St Chad's Primary Safeguarding & Child Protection Policy

Issue Date: 24.9.2026

Review Date: September 2027 or when new legislation requires changes.

St Chad's Primary Safeguarding & Child Protection Policy is in line with the quality and standards expected from Birmingham City Council and will be monitored by the Governing Body This policy will also be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by the Local Governing Body.

Date approved: 29/09/2026
Headteacher/Principal

Date approved: 29/09/2026
Chair of Governors signed:

Date approved: 29/09/2026
Safeguarding Link Governor/equivalent

Date of Last Review (to be used when policy is updated during the academic year in response to legislative/policy changes): Click or tap to enter a date.

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1. Safeguarding Policy Approach

A whole-school, child-centred approach is fundamental to all aspects of everyday life at our school. At St Chad's Primary we strive to create a culture which enables children to express their wishes and feelings and talk about anything that is important to them. We believe that every child deserves to receive an education within an environment where they feel safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding. Our school is part of the St Teresa of Calcutta MAC and their Safeguarding and Child Protection Statement can be found here: https://saintteresaofcalcutta.org.uk/about-us/policies/.

In practice this means we endorse the key principle that the welfare of a child is paramount, keeping them at the centre of all decision making in our partnership working with them, their families, and those supporting them.

In line with our duties set out in the Children Act 1989 and 2004, Working Together to Safeguard Children and Keeping Children Safe in Education 2026, we are committed to providing help and support as soon as problems emerge, protecting children from maltreatment whether within or outside the home including online, preventing impairment of children's mental and physical health or development, ensuring children grow up in circumstances consistent with safe and effective care, and taking action to enable all children to have the best outcomes.

We recognise that support may be provided through universal services, community-based Family / Early Help, targeted early help delivered through Family Help and, where thresholds are met, statutory services under sections 17, 20, 31 and 47 of the Children Act 1989.

This policy outlines our legal duties to safeguard children, the responsibilities for all staff, and the specific roles and responsibilities for our Designated Safeguarding Leads and Governance.

Birmingham Safeguarding Context

Birmingham is England's second-largest city and one of the most culturally diverse urban areas in the country. Its population reflects a wide range of ethnicities, languages, and faiths, contributing to a vibrant and dynamic community life. However, many neighbourhoods within Birmingham face significant socio-economic challenges, including high levels of poverty, unemployment, overcrowded or temporary housing, and limited access to healthcare and social support. These factors contribute to an increased risk of safeguarding concerns such as child exploitation, gang involvement, domestic abuse, substance misuse, and mental health issues affecting children and families. Additionally, rapid urbanisation and technological change have exposed young people to heightened risks in online environments, including grooming and cyberbullying.

Schools across Birmingham, including those within St Teresa of Calcutta MAC, recognise that safeguarding children effectively requires a contextual approach—one that looks beyond the home and school setting to consider the wider social, economic, and environmental influences shaping children's lives. By understanding the specific risks present in the city and their impact on pupils' wellbeing, schools can tailor safeguarding strategies, early help, and partnership working to meet local needs. This holistic approach ensures that children and young people receive the protection, support, and opportunities they need to thrive safely within their communities and beyond.

St Chad's Catholic Primary Safeguarding Context

Our school is situated in Newtown, an inner-city area of Birmingham. In Newtown, 45.7% of children live in low-income families, meaning our ward is ranked 19th in the city in terms of levels of child poverty. The ward is ranked 6th in the city for deprivation. Newtown is an industrial area that presents a complex safeguarding landscape. The local environment and socio-economic conditions significantly impact the safety and wellbeing of our children and families. Many of our pupils come from vulnerable backgrounds, including families who have experienced displacement, poverty, and unstable housing—often residing in high-rise tower blocks, temporary accommodation or facing homelessness. Many of our families are asylum seekers or refugees.

Key safeguarding concerns include:

Environmental Risks:

- Lack of safe outdoor spaces for children to play and socialise. Which can mean our children are exposed to heightened risks in online environments
- Fly-tipping, litter, and poor street lighting contribute to unsafe conditions.
- Children are exposed to drug-related paraphernalia, including needles, and may witness individuals injecting drugs or engaging in physical violence.
- Abandoned vehicles and busy roads pose serious road safety risks.
    - Community Safety:
    - Limited police presence and visible gang activity increase the risk of Child Criminal Exploitation (CCE).
    - The presence of methadone clinics and drug dealing hotspots heightens exposure to substance misuse and associated dangers.

- Gun and knife crime in the area may lead to children feeling pressure to carry weapons for protection.

Social and Cultural Challenges:

- Racial tensions between cultural groups can affect community cohesion and pupil wellbeing.

- Language barriers prevent some families from accessing essential services and support.

- Economic vulnerability and poverty are widespread, affecting children's nutrition, attendance, and mental health.

- Educational and SEND Needs:

- A significant number of children have complex Special Educational Needs and Disabilities (SEND), and some parents may struggle to understand or support these needs.

- Families often require additional support navigating the education and healthcare systems.

Journey to and from School:

- Children frequently feel unsafe travelling to and from school due to environmental hazards and community violence.

Despite these challenges, our school remains a safe haven for children. Our safeguarding team takes a proactive, contextualised approach, ensuring pupils' external environments are considered when assessing risk. Through a culture of nurture, faith, and vigilance, we maintain close links with support services, charities, and faith-based organisations in the city. Guided by our Catholic ethos, we create a safe and stable environment where pupils are known, respected, and protected.

We are committed to:

- Building strong relationships with families and external agencies.

- Providing targeted support for vulnerable pupils.

- Promoting inclusion, safety, and resilience through our curriculum and pastoral care.

