary, refer to the Police and / or Social Care.

Serious Violence

Serious violence may involve physical assault or carrying, threatening with or using a weapon. It can also be associated with Child Criminal Exploitation and our staff are aware of the risk factors and indicators which may signal that children are at risk from or involved with serious violent crime.

As with any other safeguarding issue, we will assess risk based on information received and our understanding of potential and actual violence. Any concerns will be addressed to help safeguard all children and we will work with other appropriate agencies to do so. We will always take a proportionate approach to such matters, whilst ensuring that all children and staff are appropriately safeguarded.

Honour or Faith-Based abuse (including Female Genital Mutilation and forced marriage)

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. We understand that this form of abuse often involves a wider network of family or community pressure and can include multiple perpetrators.

Female Genital Mutilation (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 form of child abuse.

The Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of FGM where it appears to have been carried out on a girl under the age of 18. St Joseph's operates in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A *forced marriage* is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. We will always report any concerns that a child may be or has been subjected to a forced marriage and will work with the appropriate agencies.

Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm. This may be a co-ordinated offer of community-based early help when additional needs of children are identified or contributing to inter-agency plans which provide additional 'Family Help' support through a Child in Need plan or at a Child Protection plan level.

All staff members have a duty to identify and respond to suspected or actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that

abuse may have occurred, must report it immediately to the Designated Safeguarding Lead (or, in their absence, the Deputy Designated Safeguarding Lead).

All action is taken in accordance with the following guidance:

- ✓ Thurrock Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2026)
- ✓ Keeping Children Safe in Education (DfE, 2026)
- ✓ Working Together to Safeguard Children (DfE, 2026)
- ✓ PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school must refer any concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Thurrock Multi-Agency Safeguarding Hub (MASH) and/or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via a CAF.

We may also seek advice from Social Care or another appropriate agency about a concern if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to another agency, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or may impede a criminal investigation. If it is necessary for an external agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with the Thurrock MASH and/or Essex Police for advice on when to share information with parents/carers.

All staff understand that, if they continue to have concerns about a child, feel a concern is not being addressed or that a situation does not appear to be improving for a child, they should raise this with the Designated Safeguarding Lead.

Where an immediate response is required, and if for any reason the Designated Safeguarding Lead (or deputy) is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed around the school to ensure that all staff members have access to urgent safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (and deputy/deputies) and how to share concerns with them. We also provide information on safeguarding to any visitor to our school, so they understand how to report a concern if they have one.

Children Potentially at Risk of Greater Harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be:

- ✓ children with a Child in Need or Child Protection Plan, those in Care or previously in Care
- ✓ children with special educational needs, disabilities or health issues
- ✓ children requiring support with mental health
- ✓ young carers
- ✓ children with medical needs
- ✓ children who are lesbian, gay or bisexual
- ✓ children who are questioning their gender

Our school understands that children with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges and that barriers can exist when recognising abuse and neglect for these children. These can include:

- ✓ that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- ✓ that they may be more prone to peer group isolation than others
- ✓ that they may be disproportionately impacted by things like bullying, without outwardly showing signs
- ✓ potential communication difficulties in managing or reporting abuse or recognising that abuse is occurring
- ✓ potential additional risks due to higher dependency on adults and / or need for intimate care
- ✓ issues with understanding the risks online and how it may influence their behaviour

We work with Social Care and other relevant agencies to ensure there is a joined-up approach to planning for all children and that they receive the appropriate help and support.

Training

In line with statutory requirements, the Designated Safeguarding Lead (and deputy/deputies) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Thurrock Safeguarding Children Board (TSCB). In addition, all staff members and other adults working with children in our school receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. We keep records of any safeguarding/child protection training undertaken by staff and governors.

The school ensures that the Designated Safeguarding Lead and deputies also undertake training in inter-agency working and other matters as appropriate.

Information Sharing and Confidentiality

Sharing information is a vital part of safeguarding work and we understand how important it is and its role in safeguarding arrangements. We will always use our professional judgement to ensure that information shared is focused and proportionate and we are signed up to the Education and Learning Information Sharing Protocol which includes how to share and receive information for safeguarding purposes.

