

St Joseph's Roman Catholic Primary School
Goodson Road, London, NW10 9LS
Telephone: 020 8965 5651 Fax: 020 8961 9022
Email: admin@stjo.brent.sch.uk



Child Protection and Safeguarding Policy 2026-27

POLICY DETAILS:

Legal Status: Statutory

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Last Review: September 2025

Next Review: September 2027

Responsible Person: Governing Board

Introduction:

St Joseph's Roman Catholic Primary School recognises its responsibilities for Child Protection. Our policy applies to all staff, Governors and volunteers working in the school. There are six main elements to our policy:

- Adopting a preventative approach and a culture where children can talk to us
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of Child Protection issues among staff and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils in accordance with the agreed Child Protection or Child In Need Plan
- Establish a safe environment in which children can learn and develop

The school will act in accordance with the following legislation and guidance:

- The Children Act 1989 and 2004
- Education Act 2002, section 175
- Local Safeguarding Partners and London Child Protection Procedures
- DfE guidance, 'Keeping Children Safe in Education' (September 2026)
- DfE guidance, 'Working Together to Safeguard Children' (December 2023)
- The Equalities Act 2010

'Working Together to Safeguard Children' guidance (DfE December 2023) requires all schools to follow the procedures for protecting children from abuse established by their Local Safeguarding Partners. Schools must ensure that they have appropriate procedures in place for responding where they believe that a child has been abused or is at risk of abuse. The procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

'Keeping Children Safe in Education' guidance (DfE September 2026) states that the role of the Designated Safeguarding Lead is to *"ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures...To ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made."*

The DfE 'Keeping Children Safe in Education' (September 2026) guidance defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- 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.

1. Aims of the policy

- To provide an environment and foster a school community supportive of the aims of St Joseph's Roman Catholic Primary School
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To promote an environment in which all staff and visitors know they can raise any concerns, no matter how small they may seem

- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services
- To ensure that all adults within the school who have access to children have been checked as to their suitability
- To emphasise the need for good levels of communication between all members of staff

2. Procedures

St Joseph's procedures for safeguarding children will be in line with the procedures of the Local Education Authority (LEA) and the Local Safeguarding Partners.

The Designated Safeguarding Lead (DSL) is **Mrs Studd** (Education Support Manager) who takes regular training with Brent LEA, NSPCC, and receives weekly e-bulletins from NSPCC. The DSL is also a member of the Safeguarding Association and has undertaken CEOP (Child Exploitation and Online Protection) ambassador training.

The DSL can be contacted through the school office and it is preferable that anyone raising a safeguarding concern speaks directly with the DSL or a Deputy DSL.

General and routine safeguarding enquiries may be sent to email address:

saferguarding@stjo.brent.sch.uk but urgent or confidential matters should be brought to the immediate and direct attention of the DSL in person or by phone on **020 8965 5651**. If the DSL is not available, please speak with the Headmistress, Deputy Head or another Senior Leader immediately. You may also contact Brent Social Services with any child protection or safeguarding concerns on **020 8937 4300**. If you have any reason to believe a child may be in danger, please call the police straight away.

The members of staff who will act in the DSL's absence are Mrs Titus, Headmistress, and Ms Kirby, Deputy Head.

The Designated Lead for the Early Years and Foundation Stage is Mrs Rungay-Smith.

The Designated Teacher for Children Looked After is Mrs Forde, SENCo.

The Designated Governor is Mr Romain, who may be contacted via the school office.

The school will ensure that:

- Staff are trained to develop their understanding of the signs and indicators of abuse
- Staff know how to respond to a pupil who discloses abuse
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
- Procedures are regularly reviewed and updated
- All new members of staff will be given a copy of the latest Child Protection and Safeguarding Policy and Keeping Children Safe in Education (Part 1, Part 5, Annex E and Annex F) as part of their induction into the school
- All new members of staff receive Child Protection and Safeguarding training from the Designated Safeguarding Lead (DSL)
- All staff are aware of the role of the DSL and how to refer any child protection concerns
- All staff are aware that the DSL (and deputies) are most likely to have a complete safeguarding picture and will be the most appropriate person to advise on responding to safeguarding concerns
- All staff are reminded of the above at the beginning of the school year and throughout the school year

The Governing Board is responsible for ensuring the annual review of this policy.

