

APPENDIX A - KEY STAFF AND CONTACTS

SCHOOL-BASED CONTACTS

Role	Contact details
Headteacher	Mrs S Price
Designated Safeguarding Lead	Mrs S Price
Deputy Designated Safeguarding Lead	Miss E Zollner
E-Safety Lead	Mrs E Peano
Prevent Duty Lead	Mrs S Price
Designated Teacher with responsibility for Young Carers	Miss K Robinson
Designated Teacher for Looked After and Previously Looked After Children	Mrs E Peano
Nominated Safeguarding Governor	Mrs H Garrett / Mrs J Harrop
All of the above can be contacted via the school office on 01282 436880	

OTHER USEFUL CONTACTS

Agency / Contact	Contact Details
INSERT MULTI-ACADEMY TRUST or LA Contacts	
Head of Safeguarding Romero Catholic Academy Trust	Rebecca.birtwistle@romerocat.com
LCC School Safeguarding Officers	01772 531196
LCC MASH Education Officers	0300 123 6720
Lancashire Prevent Team	01254 585260

	Prevent.team@blackburn.gov.uk
Local contacts	
The Local Authority Designated Officer (LADO)	01772 536694 LADO.admin@lancashire.gov.uk
NSPCC Whistleblowing Advice Line	0800 028 0285 help@nspcc.org.uk

OPERATION ENCOMPASS

Add details of your school's Operation Encompass arrangements, including who receives notifications, how they are recorded, and how proportionate support is offered without automatically questioning the child about the incident.

Our school participates in the Operation Encompass partnership scheme, between local school, academies, colleges, community health agencies, and Lancashire Police. Operation Encompass was set up to provide early reporting to schools etc., about any domestic abuse incidents that occur outside of school hours to which a young person attending our school has been exposed, and which might then have an impact on their schooling the following day. This information will be shared throughout the year, including school holidays and the weekends. Information will only be shared with the school by the police where it is identified that a young person was present, witnessed or was involved in a domestic abuse incident. A nominated member of college staff, known as an Encompass Key Adult, has been trained to liaise with the police and speak with the children concerned if deemed appropriate. Our Key Adult is Miss E Zollner.

LOW-LEVEL CONCERNS ABOUT AN ADULT WORKING IN OR ON BEHALF OF THE SCHOOL

All concerns must be reported without delay to the Headteacher. In their absence, it must be reported to Mrs Emma Peano or Miss K Robinson.

Name	Role	Contact Number
Miss E Zollner	DSL	01282 436880

If the allegation or concern relates to the Headteacher, it should be reported, without delay, to the Chief Executive of Romero Catholic Academy Trust.

Name	Role	Contact Number
Katy Cox	Chief Executive Officer Romero Catholic Academy Trust	01282-855500

APPENDIX B – CURRICULUM

At St Mary Magdalene's Catholic Primary School, pupils are taught how to keep themselves safe through a planned curriculum rooted in Catholic values and the belief that every person is made in the image and likeness of God.

Safeguarding themes are taught through our Ten:Ten Life to the Full RSHE programme, Picture News, Project Evolve online safety lessons, Computing, RE, assemblies and wider pastoral provision. Pupils learn about healthy relationships, personal safety, online safety, respect for others, bullying, child-on-child abuse, mental wellbeing, consent, boundaries and how to seek help from trusted adults.

Online safety is taught at least half-termly through Project Evolve and reinforced across the curriculum. Current affairs and safeguarding issues are explored through Picture News, helping pupils develop critical thinking, resilience and an understanding of how to stay safe in the wider world.

The curriculum is progressive and age-appropriate, ensuring pupils develop the knowledge, skills and confidence needed to make safe choices, build positive relationships and know how to report concerns both online and offline.

APPENDIX C FILTERING AND MONITORING

The school uses the Lancashire Education Digital Services Web Filtering and Online Protection (Netsweeper) system. This provides safe, filtered and logged internet access for all users and devices connected to the school network. The system meets Department for Education filtering expectations and allows the school to manage, monitor and control access to online content.