- Ensuring staff are trained to identify and respond to safeguarding concerns effectively

2. Important Safeguarding Contacts

School's In-House Contacts

Organisation / Role	Name	Contact details
Designated Safeguarding Lead (DSL)	**Maria Ryan**	**8am-5pm** **0121-464-6554** **m.ryan@st-chads.bham.sch.uk**
Deputy Designated Safeguarding Lead (DDSL)	**Martina Parker**	**8am-5pm** **0121-464-6554** **m.parker@st-chads.bham.sch.uk**
Deputy Designated Safeguarding Lead (DDSL)	**Kathryn Wheatley**	**8am-5pm Mon – Thursday** **0121-464-6554** **k.wheatley@st-chads.bham.sch.uk**
Deputy Designated Safeguarding Lead (DDSL)	**Thyssen Lewis**	**8am-4pm** **0121-464-6554** **t.lewis@st-chads.bham.sch.uk**
Deputy Designated Safeguarding Lead (DDSL)	**Jane Ashford**	**8am-5pm** **0121-464-6554** **j.ashford@st-chads.bham.sch.uk**
Designated Teacher for Children in Care (DT for Children in Care)	**Kathryn Wheatley**	**8am-5pm Mon – Thursday** **0121-464-6554** **k.wheatley@st-chads.bham.sch.uk**
Special Educational Needs Coordinator (SENCO)	**Kathryn Wheatley**	**8am-5pm Mon – Thursday** **As above**
Mental Health Lead	**Kathryn Wheatley**	**8am-5pm Mon – Thursday** **As above**
DSL Prevent Lead	**Maria Ryan**	**8am-5pm** **0121-464-6554** **m.ryan@st-chads.bham.sch.uk**
Chair of Governors	**Alex Smith**	**a.smith@st-cahds.bham.sch.uk**

Vice Chair of Governors	**Carol Davies**	**c.davies@st-chads.bham.sch.uk**
Link Safeguarding Governor	**Karla Lowes**	**k.lowes@st-chads.bham.sch.uk**

Non School Contacts

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Tel: 0121 675 1669 Email:ladoteam@birminghamchildrenstrust.co.uk
Birmingham Children's Trust	Children's Advice and Support Service (CASS)	**Monday to Thursday: 8:45am to 5:15pm:** • Friday: 8:45am to 4:15pm • Telephone: 0121 303 1888 **CASS emergency out-of-hours:** • Telephone: 0121 675 4806
Early Help		Early Help Support Team: Telephone: 0121 303 8117 or contact your Early Help District teams
NSPCC Helpline	N/A	Call: 0808 800 5000 Email help@NSPCC.org.uk.
Police	N/A	Emergency 999. Non-emergency 101

3. Legislation and Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026, which replaces the September 2025 version and comes into force on 1 September 2026.

- Keeping Children Safe in Education 2026, including Part One, which all school and college staff should now read in full. References to the previous condensed Annex A have been removed because KCSIE 2026 expects staff who do not work directly with children to read Part One.
- Working Together to Safeguard Children statutory guidance, which should be read alongside KCSIE.
- Information Sharing: Advice for Practitioners, including the seven golden rules for sharing information.
- Data protection laws, meaning the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.
- Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009.
- The Equality Act 2010, the Public Sector Equality Duty and the Human Rights Act 1998.
- The Counter-Terrorism and Security Act 2015 and revised Prevent duty guidance.
- The Crime and Policing Act 2026 changes to regulated activity, including the removal of the supervision exemption for certain volunteers.
- The Children's Wellbeing and Schools Act duties referenced in KCSIE 2026, including temporary accommodation notification duties.

All settings should add or retain setting-specific statutory references, for example early years, academy, independent, non-maintained special school or residential provision requirements, as applicable.

4. Definitions: Safeguarding and Child Protection

All staff at St Chad's Primary are expected to be familiar with the wide range of policies and procedures we must keep children safe and promote their wellbeing at all times.

Safeguarding and promoting the welfare of children, as defined in Keeping Children Safe in Education 2026, means: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with safe and effective care; and taking action to enable all children to have the best outcomes.

Family Help means providing support as soon as a problem emerges at any point in a child's life. KCSIE 2026 distinguishes between universal services and community-based Early Help, and the targeted early help level of Family Help. (Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership).

St Chad's Primary offers families a range of early family help including:

- A Pastoral Family Support Lead

- A Father Hudson's Support Worker, who parents can access at least weekly for support.
- A Zacchaeus Child Therapeutic worker for those children who need this support.
- A weekly foodbank to support families with the cost of living.
- A pre loved clothing bank.
- A free daily breakfast club all children can access.

The Right Help, Right Time guidance document advises what support is available whatever the needs are of children young people and their families. It is the framework and practice guide on how all individuals, agencies, partners and practitioners work together in Birmingham.

Child Protection: under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, it must make enquiries. Such enquiries should be initiated where there are concerns about all forms of abuse, neglect and exploitation, whether taking place in person or online, inside or outside the child's home.

Nudes and semi-nudes: KCSIE 2026 uses this term to refer to the creation, sending or posting of nude or semi-nude images by young people under 18. Images include photographs, videos and livestreams, and may be taken by the child, taken or created by another person, digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes.

Victim, alleged perpetrator and perpetrator are recognised terms in KCSIE; however, the school will be conscious that children may prefer different language and will use appropriate terminology on a case-by-case basis.

5. Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and to ensuring that all children are provided with appropriate protection regardless of additional needs, barriers or protected characteristics.

KCSIE 2026 strengthens the expectation that schools consider disproportionate vulnerabilities linked to protected characteristics and ensure safeguarding policies, procedures, record keeping and monitoring help identify and respond to sexual violence, sexual harassment, misogyny/misandry, racism, faith-based prejudice, homophobic, biphobic or transphobic bullying and other forms of harm.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

Children who may benefit from additional support before statutory intervention:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs, whether or not they have an Education, Health and Care Plan
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into anti-social or criminal behaviour, including county lines
- is frequently missing or goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, is in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of radicalisation into terrorism
- has a parent or carer in custody or is affected by parental offending
- is in family circumstances presenting challenges such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing alcohol or other drugs
- is at risk of honour or faith-based abuse such as FGM or forced marriage
- is privately fostered

Children with Special Educational Needs and Disabilities (SEND), health conditions and medical needs

Children with SEND, certain medical conditions or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers may include assumptions that indicators of possible abuse relate to the child's condition, peer isolation or prejudice-based bullying, communication barriers, difficulties understanding or reporting abuse, greater dependence on adults for care, intimate care needs and cognitive understanding of online content.