3. Responsibilities

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals 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.”
(DfE guidance ‘Keeping Children Safe in Education’ - September 2026)

(a) Responsibilities of Governors and Senior Managers:

It is the role of the Governors and Senior Managers to take responsibility for safeguarding and promoting the welfare of children. This is a shared responsibility and requires:

- Having clear lines of responsibility
- Having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are suitable to work with children and young people
- Having procedures for dealing with allegations of abuse against members of staff and volunteers
- Making sure that the staff receive appropriate training
- Having clearly understood and working procedures on how to safeguard and promote the welfare of young people
- Working with the child’s parents to support their child’s needs
- Helping parents understand that the school has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interests of the child
- Any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay
- Ensuring that children receive appropriate and timely preventative interventions when required
- Notifying the Disclosure and Barring Service (DBS) and the Department of Education (DfE) of the name of any member of staff considered to be ‘unsuitable to work’ with children in accordance with statutory regulations

Where the school provides before school, after school or holiday club services or activities directly under the supervision or management of school staff, the school’s arrangements for safeguarding will apply. Where services or activities are provided separately by another body, the Governing Board will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and that there are arrangements to liaise with the school on these matters where appropriate.

(b) The Designated Safeguarding Lead (DSL) has the following responsibilities:

- Refer cases of suspected abuse to the local authority children’s social care as required
- Liaise with Headmistress, Deputy Head and SENCo to ensure children involved in a child protection/safeguarding matter are supported as appropriate for their situation
- Support staff who make referrals to local authority children’s social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- With the Headmistress, refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required
- Refer cases where a crime may have been committed to the Police as required and supporting staff that need to report directly to the Police, for example, in cases of suspected Female Genital Mutilation (FGM)

- Liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff
- Ensure that the school operates within the legislative framework and recommended guidance from the Department of Education, the London Safeguarding Board, the Local Safeguarding Partners and the Local Authority Designated Officer (LADO)
- Ensure that the school effectively monitors children about whom there are concerns
- Keep written records of concerns about a child even if there is no need to make an immediate referral
- Ensure that all such records are stored confidentially and securely and are separate from pupil records
- Ensure that the Headmistress is kept fully informed of any concerns
- Monitor attendance and absences for all pupils; inform Social Care if a child is absent without explanation for two days if currently subject to a Child Protection Plan
- Attends and submits reports to Child Protection Conferences
- Ensure that all staff and volunteers are aware of the Local Safeguarding Partners Child Protection Procedures
- Ensure that appropriate training and support is provided to all staff
- Develop effective working relationships with other agencies and services
- Liaise with Social Care teams over suspected cases of child abuse
- Provide guidance to parents, children and staff about obtaining suitable support
- Make a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so
- Inform the social worker responsible where a pupil who is / or has been the subject of a child protection plan changes school
- When a child leaves the school, the DSL will contact the DSL at the receiving school to share information in a manner that facilitates ongoing support during the transition
- Transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file

(c) Reporting

The reporting of safeguarding practice at St Joseph's enables the Governing Board to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority is vital in order that appropriate support and training can be given. These are requirements of 'Working Together to Safeguard Children' (DfE December 2023)

At the termly Governing Board body meetings, a Safeguarding report will be given. The Designated Safeguarding Lead will also liaise with the Governor responsible for Safeguarding regularly throughout the year. The Deputy Designated Safeguarding Leads will also be kept fully informed.

It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

4. Training

Summary of Child Protection Training:

- Designated Safeguarding Leads undertake formal DSL training every two years as a minimum
- The DSL attends regular training provided by Brent LEA and other agencies regarding specific aspects of child protection including online safety, mental health, child sexual exploitation, domestic abuse, safer recruitment, Early Help, Prevent, FGM and managing allegations against staff/volunteers
- All staff have formal training updated every year
- All staff receive regular Safeguarding Newsletters to refresh their knowledge
- All staff receive weekly reminders about safeguarding reporting procedures
- New staff receive 1:1 or small group training as part of their induction process
- A safeguarding board in the staff room displays information about a specific theme
- St Joseph's School Governors receive Child Protection and Safeguarding training and are invited to join staff training sessions
- Designated Safeguarding Lead and nominated Senior Leaders undertake Safer Recruitment training

5. Related policies and documents

- Allegations of Abuse Against Staff and Volunteers (Local Safeguarding Partners)
- Anti-Bullying Policy
- Anti-Radicalisation Policy
- Attendance Policy
- Behaviour and Discipline Policy
- Capabilities Procedure
- Children Looked After Policy
- Complaints Procedure
- Data Protection Policy
- Disciplinary Procedure
- Educational Visits Policy
- Equalities Policy & Plan
- First Aid Policy
- Guidelines on the Use of Restraint
- Health & Safety Policy
- Home-School Agreement
- Inclusion Policy
- Intimate Care Policy
- Mission Statement
- Online Safety Policy
- Professional Conduct Policy (Staff Handbook)
- Special Educational Needs Policy
- Whistleblowing Policy

6. Abuse and neglect

Abuse and neglect are 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 a stranger. They may be abused by an adult or adults, or another child or children.

