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"I have come that they may have life and have it to the full" (John 10 : 10)

St Columba's Catholic Primary School

OVERARCHING SAFEGUARDING STATEMENT

This Statement will be reviewed as and when required.

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	KAHSC Version Description	Date of Revision/Review
1	Original	Nov 2011
2	Amended to include details of how to make a referral to the Disclosure and Barring Service	Dec 2012
3	Amended to include changes to statutory guidance Keeping Children Safe in Education April 2015 and Working Together to Safeguard Children March 2015	April 2015
4	Amended to include updated guidance Keeping Children Safe in Education July 2015 and new requirement for PREVENT Awareness Training	Aug 2015
5	Minor changes in title of Cumbria LSCB to Cumbria SCB	Nov 2015
6	Minor changes to terminology & date of DfE Supporting Pupils with Medical Conditions Statutory Guidance from 2014 to Dec 2015. Removal of 'referral to DBS' guidance as duplicated in CP Policy.	Feb 2016
7	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2016	Aug 2016
8	Minor updates to reflect the DfE Statutory Framework for EYFS, 2017 which came into force on 03 April 2017	May 2017
9	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2018 and Ofsted's Inspecting Safeguarding in Early Years, Education and Skills Settings, September 2018	Sept 2018
10	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2019 and Ofsted's Inspecting Safeguarding in Early Years, Education and Skills Settings, September 2019 and changes to create the Cumbria Safeguarding Children Partnership (SCP) from 29 September 2019	Sept 2019
11	Updated to reflect changes made in Keeping Children Safe in Education 2020.	Sept 2020
12	Updated to reflect changes made in Keeping Children Safe in Education 2021.	Sept 2021
13	Updated to reflect changes made in Keeping Children Safe in Education 2022 and new KAHSC Policies and procedures	Sept 2022
14	Updated Hub and external links only.	Sept 2023
15	Updated to reflect changes in 'Working together to safeguard children' Dec 2023	May 2024
	Reviewed (no changes)	Sept 2024
16	Updates to links and to reflect changes to the EYFS Statutory framework for group and school -based providers, KCSiE and updated links to the local Safeguarding Children Partnerships.	Sept 2025
17	Updated to include changes to KCSiE 2026 and the introduction of statutory guidance on Allergy Safety.	Sept 2026

Introduction

This Safeguarding Statement has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfE statutory guidance Keeping Children Safe in Education; the DfE EYFS Statutory Framework for group and school-based providers and Working Together to Safeguard Children. The school will also refer to and follow the guidance and procedures developed by the Cumberland Safeguarding Children Partnership (SCP) | Westmorland and Furness Safeguarding Children Partnership (SCP).

Because of our close day to day contact with children, education staff have a crucial role to play in helping to promote safety, reduce risks and to identify welfare concerns and indicators of possible abuse and neglect at an early stage.

The Governing Body and staff of St Columba's Catholic Primary School (hereinafter referred to as 'the school') take seriously our responsibility under Section 175 of the Education Act 2002 (as amended) (Maintained Schools) | Section 157 of the Education Act 2002 (as amended) (Independent Schools and academies), the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012 and the Crime and Policing Act 2026) to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

This Statement and supporting Policies and procedures relate to all members of the school community including pupils, staff, Governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PHSE and within the safety of the physical environment provided for the pupils.

Definition of safeguarding

The statutory guidance 'Working together to Safeguard Children' defines the term Safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing 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;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interest of the children; and,
- taking action to enable all children to have the best outcomes set out in the Children's Social Care National Framework.

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including pupils' health, safety and wellbeing including their mental health; managing behaviour, restrictive intervention, including the use of reasonable force; meeting the needs of pupils with medical conditions and in particular, those with allergies; meeting the needs of children who have special educational needs and/or disabilities; providing first aid; educational visits; intimate care and emotional wellbeing; online safety, including the use of generative AI and associated issues; and appropriate arrangements to ensure school security, taking into account the local context.