Any reports of abuse involving children with SEND will require close liaison between the DSL or deputy and the SENCO or named person with oversight for SEND. The school will consider extra pastoral support, attention and communication support for these children.

Children who are lesbian, gay, bisexual or questioning their gender

A child being lesbian, gay or bisexual is not in itself a risk factor for harm, but children can be vulnerable to discriminatory bullying. Children perceived by others to be lesbian, gay or bisexual can be just as vulnerable. The school will address these vulnerabilities through its anti-bullying, behaviour and safeguarding arrangements.

Where a child or parent/carer requests support relating to social transition, the school will not initiate action itself. Any request will be considered taking account of safeguarding duties, the welfare and best interests of the child and other children,

parental involvement - unless this would create greater risk, equality and human rights obligations, educational context, and the need to document decisions and keep them under review. Staff should not adopt any changes relating to social transition unless a school decision has been made and parents or carers have been involved as set out in KCSIE 2026.

Schools must not allow pupils into toilets, changing rooms, showers, boarding or residential accommodation designated for the opposite biological sex. Alternative arrangements may be considered where appropriate, provided they do not compromise the safety, comfort, privacy or dignity of the child or other children. Schools must record and review such arrangements.

6. Roles and Responsibilities of Staff including Leadership and Management

Role and Responsibility of the Whole School

Safeguarding is everyone's responsibility at St Chad's Primary. This policy applies to all staff including permanent, temporary and supply staff, trainee teachers, volunteers, governors and contractors.

Preventative education is most effective in the context of a whole-school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

- healthy and respectful relationships
- boundaries, consent and kindness in relationships
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise and report concerns about abusive relationships, including coercive and controlling behaviour
- the concepts of, and laws relating to, all forms of sexual harassment and abuse and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it
- online harms such as sharing images, deepfakes, pornography, misogynistic influencers and when and where to seek help

Role and Responsibility of all staff

All staff will be required to read Part One of Keeping Children Safe in Education 2026 and the reviewed version of this guidance at least annually. Staff who work directly with children and school and college leaders should also read Annex A. The previous option for some staff to read a condensed Annex A no longer applies.

All staff will receive safeguarding and child protection training, including online safety and an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. Training will be regularly updated, and all staff will receive safeguarding updates as required and at least annually.

All staff will be aware of the process for community-based Family Help assessments, targeted early help delivered through Family Help, and the criteria for

referral to local authority children's social care for statutory services under sections 17, 20, 31 and 47 of the Children Act 1989:

- staff should act immediately if they have concerns about a child's welfare
- staff should not assume a colleague or another professional will take action
- early information sharing is vital for effective identification, assessment and allocation of support
- data protection laws do not prevent sharing information to keep children safe and promote their welfare
- if in doubt, staff should speak to the DSL or deputy

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding filtering and monitoring systems and processes. The DSL is a senior member of staff from the school leadership team and has the status, authority, time, funding, training, resources and support required to carry out the role effectively.

To ensure continuity of safeguarding responsibilities, the school will have robust cover arrangements for periods when the DSL is unavailable due to illness, leave or other circumstances. This may include a confidential shared mailbox or equivalent system so safeguarding concerns are received, monitored and acted upon without delay.

The DSL will liaise with staff including teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads, SENCOs and the mental health support team where available, so that children's needs are considered holistically.

The DSL will take lead responsibility for promoting educational outcomes by understanding welfare, safeguarding and child protection issues experienced by children who need or have needed a social worker, and by supporting teaching staff to provide academic support or reasonable adjustments where needed.

Role and Responsibilities of Governance

The local Governing Bodd and Trustee Board has strategic leadership responsibility for safeguarding arrangements and must ensure policies, procedures and training are effective and comply with the law at all times.

Governors and trustees will receive appropriate safeguarding and child protection training, including online safety, at induction. This training should equip them to provide strategic challenge and to test and assure themselves that safeguarding policies and procedures are effective. Training should be updated regularly.

Governors/trustees should read Keeping Children Safe in Education 2026 in full and sign a declaration annually that they have reviewed the guidance.

The Governing Body will ensure that the child protection policy reflects the whole-school approach to child-on-child abuse, online safety, SEND, children who are absent from education, use of premises, alternative provision, mobile phones, filtering and monitoring, and local multi-agency safeguarding arrangements.

Role and Responsibilities of the Headteacher

The Headteacher will implement this policy and ensure all staff understand and follow systems which support safeguarding, including the child protection policy, behaviour policy, staff behaviour/code of conduct, safeguarding response to children absent from education, online safety arrangements, and the identity and role of the DSL and deputies.

Role and Responsibilities of the Designated Teacher

The Designated Teacher promotes the educational achievement of looked after and previously looked after children and works closely with the Virtual School Head. KCSIE 2026 also highlights the extended non-statutory role of Virtual School Heads for children with a social worker and children in kinship care, including the importance of attendance as a safeguarding factor.

7. Safer Recruitment and Ongoing Suitability

St Chad's Primary is committed to safer recruitment and to maintaining a culture of vigilance throughout each person's employment or engagement. The Governing Body/Trust Board/Proprietor will ensure that recruitment and selection arrangements comply with Part Three of Keeping Children Safe in Education 2026 and any requirements applying to the type of setting.