We understand that no individual knows everything about a child or family. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information, where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot (and will not) stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and are regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

A member of staff will never guarantee confidentiality to anyone (including parents/carers or pupils) about a safeguarding concern, nor 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 Lead (or deputy) and may require further referral to and subsequent investigation by appropriate authorities.

In some cases, it may be necessary for the Designated Safeguarding Lead (or deputy) to share information on individual child protection cases 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.

Information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.

Child Protection Records

Accurate records are an essential aspect of effective child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then reported to the Designated Safeguarding Lead (or deputy), who will decide on appropriate action and record this accordingly.

CPOMS (Child Protection Online Management System) is a secure digital safeguarding system used to record, manage and monitor concerns relating to pupils' welfare, behaviour and safeguarding. At St Joseph's Catholic Primary School, staff use CPOMS to record concerns, actions and relevant information promptly and securely. Designated Safeguarding Leads can review, assess and follow up concerns, ensuring that appropriate actions are taken and that there is a clear, confidential record of safeguarding information and communication. CPOMS supports effective information sharing, professional collaboration and early identification of children who may require additional support or intervention.

Any records relating to child protection are kept on an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school/educational setting.

In line with statutory guidance, where a pupil transfers from our school to another school/educational setting (including colleges), their child protection records will be securely forwarded to the new setting. We will obtain evidence that they have been safely received by the new school and then destroy any records held in our school. Where appropriate, the Designated Safeguarding Lead may also make contact with the new setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

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

Multi-Agency Working

We understand the importance of agencies working together to keep children safe, and there is a legal requirement to do so.

We work with other relevant agencies such as Social Care, Police, the Virtual School and Health/mental health services to support children and keep them safe. This includes where a child in our school (or sometimes who was previously with us) has a Child in Need, Child Protection or Care Plan. Where this is the case, it is the responsibility of the Designated Safeguarding Lead to ensure our school is represented at, and that a report is submitted to, any statutory meeting called. Where possible and appropriate, any report will be shared in advance with the parent(s)/carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the Designated Safeguarding Lead will have oversight of their school attendance, emotional wellbeing, academic progress, welfare and presentation, linking with the Thurrock Virtual School, which has strategic oversight of this group of children. Where our school is part of the core group, the Designated Safeguarding Lead will ensure we are represented, provide appropriate information and contribute to the plan at these meetings. We will report on the child's progress in school, and any concerns about them will be shared at the meeting, unless to do so would place them at risk of harm. In this case the Designated Safeguarding Lead would speak with the child's key-worker outside of the meeting, and as soon as there is a concern.

Allegations About Members of the Children's Workforce

We ensure all staff members (including agency staff) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in our Staff Code of Conduct. All staff are regularly reminded of this through updates and training and are also informed about our Whistleblowing Policy.

Keeping Children Safe in Education (DfE 2026) and the SET procedures (TSCB 2026) set out the procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). These procedures should be followed where an adult has:

- ✓ behaved in a way that has harmed a child, or may have harmed a child and/or
- ✓ possibly committed a criminal offence against or related to a child, and/or
- ✓ behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- ✓ behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any concerns about an adult in our setting should be reported to the Headteacher or the Designated Safeguarding Lead, who will then decide how to take this forward. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for us to explore the concerns to establish some facts – this initial fact-finding is not an investigation, it is to clarify information and to direct our response to the concern.

Where an allegation against a member of staff is received, and it is felt that any of the above criteria apply, the SET procedures (TSCB, 2026) require this to be reported to the Duty Local Authority Designated Officer (LADO) at Thurrock at LADO@thurrock.gov.uk. We may not carry out any investigation before a referral has been made.

In the event of an allegation relating to the conduct and behaviour of an agency member of staff, the Headteacher (or deputy) will liaise with the agency, while following due process, to facilitate a joint investigation or enable the agency to move this forward.