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.

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 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 involve seeing or hearing the ill-treatment of another person. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or inciting a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect or unresponsiveness to a child's basic emotional needs

7. Concerns / Sharing Information

If any member of staff believes a child is in immediate danger, this must be brought to the attention of the DSL, Deputy DSL, or a senior member of staff immediately so the appropriate agency/service can be contacted. The staff safeguarding board lists key contacts.

When we read reports about the most serious of safeguarding cases, there is often at least one missed opportunity in which the child or family could have been helped, and this is usually an issue around communication.

Refer all concerns to the DSL, no matter how small, and keep referring additional concerns. DO NOT assume someone else will pass on information that is critical to keeping children safe. You may also speak with the Headmistress, Deputy Head, or Safeguarding Governor if you feel that safeguarding concerns remain and that a child or family still appear to be at risk.

Fears about sharing information cannot stand in the way of the need to safeguard and promote the welfare of children. The General Data Protection Regulations and the Data Protection Act 2018 does not prohibit the collection and sharing of information. In the context of safeguarding a child or young person, where the child's welfare is paramount, professionals must share information with the most appropriate person. In school, that is usually the DSL or their deputies.

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
- Regularly has unexplained injuries
- Frequently has some injuries (even if apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development
- Discloses an experience in which he or she may have been significantly harmed

A referral to Social Care may lead to a statutory assessment under the Children Act 1989. This could mean a Section 17 (Child in Need) assessment or Section 47 (Child Protection) if a child is suffering, or likely to suffer, significant harm. As part of their assessments, Social Care will work with the DSL to gather information and to support the child(ren). They will also be interested in the views of the professional who raised the initial concern.

8. Dealing with a disclosure

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality as the DSL will need to be informed and it may be necessary to refer to Social Care or other agencies
- Reassure the child that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Safeguarding Lead without delay

Do NOT allow the child to be interviewed a second time. Accept what the child says and report immediately to the Designated Safeguarding Lead.

General points on how to respond to a child wanting to talk about abuse:

(a) Show acceptance of what the child says (however unlikely the story may sound)

- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – **do not promise confidentiality**
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell

- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

(b) Helpful things to say:

- I understand what you are saying
- Thank you for telling me
- It's not your fault
- I will help you

(c) Things not to say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else".

(d) At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the Designated Safeguarding Lead or, if not available, contact the Headmistress or Deputy Head
- Consider your own feelings and seek pastoral support if needed

9. Record keeping

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation. Please use the 'Child Protection Concern Form' (see Appendix)
- Speak to the DSL **immediately** if the disclosure indicates the child has experienced significant harm or is at risk of significant harm
- With all other disclosures, speak to the DSL as soon as possible and certainly before the end of the child's school day as a risk assessment may need to be carried out to ensure the child will be safe to go home
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury using the 'body map' (see Appendix)
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer

10. Support following a disclosure

(a) Supporting staff:

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead who can seek support from the appropriate governor or from the Local Safeguarding Partners if required.

(b) Supporting children:

The school will endeavour to support all children by

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children

11. Confidentiality

- All matters relating to Safeguarding are confidential.
- The Headmistress or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies when requested in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

12. Whistleblowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the Designated Safeguarding Lead, the Headmistress or the Chair of the Governing Board.

13. Appointment of staff

School procedures for appointing staff are in line with the Keeping Children Safe in Education (DfE 2026) and the Local Safeguarding Partners procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non-teaching staff. Therefore, the process will always include a member of staff, or a Governor, that has been trained in Safer Recruitment.

The appointment process is designed to deter potential offenders from applying. All applicants are required to complete application forms that are designed to prompt interviewers to spot frequent job changes and movement around the country. They state the primacy of child protection concerns at the school and require a declaration of past convictions and whether or not the candidate is on the Barred List or disqualified from working with children. References are taken up in advance, and interviews include questions regarding child protection and safeguarding issues.

All applicants who are offered employment in posts involving access to children (whether teachers or support staff) will be subject to a Disclosure and Barring Service (DBS) check before the appointment is confirmed. Other adults who may come into direct contact with pupils as part of their business with the school or on an infrequent basis, for example parent volunteers, will also be subject to appropriate and statutory checks.

Any member of staff found not suitable to work with children will be notified to the appropriate bodies.

14. Allegations involving school staff (including supply/agency staff and volunteers)

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child and all staff should be aware of the school's behaviour/discipline policy.

If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headmistress. He or she

should also make a record of the concerns including details of anyone else who witnessed the incident or allegation.