The school will ensure that:

- job descriptions, person specifications, advertisements and application information clearly set out the safeguarding responsibilities of the role and the school's commitment to safeguarding;
- at least one person conducting an interview has completed appropriate safer recruitment training where this is a statutory requirement, and those involved in recruitment have the knowledge needed to apply safer recruitment practice;
- application forms, employment history, reasons for leaving, gaps or inconsistencies, references and self-declarations from shortlisted candidates are scrutinised and any concerns are explored and resolved before appointment;
- online searches are considered for shortlisted candidates as part of due diligence; candidates are informed that such searches may be undertaken, and only information relevant to suitability to work with children is considered;
- all offers remain conditional until the school is satisfied that the required identity, right to work, DBS and barred list, prohibition, qualification, overseas and any other role-specific checks have been completed;
- required checks and dates are recorded accurately on the Single Central Record, and written assurance is obtained for agency, third-party and fee-funded trainee teacher checks where applicable;
- volunteer, governor, contractor, visitor and third-party arrangements are risk assessed and the correct level of checking and supervision is determined before the person begins the activity;

- no unchecked person is permitted to work unsupervised or undertake regulated activity where the required checks have not been completed;
- induction, probation, supervision, training, appraisal, professional conduct arrangements and the management of low-level concerns support ongoing suitability after appointment; and
- statutory referrals to the Disclosure and Barring Service and, where applicable, the Teaching Regulation Agency are made when the relevant criteria are met.

The school's Safer Recruitment Policy and procedures should be read alongside this policy. Policies - St Teresa of Calcutta

8. Whistleblowing and Raising Concerns about Safeguarding Practice

All staff and volunteers must be able to raise concerns about poor or unsafe safeguarding practice, wrongdoing or failures in the school's safeguarding arrangements without fear of victimisation or disadvantage. Concerns must be taken seriously, recorded appropriately and addressed promptly in accordance with the school's whistleblowing arrangements.

Staff should normally raise concerns with the Headteacher/Principal. Concerns about the Headteacher/Principal should be raised with the Chair of Governors/Trustees/Proprietor. Where there is a conflict of interest, or the concern relates to the person who would normally receive it, staff should use the alternative reporting route identified by the school St Teresa of Calcutta CEO Paul Ryan.

A member of staff who feels unable to raise a concern internally or believes that a genuine safeguarding concern is not being addressed, may use the school's external whistleblowing route or seek independent advice from the NSPCC Whistleblowing Advice Line on 0800 028 0285. Whistleblowing does not replace the duty to act immediately where a child may be at risk of harm. In an emergency, contact the police on 999; safeguarding referrals should be made through the appropriate local procedures.

All staff will be told at induction, and reminded through safeguarding updates, how to access the Whistleblowing Policy, who concerns should be reported to, the alternative route where the concern involves a senior leader, and how to escalate concerns which are not being acted upon. Whistleblowing Policy can be found here: Policies - St Teresa of Calcutta

9. Children Absent from Education and Children Missing Education

Absence from education can be an indicator of abuse, neglect, exploitation, criminal or sexual exploitation, mental health concerns, risk of radicalisation, or other unmet need. The school will respond to unexplained, repeated and/or prolonged absence as a potential safeguarding concern and will not treat attendance and safeguarding as separate processes.

The school will have clear attendance and safeguarding procedures which identify who is responsible for first-day contact, follow-up, home visits or welfare checks,

information sharing, escalation to the DSL, and referral to the local authority or children's social care.

The school will:

- monitor attendance and admissions information daily and follow up unexplained absence promptly using more than one contact method where necessary;
- consider the child's known vulnerabilities, family circumstances, social care involvement, SEND, health needs, transport arrangements, patterns of absence and any previous safeguarding concerns when deciding the level and urgency of response;
- ensure attendance staff alert the DSL or deputy without delay where absence is unexplained, repeated, prolonged, linked to a known risk, or where attempts to establish the child's welfare and whereabouts are unsuccessful;
- make reasonable enquiries, record each contact attempt, information obtained, decisions, actions and reasons for escalation or non-escalation, and keep the situation under review;
- work with parents or carers, the child, the local authority and relevant agencies to understand and address barriers to attendance, unless doing so would increase risk to the child;
- refer concerns to local authority children's social care and/or the police immediately where there is reason to believe a child is suffering or likely to suffer harm, is in immediate danger, or their whereabouts cannot be established and risk is significant;
- comply with the School Attendance (Pupil Registration) (England) Regulations 2024 and statutory guidance before adding or deleting a pupil from the admission register, including making required returns and notifications to the local authority; and
- notify and work with the local authority Children Missing Education service where a child of compulsory school age is not registered at a school and is not receiving suitable education otherwise than at school, or where the school's enquiries indicate that a pupil may become missing education.

A pupil who remains registered at the school is not, solely because of persistent or severe absence, a Child Missing Education. However, their absence may still present a serious safeguarding risk and must be addressed through the school's attendance and safeguarding procedures. The school must not remove a pupil from roll unless a lawful ground is met and the required enquiries and notifications have been completed.

These arrangements should be read alongside the school's Attendance Policy found here: https://www.st-chads.bham.sch.uk/key-information/policies/, Children Missing Education procedures and Birmingham local processes.

10. Working with Families

Alongside KCSIE 2026, St Chad's Primary is committed to a child-centred approach that recognises the importance of working in partnership with parents, carers and wider family networks, in line with Working Together to Safeguard Children.

This approach reflects the principles set out in the Government's strategy Stable Homes, Built on Love , which responded to the recommendations of the

Independent Review of Children's Social Care. The strategy emphasises the importance of ensuring children grow up in safe, stable and loving relationships and, wherever possible, within their own families. It also highlights the value of providing support at the earliest opportunity and strengthening the role of family and community networks in helping children to thrive.

Where it is safe and appropriate to do so, the school will work openly and collaboratively with parents and carers to support a child's welfare and wellbeing. This may include consideration by the Designated Safeguarding Lead (DSL) or deputy DSL as to whether parents or carers should be informed when additional pastoral or wellbeing support is being provided. Parents or carers will not be informed where doing so may place a child at increased risk of harm.