Any concern relating to the Headteacher should be reported directly to the Chair of Governors, who will refer the matter to the LADO.

Staffing matters are confidential and the school operates within a statutory framework around Data Protection. We do not share information about any individual staff member with anyone other than appropriate statutory agencies.

Behaviour, Use of Physical Intervention and Reasonable Force

Our Behaviour Policy sets out our approach to behaviour for all children and also for those with more difficult or harmful behaviour. We recognise there are some children who have needs that require additional support and a more personalised approach and we always consider all behaviour, and our response to it, in the context of safeguarding.

We work in accordance with the DfE guidance: [Use of reasonable force and other restrictive interventions guidance \(DfE 2026\)](#) and our approach to this is set out in our Restrictive interventions, including use of reasonable force Policy.

Mobile Phones

In line with the [Mobile phones in schools \(DfE 2026\)](#), our school is a phone-free environment. Our approach to this forms part of our wider safeguarding arrangements and is detailed in our Behaviour and Relationships Policy.

Whistleblowing

All members of staff and the wider school community should feel able to raise concerns about poor or unsafe practice and have confidence that any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in our Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](#) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: 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 A: Thurrock Safeguarding Services and Key Contacts

Thurrock Multi-Agency Safeguarding Hub (MASH)

The Thurrock Multi-Agency Safeguarding Hub (MASH) is the main point of contact for concerns about the welfare or safety of a child. MASH brings together information from children's social care, health, police and other relevant agencies to ensure that concerns are appropriately assessed and that children and families receive the right help at the right time.

Thurrock MASH

Telephone: 01375 652 802

Email: thurrockmash@thurrock.gov.uk

Address: Civic Offices, New Road, Grays, RM17 6SL

Where there is an immediate concern that a child is at risk of significant harm, the school will contact MASH without delay and, where appropriate, the Police.

Emergency/out-of-hours Children's Services: 01375 372 468

Police: 101 for non-emergency concerns or 999 where there is an immediate risk of harm.

The school will follow the Southend, Essex and Thurrock (SET) Safeguarding and Child Protection Procedures alongside Thurrock's local safeguarding arrangements.

Thurrock Local Safeguarding Children Partnership (LSCP)

The Thurrock LSCP supports safeguarding and promotes the welfare of children across Thurrock. It provides local safeguarding procedures, threshold guidance, escalation arrangements, training and other safeguarding resources for professionals.

The school will work in accordance with the current Thurrock LSCP Pathway to Service and Threshold Intervention and the SET Safeguarding and Child Protection Procedures.

Early Help and Family Support

Where a child or family requires additional support but does not meet the threshold for statutory social care intervention, St Joseph's will work with the family and appropriate agencies to identify and provide early help. Referrals for early help and targeted support are considered through Thurrock MASH, which screens referrals and directs them to the appropriate service or agency.

Local Authority Designated Officer (LADO)

Any allegation that an adult working with children may have harmed a child, may pose a risk of harm to children, or may be unsuitable to work with children will be managed in accordance with the statutory procedures.

Thurrock LADO: 01375 652 921

Education Welfare / School Attendance Support

St Joseph's recognises that persistent or unexplained absence can be an indicator of safeguarding concerns. Where appropriate, the school will work with Thurrock's School Attendance Support Team and other relevant agencies.

School Attendance Support Team: 01375 652 568

Email: sast@thurrock.gov.uk

Key Safeguarding Principle

All members of staff have a responsibility to act on safeguarding concerns. Staff must report concerns immediately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Where there is an immediate risk of harm, staff must not wait for the DSL to become available before taking appropriate action.

Appendix B: Thurrock Pathway to Service and Threshold Intervention

St Joseph's Catholic Primary School works in accordance with the Thurrock Local Safeguarding Children Partnership (LSCP) Pathway to Service and Threshold Intervention. This framework supports professionals to identify children's needs at the earliest opportunity and ensures that children and families receive the right help, at the right time and at the right level.