The Headmistress will not investigate the allegation itself, or take written or detailed statements, but assess whether it is necessary to refer the matter to Social Care in accordance with the Safeguarding procedures. In doing so, the Headmistress can use his/her discretion to consult with the Local Authority Designated Officer (LADO) for Child Protection.

Keeping Children Safe in Education (DfE 2026) refers to **allegations that may meet the harms threshold** and also **concerns that do not meet the harm threshold**.

If an allegation is considered to be a 'low level' concern that does not meet the harm threshold, the school will apply their own internal processes to look into the matter and address any inappropriate behaviour from professionals.

If the Headmistress decides that the allegation warrants further action through the LADO safeguarding procedures she must make a referral through the local Social Care team. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Care before informing the member of staff.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Chair of the Governing Board will be consulted before a final decision is made. If it is decided that it is not necessary to refer the matter to Social Care the Headmistress will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Headmistress, the person receiving the complaint will immediately inform the Chair of Governors who will follow the procedures above without first notifying the Headmistress.

If an allegation proves to be unfounded, an investigation may take place to determine if there was malicious intent. Pupils found to have made malicious allegations are likely to have breached school behaviour policies so the school will apply an appropriate sanction, which could include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

15. Appropriate contact and physical intervention

The school has a separate policy on appropriate contact and physical intervention as staff may need to take action in situations where the use of reasonable force may be required.

The policy acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person.

If the physical intervention is of a nature that causes injury or distress to a child it may be considered under child protection or disciplinary procedures.

16. Bullying

The school has a separate anti-bullying policy. It acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures. Children are encouraged to speak out about any bullying they experience or observe and will be offered therapeutic support.

17. Offensive comments

Offensive comments, including those of a racist, sexual or homophobic nature will not be tolerated and repeated incidents or a single serious incident may lead to consideration under safeguarding procedures.

18. Inappropriate relationships

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming. Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

19. Lone working

Lone working with individual children should be avoided if at all possible. However, it is recognised that there may be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door through which they are clearly visible
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be aware of the situation
- Should anything happen during the session that makes the staff member uncomfortable or concerned, this should be reported to the Designated Safeguarding Lead immediately
- Children should only be given lifts in cars with the express permission of either the Designated Safeguarding Lead or the Headmistress.

20. Curriculum links / prevention

The RSHE curriculum, assemblies and other pastoral activities facilitate a supportive school community. Children learn the principles of keeping safe and are prepared for the world in which they are growing up in and in an age appropriate manner.

There is a strong ethos where children feel secure and are encouraged to talk and are always listened to. All children know there is an adult in the school whom they can approach if they are worried or in difficulty.

Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future.

21. Health & Safety and educational visits

The school places great significance on the protection of children within the school environment as reflected in the Health and Safety policy. This is extended when pupils are away from the school undertaking school trips and visits by the Educational Visits Policy. All trips are reviewed after the event to consider if there are any changes necessary.

The School Business Manager seeks to ensure the suitability of adults working with children on the school site at any time including during school holidays

22. Lost child/ren (missing or absconding)

The DSL works closely with Brent Education Welfare and Brent Children Missing Education (CME) services to ensure the whereabouts of all children on roll at St Joseph's are known. Referrals will be sent to Brent CME if the school is not aware of a child's whereabouts and we will also refer to CME any pupil where the parent has informed they have elected home education.

The school periodically requests parents to check/update the contact numbers held by the school so we can communicate promptly with a number of adults if the whereabouts of a child is unknown.

All parents are informed they must contact the school every day their child is absent unless the school has agreed this is not necessary, for example, if a child has a serious illness that requires them to remain absent for a set period.

If there are any concerns for any child absent from school, the DSL (or a deputy) will attempt a home visit with another member of staff.

23. Communication with parents / adults with parental responsibility

In the event of a disclosure from a child or if a report from any other source indicates a parent or other adult in a position of trust may have caused harm to a child or intends to cause harm to a child, this will be referred to Social Care without notification to the parents and/or those with parental responsibility. This is in line with Social Care protocols and is designed to protect the health, safety and well-being of the child. Social Care will advise the school accordingly if they wish for the school to discuss the matter with the parents and/or those with parental responsibility.

24. Anti-radicalisation

The DfE has produced The Prevent Duty guidance to schools. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, 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 school will endeavour to identify any children that could be at potential risk through usual safeguarding and absence monitoring practices. The Designated Safeguarding Lead will undergo awareness training in relation to the Prevent Duty.