It includes issues for schools such as neglect; physical abuse; sexual and emotional abuse; face to face, prejudice-based and discriminatory bullying; racial, disability, and homophobic, biphobic or transphobic abuse; risks linked to using technology and social media, including cyber/online bullying, the risks of being groomed online for exploitation or radicalisation, and risks of accessing and generating inappropriate content e.g. the making or sharing of nudes and/or semi-nudes; child on child abuse (such as harmful sexual behaviour (HSB), sexual violence and sexual harassment between children); gender-based violence/violence against women and girls; radicalisation and/or extremist behaviour; children missing education; child sexual exploitation and trafficking; child criminal exploitation including county lines; substance misuse; issues that may be specific to a local area or population, for example gang activity and youth violence; and particular issues affecting children including domestic violence, homelessness, so-called honour-based abuse (female genital mutilation, forced marriage, breast ironing etc.); fabricated or induced illness and poor parenting, particularly in relation to young children.

This Safeguarding Statement should therefore be read and understood alongside other school Policies and procedures which fall under the safeguarding 'umbrella' as listed at the end of this document. Related Policies and procedures can be found on the school website and in the staff room. Some are also available to access via the school website or on request.

All relevant Policies and supporting procedures will be reviewed, in accordance with the latest DfE Guidance, by the Governing Body (or the persons nominated by them to approve such documents) that has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead (DSL) will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. The Chair of Governors will liaise with the Local Authority Designated Officer (LADO) and partner agencies in the event of a concern/allegation made against the Head teacher or in a situation where there is a conflict of interest in reporting the matter to the Head teacher. There is also a nominated safeguarding Governor who will take leadership responsibility for the setting's safeguarding arrangements.

Our school is a community and all those directly connected (staff, Governors, volunteers, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments from all these stakeholders contributing to this process.

Ethos

The School recognises the importance of providing an ethos and environment that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

The school will endeavour to support the welfare and safety of all pupils through:

- maintaining children's overall wellbeing as our paramount concern;
- ensuring the content of the curriculum includes social and emotional aspects of learning;
- developing and implementing procedures for tackling bullying (including face to face, prejudice-based, discriminatory and cyberbullying); racist abuse and harassment and ensuring these are included for discussion in the curriculum;
- ensuring that all aspects of child protection are included in the curriculum to help children stay safe; to understand what constitutes a healthy relationship both online and offline and to recognise when they don't feel safe;
- the provision of suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulty;
- promoting a culture and environment of openness, trust and transparency so that both children and staff feel comfortable to discuss matters of concern both within, and where appropriate, outside the school which may have implications for the safeguarding and welfare of children; where pupils can develop a sense of being valued and heard and where opposing issues and ideologies can be discussed in a controlled manner;
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- ensuring all staff (and, where appropriate, other adults) can recognise the signs and symptoms of abuse through ongoing training and support and are aware of the school's procedures for reporting concerns, lines of communication and whistleblowing procedures;
- promoting their spiritual, moral, social and cultural development and, within this, the concept and inclusion of fundamental British values;
- ensuring that staff and other adults are aware of the role of the DSL;
- provision of training for staff (paid and unpaid) and Governors which will be updated regularly and inclusion of child protection and other safeguarding issues in the induction of new staff and other adults/Governors;
- ensuring we practice safe recruitment in checking the suitability of staff, Governors and other adults including volunteers to work with children;
- ensuring that allegations or concerns at any level made against adults or other pupils in the school are dealt with quickly and appropriately and in line with other Policies and procedures;
- monitoring children who have been identified as having welfare or protection concerns, particularly those who are identified as 'carers' and those 'cared for' and previously 'cared for' by the Local Authority;