The school will seek to understand the child's family circumstances, identity, culture, faith, lived experiences and any barriers that may affect access to support or services. Staff will remain professionally curious and alert to situations where children may be experiencing abuse, neglect, exploitation or other forms of harm, including circumstances where a parent, carer or other adult may not be acting in the child's best interests.

Family Help

11. Confidentiality and Sharing Information

Trusted relationships are at the heart of working with children and their families at St Chad's Primary. We strive to uphold good practice and work in partnership with children and families.

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and promoting children's welfare, including educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

When deciding what information to share, staff should consider whether the information is relevant to current safeguarding risk, necessary for the receiving setting or agency to know, clearly presented and appropriately contextualised. Professional judgement should be used so information shared is focused and proportionate. Care must be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

Data protection laws means the Data Protection Act (DPA) 2018, UK GDPR and the Data (Use and Access) Act 2025. These laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

If staff need to share special category personal data, the safeguarding of children and individuals at risk processing condition can allow information sharing without consent where there is good reason to do so and sharing information will enhance the safeguarding of a child in a timely manner.

St Chad's Primary Data Protection Policy and Pupil Privacy Notice can be found here: https://www.st-chads.bham.sch.uk/key-information/policies/ . ST Teresa of Calcutta MAC Data Protection Policy and complaints procedure can be found here: https://saintteresaofcalcutta.org.uk/about-us/policies/

12. Recognise and Respond to Abuse, Neglect and Exploitation

All staff are aware of what abuse, neglect and exploitation are and understand the indicators which may suggest a child is suffering or likely to suffer harm.

All staff should be aware of indicators of abuse, neglect, exploitation and modern slavery, recognising that children can be at risk inside and outside school, inside and outside the home and online. Abuse, neglect, exploitation and safeguarding issues rarely occur as standalone events and multiple issues often overlap.

Specific updates to definitions and indicators:

- Abuse may include harm caused by a child to other family members, often referred to as child to parent or caregiver abuse.
- Emotional abuse can include verbal abuse such as persistent criticism, belittling or name-calling.
- Sexual abuse includes assault by penetration, penetration with an object, and non-contact abuse such as involving children in production of sexual images, forcing children to look at sexual images or watch sexual activities, or grooming including online.
- Exploitation and modern slavery are forms of abuse. Children who are criminally exploited must have their vulnerabilities recognised and should be treated as victims; it is not possible for a child to consent to being exploited, abused or trafficked.
- CSE and CCE may be committed or facilitated by an organised network or gang, and a victim may identify as being part of this group; this may constitute modern slavery and require relevant child protection and modern slavery referrals.

Child-on-child abuse (including harassment and violence):

At St Chad's Primary, we know that children can abuse other children, including online. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. It is preventable and timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

- serious physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment, which may include misogyny/misandry
- consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI online abuse through abusive, harassing and misogynistic/misandrist messages, non-consensual making or sharing of nudes or semi-nudes, and sharing abusive images or pornography with those who do not want to receive such content

Domestic abuse and Operation Encompass

Domestic abuse can include psychological, physical, sexual, financial or emotional abuse. Children can be victims of domestic abuse where they see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships, including teenage relationship abuse.

Operation Encompass is an information-sharing scheme between the police and education settings. KCSIE 2026 notes a statutory duty on police to notify a child's education setting, and where relevant local authorities, where they have reasonable grounds to believe a child may be a victim of domestic abuse. The DSL is likely to be the Key Adult and may use a central safeguarding inbox to oversee notifications. Notifications do not replace statutory safeguarding procedures or referrals.

Mental health

Mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, eating disorder signs, suicidal ideation or risk of suicide, and may also be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation.

Education staff are not expected to diagnose mental health problems but are well placed to observe behaviour and identify children who may be struggling. If a child is in danger, staff should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If urgent mental health help is needed but it is not an emergency, staff can use NHS 111 online or call 111 and select the mental health option.

Serious violence

Serious violence may involve physical assault, carrying, threatening with or using weapons, often in the context of peer conflict or bullying, and can be associated with criminal exploitation. Staff should report concerns about a child carrying or using a weapon, or expressing intent to do so, to the DSL or deputy.

The DSL should assess risk to the individual pupil and others, consider wider information, and take appropriate action. Depending on the risk, this may include a safety and support plan and consideration of action to de-escalate peer conflict. Schools should be alert to higher risks for children with disrupted education, including suspensions, permanent exclusions, time in alternative provision or a history of offending.

Responding when children disclose or staff have concerns

Staff should act immediately, follow the child protection policy and speak to the DSL or deputy. If the DSL or deputy is unavailable in exceptional circumstances, this must not delay action; staff should speak to a senior member of staff and/or take advice from local authority children's social care. Any action taken should be shared with the DSL or deputy as soon as practically possible.

When responding to reports of HSB, sexual harassment or sexual violence, staff should listen carefully, avoid judgement, use the child's language, ask open questions, not promise confidentiality, record only what the child says without interpretation or personal opinion, and inform the DSL as soon as practically possible.

Harmful sexual behaviour, sexual harassment and sexual violence

KCSIE 2026 substantially strengthens this area. Harmful sexual behaviour can occur between children of any age and sex, online or face-to-face, and may

escalate into sexual harassment or sexual violence. HSB should always be considered within a child protection context.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, regardless of whether they are consensual or non-consensual. The response should be proportionate and consider age, development, circumstances, coercion, exploitation and vulnerability.

Following a report of sexual violence, the DSL or deputy should carry out an immediate risk and needs assessment. For sexual harassment, the need for a risk assessment should be considered case-by-case. Assessments should be recorded, regularly reviewed and used to inform safeguarding decisions.

For reports of rape or assault by penetration, while facts are established and agencies are consulted, the alleged perpetrator should be removed from any shared classes with the victim and the school should consider reasonable separation across premises and transport. These actions are in the best interests of all children and should not be treated as a judgement on guilt.

Prevent and concerns about extremism

St Chad's Primary is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions, to have "*due regard to the need to prevent people from becoming terrorists or supporting terrorism*" (known as the Prevent duty).