Staff should report any concerns to the Designated Safeguarding Lead. While this is not an exhaustive list, the following are possible indicators of a young person being at risk of radicalisation:

- spending time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause;
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology

Through maintaining positive relationships with parents and by encouraging children to share their views in a safe environment, the school will also promote British Values. Where there are any causes for concern, the school will seek advice from agencies such as Social Care, Brent's Prevent Lead or the DfE Extremism Team (020 7340 7264).

25. Female Genital Mutilation (FGM) and Honour-based Abuse

The Government has produced Multi Agency Statutory Guidance (April 2016) in relation to FGM. The guidance includes reference to the Section 5B of the FGM Act 2003 that *“introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they*

identify in the course of their professional work to the police...this includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools..."

Professionals in all agencies need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. **There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.** Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM may happen to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

The school will endeavour to identify any girls that could be at potential risk through usual safeguarding and absence monitoring practices. The Designated Safeguarding Lead will undergo awareness training in relation to FGM.

While this list is not exhaustive, staff should be aware of the following indicators of a possible FGM procedure having taken place and report any concerns to the Designated Safeguarding Lead:

- A girl may complain of pain between her legs
- A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- There may be behaviour changes or changes in usual mood

The DfE guidance, 'Keeping Children Safe in Education' (September 2026) states the following:

"Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should...discuss any such case with the school's designated safeguarding lead... The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures."

FGM is a form of honour-based abuse. Other forms include forced marriage in which one or both partners are forced into a marriage that they do not (or cannot) consent to.

26. Breast Ironing / Flattening

Breast Ironing (also known as Breast Flattening) is the process whereby the breasts of young pubescent girls are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts.

Breast Ironing is a harmful practice and is child abuse. The girl is generally led to believe that the practice is being carried out for her own good so she will often remain silent.

Young pubescent girls usually aged approximately 9 to 15 years old and from practising communities are most at risk of breast ironing. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc
- Reluctance in undergoing normal medical examinations
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear
- Fear of changing for physical activities due to scars showing or bandages being visible

As with all concerns, staff must inform the Designated Safeguarding Lead immediately if there are indicators that breast ironing may have occurred.

27. Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves situations, contexts and relationships where young people receive something (for example food, alcohol, presents, money or in some cases simply affection) as a result of engaging in sexual activities.

The DfE Child Sexual Exploitation guidance document (February 2017) describes CSE as

“...a form of child sexual abuse. It occurs where 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.”

The guidance continues:

“The first response to children, and support for them to access help, must be the best it can be from social workers, police, health practitioners and others who work with children and their families.”

Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying), sexual messages on phones and other devices, and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Any concerns that a child may be experiencing any level of exploitation should be reported to the Designated Safeguarding Lead who will have undertaken awareness training in relation to CSE issues.

28. Gangs, Child Criminal Exploitation (CCE), County Lines, and Serious Violence

Keeping Children Safe In Education (DfE 2026) states that *“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.”*

The following information on gang activity is based on Section 12 of the London Child Protection procedures - Safeguarding Children affected by Gang Activity / Serious Youth Violence.

There are a number of areas in which young people are put at risk by gang activity, both through participation in and as victims of gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Groups of children often gather together in public places to socialise, and peer association is an essential feature of most children's transition to adulthood. Groups of children can be disorderly and/or anti-social without engaging in criminal activity.

Defining a gang is difficult, however it can be broadly described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

Circumstances which can foster the emergence of gangs include:

- Areas with a high level of social and economic exclusion and mobility (which weakens the ties of kinship and friendship and the established mechanisms of informal control and social support);
- Areas made up of predominantly social housing, and especially where it is high rise / high density social housing. There is a perfect correlation in London with 'gang neighbourhoods' and being amongst the 20% most deprived government lower level super output areas (based on the Indices of Multiple Deprivation 2007);
- Areas with poor performing schools - in terms of leadership, positive ethos, managing behaviour and partnership working;
- Lack of access to pro-social activities (e.g. youth service) and to vocational training and opportunities;
- Communities who have experienced war situations prior to arrival in the UK;
- Areas with a high level of gang activity / peer pressure and intimidation, particularly if the family is denying this or is in fear of the gangs; and
- Family members involved in gang activity and criminality.

Many parents are aware of the widespread perception that the gang problem is ultimately a product of poor parenting and that the solution lies in assuming responsibility for their children. However, they feel unable either to control or to protect their children. Therefore, it is important that professionals report any concerns, no matter how small, so families can be supported at the earliest possible opportunity.

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around 1% of all recorded crime. The impact of serious violent crime on individuals and the community is significant. Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

St Joseph's works with agencies including the Police to ensure our children are educated about all the potential consequences of serious and violent crimes.