- keeping robust confidential records which are stored securely and shared appropriately with other professionals;
- ensuring we have adequate and appropriate procedures in place for responding to children missing education whether as a one-off occasion or persistent absenteeism including having at least 3 emergency contact numbers for each child;
- having arrangements in place to support children with special educational needs, disabilities (SEND) or other health conditions having regard to the Special Educational Needs and Disability (SEND) Code of Practice and have identified a member of staff to act as Special Educational Needs and Disabilities Co-ordinator (SENDCo);
- developing effective and supportive liaison with other agencies;
- implementation of documented safeguarding and health and safety Policies and procedures including the organisation and arrangements for maintaining the health, safety and welfare of all those involved with the school, including pupils, which include:
    - assessing risks to children and developing and implementing effective controls to prevent accidents, incidents and infectious diseases;
    - ensuring there is sufficient first aid provision in the form of equipment and appropriately trained staff both in school, extended school sessions and on educational visits;
    - ensuring that procedures in line with OEAP National Guidance http://oeapng.info/ are followed and implemented in relation to learning outside the classroom/educational visits including the need for adequate planning, supervision and risk assessment;
    - ensuring a clear Policy and procedures on supporting children and young people with medical conditions is implemented to meet the needs of pupils with short or long-term medical needs and medication is only administered in accordance with school Policy and procedures and the DfE statutory guidance Supporting pupils at school with medical conditions;
    - ensuring staff and other adults are familiar with the protocols for intimate care and maintaining dignity in line with school procedures;
    - ensuring staff, pupils and parents are familiar with the Child on child abuse procedures/ Child Protection Policy and procedures (where child on child abuse forms an integral part) and the Behaviour Policy and procedures which include the use of discipline (restrictive interventions), sanctions and rewards and which also focus on preventing and reacting to cases of bullying and cyberbullying both during and outside the school day;
    - ensuring staff are aware of the definition of 'reasonable force', when this can be used and that sufficient staff have been trained in de-escalation and restrictive intervention techniques;
    - ensuring accidents are recorded, reported and investigated where necessary to prevent similar incidents from occurring;
    - **IN RELATION TO EYFS PUPILS**
        - ensuring there is at least one person who has a current full paediatric first aid certificate (12 hours) on the premises and available at all times when EYFS pupils are present and must accompany children on outings. Training will cover the course content as set out in Annex A of the EYFS Statutory Framework for group and school-based providers and be renewed every three years);
        - keeping a written record of accidents or injuries and first aid treatment and informing parents of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable after, and of any first aid treatment given;
        - notifying local child protection agencies of any serious accident or injury to, or the death of, any child whilst in our care, and must act on any advice provided by those agencies;

Partnerships with others

Schools do not operate in isolation. The welfare of children is the corporate responsibility of the entire Local Authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All Local Authority services have an impact on the lives of children and families, and Local Authorities have a particular responsibility towards children and families most at risk of social exclusion.

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. The school follows LA inter-agency safeguarding procedures (as endorsed by the

Cumberland SCP | Westmorland and Furness SCP), will work within the Cumberland SCP Multi-agency Threshold guidance | Westmorland and Furness SCP Multi-agency Threshold guidance* and has links with the Local Authority, the Integrated Care Board for the area, the local Police, Children's Centres and the Cumberland Children Advice & Support Service (CASS) | Westmorland and Furness Safeguarding Children Hub (MACH).

We recognise the importance of information sharing between professionals and local agencies and take account of guidance issued in Working together to safeguard children; Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers and the Cumberland SCP Information Sharing Protocol |Westmorland and Furness SCP Information Sharing Protocol.

Where it is believed that a child is suffering from, is at risk of, harm or is in immediate danger, we will follow the guidance as outlined in the Cumberland SCP report a concern about a child procedures | Westmorland and Furness SCP report a concern procedures and within the ***School Child Protection Policy and procedures***. In other cases where the child or family would benefit from early intervention, we will put in place appropriate 'early/family help' strategies, working with other agencies as appropriate and where necessary.