The filtering system:

- Provides education-focused web filtering for pupils and staff.
- Blocks illegal and harmful content, including sites identified by the Internet Watch Foundation (IWF) and Home Office terrorism block lists.
- Applies age-appropriate filtering categories for a primary school setting.
- Enables local control to allow the school to block or permit specific websites where appropriate.
- Monitors and logs internet usage, including website access and search activity.
- Provides reporting tools to support safeguarding and online safety monitoring.

The school monitors the effectiveness of filtering arrangements through regular review of Netsweeper reports, including search activity, website access and any safeguarding-related concerns identified through monitoring. Reports can be generated and reviewed as required, with additional investigation undertaken where concerning activity is identified.

Monitoring reports are reviewed by the school's designated filtering administrators and safeguarding staff. Any concerns relating to pupil safety, radicalisation, self-harm, exploitation, bullying or other safeguarding risks are escalated in accordance with the school's safeguarding procedures.

The school's E-Safety/Online Safety Lead is: Mrs E Peano

APPENDIX D GENDER QUESTIONING CHILDREN

GENDER QUESTIONING CHILDREN – GUIDE

IN FORCE 1 SEPTEMBER 2026 - NEW SECTION IN KCSIE 2026 — MUST BE IMPLEMENTED BEFORE THE NEW TERM

WHAT KCSIE 2026 SAYS	YOUR STEP-BY-STEP PROCESS	DSL PROTECTION & KEY REMINDERS
Schools should not initiate social transition. This only applies when a child or parent raises a request. Parents should normally be involved unless doing so would place the child at risk of harm. The threshold is high. Schools should approach with professional curiosity, considering the child's experiences and vulnerabilities. All decisions must be clearly recorded. What counts as social transition? • Changes to name or nickname • Changes to pronouns • Changes to uniform or appearance NONE OF THESE SHOULD BE INITIATED BY SCHOOL. THE CHILD OR PARENT MUST RAISE IT FIRST. Single-sex facilities A child may not use facilities for the opposite biological sex. Where a child does not wish to use their biological sex facilities, consider whether an alternative can be provided without compromising the safety or dignity of any other child. Log it.	1. A request is made A child or parent raises it. You do not. Log immediately on CPOMS under 'Gender Questioning'. 2. Involve the DSL immediately Every case must involve the DSL from the first conversation. No decisions without DSL involvement. 3. Explore with professional curiosity Listen carefully. Consider age, maturity, vulnerabilities and context. This is a skilled conversation, not a form. 4. Consider parental involvement Parents should normally be involved. Is there a specific, evidenced safeguarding reason not to? If yes — record it precisely. 5. Consult and decide as a team No single person decides. Involve your Headteacher, DSL and contact Rebecca Birtwistle before agreeing to any change. 6. Record everything clearly Every discussion, decision and reason on CPOMS. Vague notes are not enough. Be specific.	ALWAYS DO - Wait - never initiate. Let the child or parent raise it - Involve the DSL from the very first conversation - Record every discussion, decision and reason on CPOMS - Involve parents unless there is a specific, recorded reason not to - Contact Rebecca Birtwistle before agreeing to any change - Consider age, maturity and vulnerabilities NEVER DO - Initiate or suggest social transition to a child or family - Make decisions without DSL involvement - Exclude parents without a specific, evidenced, written reason - Allow use of facilities for the opposite biological sex - Make verbal decisions — everything must be in writing CPOMS: LOG EVERY CONTACT, CONVERSATION, DECISION AND REVIEW DATE UNDER THE GENDER QUESTIONING CATEGORY. NEED SUPPORT? Contact Rebecca Birtwistle Head of Safeguarding.

APPENDIX E - FOUR CATEGORIES OF ABUSE

PHYSICAL ABUSE

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

INDICATORS OF ABUSE

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A CHILD WHO IS BEING ABUSED, NEGLECTED OR EXPLOITED MAY:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety

- Self-harm
- Frequently miss school, arrive late or leave school for part of the day
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Acquire gifts such as money or a mobile phone from new ‘friends’.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL decide how to proceed.