29. SEND Pupils

It is important to recognise and be alert to children with Special Educational Needs and Disabilities (SEND) potentially being at a higher risk of all forms of abuse including peer bullying. SEND pupils are likely to be more vulnerable for a number of reasons including communication barriers and, in some cases, a dependency on others for physical and emotional support.

There are also additional challenges in safeguarding children with Special Educational Needs and Disabilities including:

- Behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

The SENCo meets regularly with the DSL to ensure the school is safeguarding vulnerable children and that potential external sources of support have been explored where appropriate.

30. Child on Child Abuse

The school is aware of the potential of child on child abuse which can manifest in a number of ways such as bullying (including cyberbullying), physical assault, gender-based violence, sexual assaults, sexual harassment and sharing unwanted messages and images through phones and other devices. The school is aware of its responsibility to prepare children for behaviour outside of school too.

We take a preventative approach while recognising that this can still occur. Therefore, staff are reminded about vigilance and challenging all incidents of inappropriate behaviour. The curriculum, and particularly RHSE, RE, Science and Computing lessons, provides opportunities to consider how pupils should respectfully treat each other and how they can share any concerns. They are also taught about consent in relation to behaviours towards each other.

Each case will be considered to determine the school's response and whether any referrals are required to outside agencies. Interventions and/or sanctions will be put in place for all those affected by child on child abuse.

On 12 April 2019, a new law banning the invasive practice of 'upskirting' came into force across England and Wales and offenders can now be arrested and sent to prison. Keeping Children Safe in Education (DfE 2026) describes 'upskirting' as

"typically involv(ing) taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm".

The school frequently communicates with parents and children about the issues arising from inappropriate use of social media outside of school. We also inform parents when it is reported that children have been involved in online activity leading to disputes being brought into school. If the school becomes aware of any activity outside school that carries a risk of significant harm for a child, the school will discuss the matter with Social Care and any other appropriate agency such as the Police.

31. Sexual violence and sexual harassment

The Keeping Children Safe in Education guidance (DfE 2026) states that staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”, or “boys being boys”; and
- challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia and lifting up skirts.

Staff are mindful of how children interact with each other physically in the classroom and at break times. They are aware that any contact between children should be appropriate, in context, and that it appears to be agreeable to all parties.

Staff will challenge any inappropriate behaviour or contact that is seen and inform the DSL immediately if any inappropriate or unwanted contact is seen or disclosed. Staff are also vigilant about the language children use with each other and that they must report to the DSL immediately any language that is, or appears to be, sexualised. Staff are aware that it is essential they report any issues relating to inappropriate touch and language, no matter how small it may seem, as it is important to support and consider interventions at the earliest possible stage.

An Ofsted review of a sample of schools in 2021 revealed the prevalence of sexual violence and harassment among young people both outside and inside schools. At St Joseph's we have an approach that these incidents do happen so we will use vigilance and education to prevent sexual violence and harassment among our pupils and we will respond accordingly in the event of any incidents and reports.

Sexual violence includes any intentional sexual or sexually motivated act. Sexual harassment includes sexual comments, showing sexualised images, sharing unwanted sexual content, unwanted touch, and being pressured to send sexualised images of themselves.

Any incidents that could potentially be viewed as sexual violence or harassment must be reported to the DSL without delay. The school has a zero tolerance approach but we will always consider the context and nature of each incident and listen to the wishes of the victim. The school will consult with external agencies as needed, including Social Care and the Police, and make any necessary referrals.

The RHSE curriculum across the school provides opportunities for pupils to become aware of what is acceptable and unacceptable in relation to safety and boundaries. For example, Early Years pupils look at 'my body, my rules', KS1 pupils consider appropriate physical contact, lower KS2 pupils discuss sharing and chatting online, and upper KS2 pupils consider cyberbullying and making good choices.

The school will safeguard and support all children involved in harmful sexualised behaviours and consider appropriate intervention from other agencies.

32. Online Safety

Children at St Joseph's cannot bring mobile devices into school. The technology available at school has filtering and monitoring safeguards in place to ensure children cannot access inappropriate content. Where there is reason to believe a child may be accessing inappropriate content outside of school, or may be involved in or experiencing online abuse, this will be brought to the attention of the child's parents. We will refer to safeguarding and behaviour procedures to ensure a prompt and appropriate response for each case. A referral may also be made to Social Care and Police if there is a concern for a child's safety and well-being.

The school has published on its website resources for parents and children regarding aspects of online safety. We also send parents information throughout the year by letter and the weekly newsletter in relation to any current concerns and guidance so parents can be aware of potential risks. We also have an Online Safety Policy for pupils, parents, staff and governors.