Training and support

Our school will ensure that the DSL and deputy DSL attend suitable child protection training which is updated every 2 years; all staff including the Head teacher, the designated teacher (cared for and previously cared for children), the designated Governor/the Governing Body receive safeguarding and child protection training (including in relation to online safety) at induction (relevant to their roles) which is updated regularly. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Those staff working in the EYFS provision will receive safeguarding training in line with Annex C of the EYFS Statutory framework for group and school-based providers which will be renewed every 2 years. All other adults who work in the school and/or with children will undertake appropriate child protection awareness training to equip them to meet their responsibilities for child protection effectively which will be refreshed in accordance with the local SCP guidance.

The DSL has attended/undertaken Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation and extremism. Other staff to receive this training will be determined through risk assessment.

There is a designated Health and Safety Coordinator in school who has received appropriate training in relation to their role e.g. IOSH Managing Safely in Schools training or similar.

There is a designated Mental Health Lead (MHL) in school who is also the DSL and/will work with the DSL when children are identified with mental health concerns. The MHL has received training consistent with DfE recommendations.

Although this is now no longer a legal requirement, in accordance with good practice guidelines, there is also a designated Educational Visits Coordinator who has received training and refresher training in planning and managing off-site visits.

There is a staff training plan in place to ensure all relevant staff receive appropriate training as per legislative requirements and good practice to protect both themselves and children. Designated staff training will include for example health and safety induction; first aid; supporting children and young people with medical needs including general awareness training; allergens and emergency responses to adverse reactions; training in the administration of medication and any training regarding complex medical needs of children (from a medical professional as necessary); asbestos management; fire safety; restrictive interventions including the use of reasonable force; moving and handling; minibus driving; risk assessment; food hygiene; and other training commensurate with the roles and responsibilities of staff.

Professional confidentiality

Our school has a clear confidentiality statement that forms part of the School Child Protection Policy and procedures which is reviewed annually by the full Governing Body, is discussed with all staff and shared with all working (paid and unpaid) adults within the school.

Safe recruitment and selection

The school pays full regard to Part three of the DfE statutory guidance Keeping Children Safe in Education. The Governing Body will deter and prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to carry out appropriate checks on staff or others who work (paid or unpaid) with children, taking proportionate decisions on whether to ask for any checks beyond what is statutorily required and ensuring those without full checks are appropriately supervised. The school has a written Safe Recruitment, Selection and Pre-Employment Vetting Policy and procedures in place. In line with Keeping Children Safe in Education the Governing Body ensures that at least one person on any appointment panel has attended accredited safer recruitment training.

Further details can be found in the ***School Child Protection Policy and procedures and the School Safe Recruitment, Selection and Pre-Employment Vetting Policy and procedures.***

Related school policies

(to be read and followed alongside this document)

- Child Protection Policy and procedures
- Child on child abuse Policy and procedures
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Behaviour Policy including procedures for preventing and dealing with bullying (in all its forms) and discrimination, unacceptable behaviour, drug misuse etc.
- Attendance Policy and procedures
- Suspension and Permanent Exclusions Policy and procedures
- Relationships Education, RSE and Health Education Policy and procedures
- Recruitment, Selection and Pre-Employment Vetting Policy and procedures including the Single Central Record (restricted access)
- Supporting children and young people with Medical Conditions Policy and procedures
- Allergy Safety Policy and procedures
- Code of Conduct for staff and others who work with children
- Equality Policy and Objectives
- Data Protection Policy and related Privacy notices
- Accessibility Plan
- SEND Policy/Information report
- Guidance on the use of photographic/digital and video images
- Safeguarding, Health and Safety Induction procedures
- Restrictive intervention, including the use of reasonable force procedures
- Missing Child procedures
- Intimate Care procedures
- Educational Visits procedures
- First Aid, Accident Recording and Reporting procedures
- Emergency procedures (including invacuation and lockdown procedures and cyber response plan)
- Risk Assessments
- Premises Management including security measures (formal Inspections and Buildings Register/Maintenance records)
- Hire of school premises and facilities Arrangements
- Safeguarding Children – Contractors Code of Conduct leaflet