The Prevent duty is one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised Prevent duty guidance: England and Wales (2023) for England and Wales, especially paragraphs 141-210, which focus on education and childcare. The guidance covers 3 general themes: leadership and partnership, capabilities, and reducing permissive environments.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to Children's Services or Channel, the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

13. Online Safety and Filtering

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and that technology is a significant component in many safeguarding and wellbeing issues.

The breadth of online safety issues is considerable and ever evolving. KCSIE 2026 continues to use the 4Cs but updates them as follows:

- Content: exposure to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.
- Contact: harmful online interaction with other users or generative AI applications that simulate this, including peer pressure, commercial advertising and adults posing as children or young adults to groom or exploit them sexually, criminally, financially or otherwise.
- Conduct: online behaviour that increases the likelihood of, or causes, harm, including making, sending and receiving explicit images, including those generated using AI, and online bullying.
- Commerce: online gambling, inappropriate advertising, phishing and financial scams.

Online safety must be a running and interrelated theme across safeguarding, related policies, curriculum planning, staff training, DSL responsibilities and parental engagement.

Guidance to support schools to understand safety considerations and legal responsibilities when using generative AI, whether teacher-facing or pupil-facing, should be considered. Schools should also consider the DfE resources to help staff use AI safely and effectively, including safeguarding, ethics, data protection and intellectual property risks.

The DfE expects schools to operate as mobile phone-free environments by default. The school will implement a policy whereby pupils do not have access to mobile phones throughout the school day, including lessons, movement between lessons, breaktimes and lunchtimes, unless an exception has been agreed by the Headteacher.

Filtering and monitoring systems will be reviewed at least once every academic year. Reviews should be carried out by the SLT member responsible for filtering and monitoring, with support from the DSL and IT support, and should include checks that filtering works appropriately on all internet-connected devices in all relevant locations. A record of these checks should be kept.

The school will have measures to protect personal information and appropriate cyber security systems, approached as part of wider safeguarding responsibilities. The school will consider the Cyber Security Standards for Schools and Colleges.

St Chad's Primary Online Safety Policies can be found here: https://www.st-chads.bham.sch.uk/key-information/policies/

14. Managing Safeguarding Concerns or Allegations made about staff, including supply teachers, volunteers and contractors

All staff based within our school will be considered to be in either a position of trust or working with children. Staff must immediately report any level of concern about the behaviour or conduct of an adult working or volunteering with children, including supply teachers, trainee teachers, volunteers, contractors and adults using or hiring the school premises.

KCSIE 2026 adds explicit reference to trainee teachers throughout the allegations framework. Where concerns or allegations relate to a trainee teacher placed within the school, the expectations set out for schools and colleges apply and teacher training providers are expected to follow the same procedures as supply agencies.

If staff have a safeguarding concern or an allegation that another member of staff, including supply staff, trainee teachers, volunteers or contractors, has harmed or poses a risk of harm to children, this should be referred to the Headteacher, who will consider whether onward referral to the LADO is required. If the concern/allegation is about the Headteacher or Principal, it should be referred to the Chair of Governors or equivalent. Where there is a conflict of interest, it should be reported directly to the LADO.

Before contacting the LADO, the school may conduct basic enquiries in line with local procedures to establish facts without jeopardising any future police investigation. This may include whether the individual was in school, whether contact with the child could have occurred, whether there were witnesses and whether there is CCTV footage.

Suspension should not be automatic. Alternatives should be considered, including redeployment, supervision, alternative duties, or moving the child to a different class only where this is in the child's best interests, is not a punishment and parents have been consulted. Immediate suspension must be justified and recorded, including alternatives considered and why they were rejected.

Where an allegation is substantiated and a person is dismissed, resigns or ceases to provide services, the school must consider statutory duties to refer to the DBS where criteria are met, and for teaching staff consider referral to the Teaching

Regulation Agency. These duties also apply to volunteers where they were engaged in regulated activity.

St Chad's Primary Low Level Concerns Policy is attached as appendix 2.

Low-level concerns

A low-level concern does not mean the concern is insignificant. It is any concern, however small, including a sense of unease or nagging doubt, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside work, and does not meet the harm threshold or is not serious enough to consider referral to the LADO.

Low-level concerns must be shared responsibly, recorded in writing, kept confidential and reviewed so that patterns of concerning, problematic or inappropriate behaviour can be identified. Concerns about supply staff and contractors should be notified to their employers so potential patterns can be identified.

Use of school premises for non-school activities

Where the school hires or rents out facilities to organisations or individuals, safeguarding requirements will be included in lease or hire agreements as a condition of use. Failure to comply will lead to termination of the agreement. Where an allegation arises from an activity on school premises, the school will follow its safeguarding policies and procedures, including informing the LADO where appropriate.

15. Record Keeping

St Chad's Primary will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing on My Concern. Records should be clear, factual and distinguish between observed concerns, professional opinion and historic information.

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- the rationale for decisions, including where referrals were or were not made to local authority children's social care, Prevent or other agencies

The child protection file should be transferred securely and separately from the main pupil file. Where files are transferred, the exporting school should include a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs. Historic information should be appropriately contextualised so safeguarding information supports rather than disadvantages the child.

Where information indicates a risk to others and/or the individual child, for example previous carrying, threatening with or using a knife or weapon, the receiving school

should assess risk and, accordingly, put in place a safety and support plan when the child arrives.

Receiving in and transferring pupil records to other education provision

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.