Curriculum leaders will refer to the Teaching Online Safety in School guidance (DfE 2023) to support current teaching on the topic in Computing lessons and other related teaching including RHSE. All children from Year 1 to Year 6 engage in Online Safety lessons during the first half-term of the academic year.

33. Domestic Abuse

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The Office for National Statistics (ONS) stated in 2019 that 1 in 4 women and 1 in 6 men will experience some form of domestic abuse during their adult life. This suggests that a significant number of children are at risk of the impact of domestic abuse so any indications that a child has been exposed to any form of domestic abuse must be reported to the DSL without delay.

34. Gender Dysphoria

Gender dysphoria is a term that describes a sense of unease that a person may have because their gender identity differs from their sex assigned at birth. This may be a child born male who identifies as a girl or vice versa. A number of young people are presenting with gender identification that is neither male or female, or a combination of both. This is often referred to as non-binary or gender-fluid but there are many other definitions that may also be used.

A child's gender expression is not a child protection concern if they are being supported by their family. Supporting children and young people to live as their affirmed gender is very important to nurture self-esteem and self-confidence. In some cases a child's gender expression may change but allowing them freedom of expression is vital to maintaining good mental health.

The school recognises that some young people may struggle with conflicting feelings or they may feel generally unsupported in relation to their gender expression. In these cases, the school will review if the needs of the child are being met and will consider appropriate intervention to safeguard and support the child's well-being.

35. Local Safeguarding Issues / Family Circumstances (Contextual Safeguarding)

The DSL will keep up to date with local and national issues that may have an impact on the safety and well-being of children, for example, gangs, crime, community regeneration and high unemployment.

Parents are encouraged to share with the school any issues they become aware of in the community that may have an impact on our pupils.

Parents are also encouraged to share any circumstances specific to them that could impact on their child, such as relationship breakdowns, overcrowding, homelessness, illness, adult mental health issues, domestic abuse, young carers, children looked after, substance abuse, low income, crime, imprisonment or bereavement.

36. Early Help

The Munro Review (2011) recommended the government place a statutory duty on local authorities and their partners to ensure enough provision of early intervention services. Under this duty, local authorities need to make every child and family who fall beneath child protection thresholds an “early help offer” of tailored services and resources.

To ensure children and / or their families are supported at the earliest possible opportunity, staff should share any concern, no matter how small, with the DSL. An assessment can then be explored to determine if support and services could be offered to the family through the school or via external agencies.

The DSL meets regularly with the SENCo to ensure that there is a package of support for the most vulnerable children and / or their families.

37. Therapeutic Services / Emotional Well-being

St Joseph's offers therapeutic services to support children presenting with emotional issues. These may manifest through behaviour changes or a change in academic work.

It is common for children to identify themselves that they are struggling and need to work through a problem. Parents also approach the school to request support for their children if the family is experiencing difficulties such as relationship breakdown, illness, housing issues, financial stress and bereavement.

The situations of all children who present as having a child protection or safeguarding concern are discussed by the DSL and SENCo in an initial conversation to determine how the school may best support the individual child with their situation.

Where it is identified that a child requires specialist support, the DSL and SENCo will liaise in order to make referrals to the appropriate agencies, for example, CAMHS or Brent WEST (Wellbeing and Emotional Support Team).

38. Mental Health

The DSL is the Mental Health Lead at St Joseph's, ensuring that children, parents and staff have a point of contact to seek support and information. We seek to support children's well-being through protective factors including a sense of belonging, positive relationships, a secure education, a varied curriculum and by promoting a culture of talking to an adult about any concerns.

Mental health problems can present for a variety of reasons. In some cases, this may also be an indicator of abuse, neglect, exploitation or trauma.

Only appropriately trained professionals should attempt to diagnose a mental health problem.

School staff are well placed to observe children and identify behaviours that could suggest a child is experiencing a mental health problem. Any concern must be reported immediately so this can be discussed with parents and considered for referrals to appropriate agencies by the DSL and SENCo.

39. Impact of COVID-19 Pandemic

The COVID-19 pandemic that led to significant changes to society from March 2020 will have had some level of impact on families.

Many children did not attend school-based education between March and September 2020, and January to March 2021. Some children were not able to fully access the remote learning provision at all times. This raises a level of concern for the impact on children's educational progress alongside the impact on family life and social development.

Adults spent more time in the family home owing to health concerns or being placed on the furlough scheme. Some families may have enjoyed spending more time together but some families may have found this stressful and relationships may have been difficult.

It is difficult to estimate the current and longer term impact of COVID-19 on children and families so we must be alert to any indicators that a child or family members may be experiencing mental health problems, forms of domestic abuse, or any other form of concern such as online safety or neglect.