The school recognises that safeguarding is a continuum and that children may move between levels of need as their circumstances change. Staff will use professional judgement, alongside information from the child, family and other professionals, to determine the most appropriate response.

Level 1 – Universal Services

Children whose needs can be met through universal services and the support normally available through school, family and the wider community.

At this level, St Joseph's will:

- provide a safe, inclusive and nurturing school environment;
- monitor attendance, behaviour, wellbeing and progress;
- provide appropriate pastoral support;
- deliver safeguarding, relationships and health education;
- work in partnership with parents and carers;
- identify emerging concerns at the earliest opportunity.

Level 2 – Additional Needs / Early Help

Children who have additional needs that require coordinated support beyond universal provision but do not require statutory social care intervention.

At this level, St Joseph's may:

- discuss concerns with parents/carers;
- identify a Lead Professional;
- contribute to or initiate an Early Help/CAF assessment where appropriate;
- coordinate support with other professionals;
- monitor the impact of interventions;
- review progress regularly and escalate concerns if needs increase or support is not effective.

Thurrock MASH is the point through which referrals for early help and targeted support are screened and directed to the appropriate service.

Level 3 – Complex Additional Needs / Children in Need

Children whose needs are more complex and require coordinated support from Children's Social Care and/or a range of specialist services.

Where appropriate, St Joseph's will make a referral to Thurrock MASH under Section 17 of the Children Act 1989 and will contribute fully to assessments, plans, meetings and reviews.

The school will ensure that the child's education, attendance, wellbeing, safeguarding, SEND needs and progress are considered as part of multi-agency planning.

Level 4 – Child Protection/Significant Harm

Children who are suffering, or are likely to suffer, significant harm and require statutory child protection intervention. Where there are concerns that a child is suffering or is likely to suffer significant harm, the DSL will make an immediate referral to Thurrock MASH in accordance with the SET Child Protection Procedures.

A referral should be made without delay and no later than one working day from identification or disclosure of significant harm or risk of significant harm. In an emergency, the appropriate emergency/out-of-hours service and/or Police will be contacted immediately.

Professional Escalation

If St Joseph's believes that a referral has not received an appropriate response, or that a child's needs or risks have not been adequately addressed, the DSL will challenge and escalate the decision through the appropriate Thurrock safeguarding escalation procedures.

The school will remain child-centred throughout and will continue to monitor and support the child while concerns are being addressed.

Important Safeguarding Principle

The absence of an Early Help assessment or other completed paperwork must never prevent a referral where there are safeguarding concerns. Where there is a concern about significant harm, the priority is always the immediate safety and welfare of the child.

Appendix C: Thurrock Missing Child Protocol

Purpose

St Joseph's Catholic Primary School recognises that any child who goes missing from school or whose whereabouts cannot be established may be at increased risk of harm. A missing episode may be an isolated incident; however, repeated or unexplained episodes may indicate wider safeguarding concerns, including neglect, exploitation, family difficulties, criminal or sexual exploitation, mental health concerns or other vulnerabilities.

Any missing episode will therefore be treated as a safeguarding concern and responded to promptly.

When a child is missing from the school premises

If a child is believed to be missing from school:

- The member of staff who identifies the concern will immediately inform the Headteacher and/or DSL.
- Staff will establish when and where the child was last seen.
- The school premises, grounds and immediate surrounding area will be checked promptly and safely.
- The child's class, known whereabouts, friends and relevant staff will be checked.
- Parents/carers will be contacted where appropriate.
- The child's risk factors and individual circumstances will be considered, including SEND, age, vulnerability, previous missing episodes and any known safeguarding concerns.
- If the child cannot be located promptly, the Police will be contacted.
- 999 will be used where there is an immediate risk to the child's safety or a belief that the child may be in immediate danger. 101 will be used for non-emergency Police reporting.
- Thurrock MASH will be contacted where there are safeguarding concerns or where the circumstances indicate that the child may be at risk of harm.
- The incident and all actions taken will be recorded on CPOMS and reviewed by the DSL.