Retention, archiving and destruction of records

For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- a clear retention policy
- secure and appropriate system to archive with restricted access
- we have a written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

Storage, retention, and destruction of our child protection files is also made clear in our data management policies that can be found here: https://www.st-chads.bham.sch.uk/key-information/policies/ and St Theresa of Calcutta MAC policies can be found here: https://saintteresaofcalcutta.org.uk/about-us/policies/

Appendix 1 : Links to useful information

Local

- Birmingham Safeguarding Children Partnership
- Right Help, Right Time - Birmingham Safeguarding Children Partnership
- Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership
- Having those difficult conversations: The Importance of the Resolution and Escalation Protocol - Birmingham Safeguarding Children Partnership
- Birmingham Children's Trust
- Birmingham City Council - Children, Young People & Families
- BCC School Safety Plan re children who pose a risk to others
- BCC Corporate Safeguarding Policy
- No platform policy | Birmingham City Council
- Suicide postvention support package for education establishments | Birmingham City Council

National and statutory guidance

- Keeping Children Safe in Education 2026
- Keeping Children Safe in Education 2026: Part One
- Working Together to Safeguard Children
- Information Sharing Advice for Safeguarding Practitioners
- Data Protection Toolkit for Schools
- Prevent Duty Guidance
- Channel Guidance
- DfE Filtering and Monitoring Standards
- Cyber Security Standards for Schools and Colleges
- Mobile Phones in Schools
- Use of Reasonable Force in Schools
- Alternative Provision Guidance
- Supporting Pupils at School with Medical Conditions
- Allergy Safety in Schools
- Operation Encompass
- UKCIS Sharing Nudes and Semi-Nudes Guidance
- Generative AI in Education
- Generative AI Product Safety Expectations

- Youth Endowment Fund Toolkit
- Children Missing Education
- Working Together to Improve School Attendance
- Staffing and employment: advice for schools (DfE)

Appendix 2: Low Level Concern Policy

Section 1: Policy Statement

St Teresa of Calcutta MAC and St Francis' Catholic Primary School recognise their statutory and moral duty to safeguard and promote the welfare of pupils. We are committed to fostering a culture of openness, transparency, and accountability, where all concerns about the conduct of adults working with children are shared and acted upon appropriately.

This policy reflects the updated guidance in Keeping Children Safe in Education (2025). It reinforces that 'low-level' concerns do not mean trivial concerns, and must be recognised as part of a safeguarding culture. Staff are expected to report all concerns, no matter how small, which may suggest a pattern of behaviour or a breach of professional boundaries.

Section 2: Policy Scope

All employees employed at this school including:

- Teachers
- Support staff
- Supply teachers
- Volunteers
- Local Authority visiting staff
- Birmingham Catholic Diocese visiting staff
- Contractors
- St Teresa of Calcutta MAC Central Team
- Governors from the School's Local Governing Body
- Directors from St Teresa of Calcutta MAC Board
- Other adults in school visiting in a professional capacity, for example, visiting speakers from a charity.

The term 'staff' throughout this policy refers to all of the above.

Section 3: Policy Aims

- To help create a culture in which all concerns about adults are shared responsibly and with the right person and are recorded and dealt with appropriately.

- To enable St Teresa of Calcutta MAC and St Francis' Catholic Primary School to identify concerning, problematic or inappropriate behaviour early.

- To minimise the risk of abuse occurring.

- To ensure that adults working in or on behalf of St Teresa of Calcutta MAC and St Francis' Catholic Primary School are clear about professional boundaries and act within these boundaries and in accordance with the ethos and values of the school.

- To help create an environment where staff are comfortable to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Section 4: Definition of Low Level Concerns

The term 'low level' concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the harm threshold for an allegation.

'Keeping Children Safe in Education' defines a low level concern as:

"any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

- *is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and*
- *does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO"*

Section 5: Avoiding Low Level Concerning Behaviour

Behaviour defined as a 'low level concern' can exist on a spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate but is not in specific circumstances, through to that which is ultimately intended to enable abuse.

Staff education and reinforcement on avoiding circumstances which may put them in a difficult situation is key to avoiding the need for dealing with these types of concerns.

St Teresa of Calcutta MAC and St Francis' Catholic Primary School ensure that staff are clear about what appropriate behaviour is through their induction and regularly reinforcement of documents such as:

- Staff Code of Conduct
- Safeguarding and Child Protection policies and regular training
- Teachers' Standards (for teaching staff)
- Whistleblowing Policy
- Safer Recruitment Arrangements
- No Platform Policy

Section 6: Sharing Low Level Concerns

All staff should feel confident to report low-level concerns to any member of the senior leadership team, not solely the DSL or Headteacher. All staff must be familiar with the procedures for sharing concerns and understand that the purpose is preventative, not punitive.

St Teresa of Calcutta MAC and St Francis' Catholic Primary School recognise the importance of creating a culture of openness, trust, and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Having clear policies and procedures.
- Empowering staff to share any low-level concerns with the DSL/Headteacher/Chair of Governors/Local Authority Designated Officers
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

Section 7: Reporting a Low Level Concern

Low level concerns about a member of staff should be reported to the DSL and/or Headteacher as per the school's Child Protection procedures. If the concern is about the Headteacher this should be reported to the Chair of Governors.

If the concern is about a member St Teresa of Calcutta MAC Central Team, the concern should be reported to the CSEL/CEO.

If the concern is about the CSEL/CEO, this should be reported to the MAC's Chair of Directors.

Low level concerns about supply staff, contractors, local authority or other visitors visiting in a professional capacity, will also be reported to their employers or organisation they are representing. Staff to share their concerns with the Headteacher, Deputy Headteacher or an Assistant Headteacher.

Section 8: Responding to a Low Level Concern

The Headteacher (or the person responsible for dealing with the concern, as outlined in reporting a low level concern) will undertake an assessment to determine if the matter is a 'low level concern' or an 'allegation'. The person responsible will :

- Ensure allegations that meet the harm threshold will be referred to the LADO for advice.
- Decide if further guidance is required and will contact the LADO for advice.
- Decide the concern should be dealt with internally via the School's usual child protection investigation process.

St Teresa of Calcutta MAC and St Francis' Catholic Primary School will engage with its HR provider where it is necessary to undertake further investigation and/or deal with the concern under relevant processes.