Therefore any concern, no matter how small, must be reported to the DSL immediately.

40. Communication with children and families

At St Joseph's, we promote the 'voice of the child' through school assemblies and RSHE lessons. We encourage children to approach a trusted adult at school if they have any concerns, reminding them about key staff they may talk to including the DSL. Children are also encouraged to approach a member of staff if they wish to share a worry or if they are experiencing any difficulties in their relationships with others.

Parents are also encouraged to meet with the DSL if there is an issue that may be having an impact on their child's wellbeing or may be affecting other family members. The school encourages parents to seek help at the earliest possible stage.

41. Additional Support

Staff and volunteers are actively encouraged to see the DSL if they require more information or training about any aspect of child protection or safeguarding.

The Governor with responsibility for safeguarding – Mr Romain – can be contacted through written correspondence via the school office. Please ensure the letter is placed in a sealed envelope, clearly addressed, and marked as **private and confidential**. Mr Romain may also be contacted via email address **clerk@stjo.brent.sch.uk**

42. Important Telephone Numbers

Staff and volunteers may also speak to any of the services below:

Brent Social Care, Brent LADO and Brent Prevent Lead: 020 8937 4300

NSPCC: 0808 800 5000

Police: 999 (emergency) or 101 (non-emergency)

DfE Extremism Team: 020 7340 7264

National Domestic Abuse Helpline (24 hours): 0808 2000 247

43. Additional Guidance

The DSL has access to a number of publications and resources for anyone requiring additional information or support. Please speak directly to the DSL if you require such materials.

Alternatively, you will find respected safeguarding guidance from the following sources:

[Brent Child Protection Referral Procedures \(www.brent.gov.uk\)](http://www.brent.gov.uk)

[Brent Local Safeguarding Partners \(www.brentlscb.org.uk\)](http://www.brentlscb.org.uk)

[Keeping Children Safe in Education \(DfE September 2026 - www.gov.uk\)](http://www.gov.uk)

[Working Together To Safeguard Children \(DfE December 2023 – www.gov.uk\)](http://www.gov.uk)

[Child Sexual Exploitation \(DfE February 2017 – www.gov.uk\)](http://www.gov.uk)

[Prevent Duty \(HM Government 2023 – www.gov.uk\)](http://www.gov.uk)

[Multi-agency Statutory Guidance on FGM \(HM Government April 2016 – www.gov.uk\)](http://www.gov.uk)

[London Child Protection Procedures \(www.londoncp.co.uk\)](http://www.londoncp.co.uk)

[NSPCC \(www.nspcc.org.uk\)](http://www.nspcc.org.uk)

[ThinkUKnow \(www.thinkuknow.co.uk\)](http://www.thinkuknow.co.uk)

[CEOP \(ceop.police.uk/safety-centre\)](http://ceop.police.uk/safety-centre)

[Teaching Online Safety in School \(DfE June 2019, updated January 2023\)](http://www.gov.uk)

Child Protection Concern

At A Glance

- If a disclosure is made to you please use the enclosed 'Child Protection Concern Form' to write up what has been said to you. Remember not to lead or influence what you are being told – use phrases like, 'And then what happened?' and 'Is there anything else you would like to tell me?' Only report what is actually said to you, not your opinions.
- The Child Protection Concern Form should also be used if you see anything that gives you cause for concern, e.g., suspicious bruising.
- If you have any kind of Child Protection concerns please write up your concerns as soon as possible and pass on the information to Mrs Studd, the Designated Child Protection Officer for the school.
- If you find it difficult to write up notes because you are teaching please ask a colleague or a pupil to contact Reception and ask that Mrs Studd be located. Mrs Studd is happy to come to you and may be able to get someone to cover your class while you write up your notes.
- **Please don't delay in reporting Child Protection incidents**

CONFIDENTIAL CHILD PROTECTION CONCERN FORM

School Disclosure / Incident / Child Protection Concerns Notification Form

Date:	Name of child:
Child's Class:	Name of person completing form:
Details of child protection concerns / disclosure by child / incident	
Signature of person completing form:	
Date:	

FOR DSL / DEPUTY DSL USE ONLY

Date notification received by DSL / Deputy DSL:	Signature of DSL / Deputy DSL:
Detail of decision / action by DSL or Deputy DSL:	
Reason(s) for this decision or action by DSL or Deputy DSL:	
Notes of feedback between DSL / Deputy DSL and the person who raised this child protection concern, including date of feedback:	
Notes of any additional training required / organised:	

CHILD PROTECTION BODY MAP

Please use the diagram below to indicate and/or describe the site of any markings which are causing concern.