The school will provide the Police and other agencies with all relevant information, including the child's description, last known location, known risks, contacts, medical/SEND information where relevant and any circumstances surrounding the disappearance.

Children Missing from Education

St Joseph's will follow Thurrock Council's procedures where a pupil is absent without explanation and reasonable enquiries cannot establish their whereabouts or educational arrangements.

The school will follow its attendance and safeguarding procedures, including first-day contact, contacting emergency contacts, home visits where appropriate and referral to the Thurrock School Attendance Support Team where required. School Attendance Support Team: 01375 652 568

Email: sast@thurrock.gov.uk

A pupil who is missing from education may be at risk of safeguarding harm. Where there are concerns about a child's welfare or safety, the school will make an immediate referral to Thurrock MASH rather than waiting for attendance or children missing education procedures to be completed.

High-Risk Missing Pupils

Where a pupil is subject to a Child Protection Plan, Child in Need Plan or is a Looked After Child, Thurrock identifies these pupils as high risk in relation to children missing from school. The child's key worker should be notified within the first 24 hours of unauthorised absence where contact cannot be made, and an immediate Children Missing Education referral should be considered. Where there is a potential risk of harm or suspected criminal activity, Thurrock MASH should be notified immediately.

Repeated Missing Episodes

Repeated missing episodes will be reviewed by the DSL as potential indicators of wider safeguarding concerns. The school will consider whether there are links to:

- child criminal or sexual exploitation;
- neglect or difficulties within the home;
- bullying or peer-on-peer abuse;
- mental health or emotional wellbeing;
- SEND or unmet additional needs;

- family circumstances;
- unsafe adults or locations;
- online activity;
- other contextual safeguarding risks.

The DSL will share relevant information with appropriate agencies and participate in any multi-agency planning or meetings required.

Recording and Review

All missing episodes will be recorded accurately, including the time the child was identified as missing, actions taken, agencies contacted, the outcome and any follow-up required.

The DSL will review repeated or concerning incidents to identify patterns and consider whether the child's safeguarding plan, risk assessment or multi-agency support needs to be strengthened.

Return to School

When a child returns following a missing episode, staff will ensure that the child is welcomed back and their welfare is checked. The DSL will consider whether the child requires an opportunity to talk about what happened and whether further safeguarding action or support is required.

The school will work with parents/carers and relevant agencies to understand the reasons for the missing episode and reduce the likelihood of recurrence.

Appendix D: St Joseph's Pupil Friendly Safeguarding Leads Poster



Our Safeguarding Team

We are here to help and keep you safe. 



At St Joseph's we all have the right to feel safe, happy and cared for in our school.



Mrs Westrop

Headteacher and
Designated Safeguarding Lead



Mr Stephens

Deputy Headteacher and
Deputy Designated Safeguarding Lead



Mrs Stephens

SENCO and
Deputy Designated Safeguarding Lead



Mr Lovell

RE Lead and
Deputy Designated Safeguarding Lead



If you are worried about anything, no matter how big or small, talk to one of us. We will listen and help.



Who can you talk to and why?

Thurrock MASH



Contact Thurrock MASH if you are worried about a child's safety or wellbeing.

Why?

MASH (Multi Agency Safeguarding Hub) helps make sure children get the right support and protection quickly.



01375 652802
(Mon-Fri 9am-5pm)

Out of hours:
01375 372468

The Police



Contact the Police if a child is in immediate danger or a crime has been committed.

Why?

The Police will act quickly to protect children and keep everyone safe.



999

In an emergency
Non-emergency
101

Thurrock LADO



Contact the Local Authority Designated Officer (LADO) if you are worried about an adult who works with children.

Why?

The LADO deals with concerns about adults to keep children safe.



01375 652802
(Ask for the LADO)

Childline



Contact Childline if you want to talk to someone in confidence.

Why?

Childline is here to listen, support and give advice about anything worrying you.

ChildLine

0800 1111

www.childline.org.uk

Remember...

It is never your fault.
It is always right to speak up.



We care about you.
We will listen.
We will help.



Safeguarding is everyone's responsibility