Section 9: Recording a Low Level Concern

All low level concerns should be formally recorded by a member of staff when they are made aware of them. (See Appendix 1). This record would then be passed to the Headteacher and/or DSL. The following exceptions apply:

- Chair of Governors, if the concern is about the Headteacher
- CSEL/CEO, if the concern is about a member St Teresa of Calcutta MAC Central Team.
- MAC's Chair of Directors, if the concern is about the CSEL/CEO.

The record will include:

- Details of the concern.
- The context in which the concern arose.
- The outcome of the investigation and any action taken (Appendix 2), and
- The name of the individual sharing their concerns (if known) (unless the individual wishes to remain anonymous which must be respected as far as possible).

Relevant records will be retained confidentially on the personnel file.
A separate summary overview record (Appendix 3) will be kept in a shared computer area in a Staff Conduct File. This is password protected. The file will contain all low level concerns so as to easily identify patterns that may involve more than one member of staff. All records must be kept in line with data protection principles

Section 10: Reviewing Low Level Concerns

The Headteacher, or other designated lead, will regularly review recorded concerns to identify any emerging patterns or repeated behaviours that may escalate the level of concern. Where a pattern is identified, the school will consider whether this now meets the threshold for referral or disciplinary action, and consult with the LADO and HR as appropriate.

Records will be retained in line with the school's data retention schedule and the requirements set out in KCSIE 2025.

St Teresa of Calcutta MAC and St Francis' Catholic Primary School will take advice, where appropriate, from their HR provider in respect of low level concerns.

St Teresa of Calcutta MAC and St Francis' Catholic Primary School will also review appropriate policies and training, or other wider cultural issues in the school, to see whether anything needs to be done to minimise the risk of similar behaviour happening again.

Relevant records will be retained confidentially on the personnel file. A separate record will also be kept of low level concerns summary overview to more easily identify patterns that may involve more than one member of staff. All records must be kept in line with data protection principles.

Low level concerns will not be included in a reference unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

A low level concern (or group or pattern of concerns) which has met the harm threshold and has therefore been referred to the LADO may be included in a reference depending on the circumstances.

Section 11: Staff Training

All staff will receive regular training on professional boundaries, reporting procedures, and the importance of early reporting. This will be reinforced through induction, ongoing safeguarding CPD, and reference to the Staff Code of Conduct.

Section 12: Related guidance

The policy links to the following guidance documents:

-
- Keeping Children Safe in Education (DfE)
- Staff Code of Conduct
- Safeguarding Policy
- Safeguarding and Child Protection policies and regular training
- Teachers' Standards (for teaching staff)
- Whistleblowing Policy
- Safer Recruitment Arrangements

Appendix 1: Low Level Concern Form

St Teresa of Calcutta MAC and St Francis School
Low Level Concern Form
Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that: • is inconsistent with St Teresa of Calcutta MAC and St Francis' Catholic Primary school staff code of conduct, including inappropriate conduct outside of work, **and** • does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible. The record should be signed, timed, and dated and returned to the Headteacher * unless you wish to remain anonymous, which will be respected as far as reasonably possible. *This record should be passed to the: • Chair of Governors, if the concern is about the Headteacher • CSEL/CEO, if the concern is about a member St Teresa of Calcutta MAC Central Team. • MAC's Chair of Directors, if the concern is about the CSEL/CEO.
Name of the adult you are concerned about: **Their role:** **The context in which the concern arose:** **Details of your concern:**
Date and Time: **Your Name:** **Signed:**

Appendix 2: Low Level Concern - Response

Low Level Concern - Response

To be completed by the person responsible for dealing with the low-level concern. This would normally be the Headteacher.

Step 1: Decide upon a category

Category A	• The person may have behaved in a way that has harmed a child, or may have harmed a child. • The person has possibly committed a criminal offence. • The person may have behaved in a way that indicates he or she would pose a risk of harm to children. • The person may have behaved in a way that indicates they may not be suitable to work with children.

	Action Required: Contact Birmingham's LADO without delay (0121 675 1669, Ladoteam@birminghamchildrenstrust.co.uk.)
Category B	After reviewing low-concern records, there is concerning, problematic or an inappropriate pattern of behaviour and this now meets the 'risk of harm' threshold for a referral. **Action Required**: Contact Birmingham's LADO (0121 675 1669, Ladoteam@birminghamchildrenstrust.co.uk.)
Category C	The person's behaviour/conduct is inconsistent with the staff code of conduct, including inappropriate conduct outside of school. It is possible that the behaviour has met 'risk of harm' threshold. The LADO has been contacted and advice sought. The LADO does **not** consider the behaviour meets the 'risk of harm' threshold for a referral and the behaviour should be dealt with as a low-level concern. **Action Required:** Deal with incident as a low-level concern.
Category D	The person's behaviour/conduct is inconsistent with the staff code of conduct, including inappropriate conduct outside of school. The behaviour does not meet the 'risk of harm' threshold, there is no history of problematic or an inappropriate pattern of behaviour and it is not necessary to contact the LADO. **Action Required**: Deal with incident as a low-level concern.

Category: _____

If Category C or D, now proceed to Step 2. If Category A or Category B, this is an allegation and not a low-level concern. The Managing Allegations Against Staff Policy and procedures should now be followed.

Step 2: Record action taken to address the behaviour which was inconsistent with the staff code of conduct

Please conisder:

- What action is required to ensure they understand your expectations of staff conduct.
- What action is required to minimise the risk of this behaviour reoccurring.

Now move to Step 3.

Step 3: The inapprpopraite behaviour was due to, or partly due to, wider cutural issues within the school.

Yes_____ No _____

If yes, please record changes within the School, or MAC.

Please consider:

- Changes to policies or processes.
- Changes to training.

- Now move to Step 4
-

Step 4: Record this low-level concern onto your summary overview To aid in the identification of trends and patterns, please record low level concerns onto summary overview. If you identify potential trends or patterns, please consider what action should be taken.
(If not Headteacher) **Your name:** **Your role:** **Signed:** **Date:**
Headteacher **Name:** **Signed:** **Date:**