

APPENDIX A - KEY STAFF AND CONTACTS

SCHOOL-BASED CONTACTS

Role	Contact details
Associate Headteacher	Mrs Claire McManus c.mcmanus@sasj.lancs.sch.uk
Head of School	Mr Jamie Robinson j.robinson@sasj.lancs.sch.uk
Designated Safeguarding Lead	Miss Rebecca McKenna r.mckenna@sasj.lancs.sch.uk
Deputy Designated Safeguarding Lead	Miss Lauren Lidd l.kidd@sasj.lancs.sch.uk Mr Jamie Robinson j.robinson@sasj.lancs.sch.uk Mrs Claire McManus c.mcmanus@sasj.lancs.sch.uk
E-Safety Lead	Mrs Jen Jude j.jude@sasj.lancs.sch.uk
Prevent Duty Lead	Mr Jamie Robinson j.robinson@sasj.lancs.sch.uk
Designated Teacher with responsibility for Young Carers	Miss Lauren Lidd l.kidd@sasj.lancs.sch.uk
Designated Teacher for Looked After and Previously Looked After Children	Miss Lauren Lidd l.kidd@sasj.lancs.sch.uk
Nominated Safeguarding Governor	Mrs Rebecca Nightingale

	r.nightingale@sasj.lancs.sch.uk
All of the above can be contacted via the school office on office@sasj.lancs.sch.uk	

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
Local contacts	
Children's Social Care - MASH Lancashire County Council	PHONE 0300 123 6720
The Local Authority Designated Officer (LADO)	EMAIL lado.admin@lancashire.gov.uk CONTACT NUMBER 01772 536694
NSPCC Whistleblowing Advice Line	PHONE 0800 028 0285

OPERATION ENCOMPASS

Our school participates in **Operation Encompass**, a national initiative that supports children who may have been exposed to domestic abuse or other significant incidents that could have an adverse impact on their wellbeing, behaviour, attendance or ability to learn.

When a notification is received from the police, it is sent directly to the school's trained **Key Adult(s)**, normally the **Designated Safeguarding Lead (DSL)** and, where appropriate, the **Deputy DSL**. Notifications are treated as confidential safeguarding information and are only shared with staff on a strict need-to-know basis where this is necessary to support the child.

All Operation Encompass notifications are recorded on the school's safeguarding recording system and stored securely in accordance with safeguarding, information-sharing and data protection requirements. Records will include the date the notification was received, the action taken, any support offered, and any subsequent monitoring or concerns.

Following receipt of a notification, the DSL will consider what support may be required for the child. Support will be **proportionate, sensitive and based on the individual needs of the child**. This may include increased pastoral support, a check-in from a trusted adult, flexibility around expectations, access to wellbeing support, or closer monitoring of the child's presentation during the school day.

Staff recognise that Operation Encompass notifications are provided to enable appropriate support and not to prompt an investigation by the school. Children **will not be routinely questioned about the incident**, nor will they be expected to disclose information. Any conversations with the child will be led by their needs, wishes and presentation, and only where this is necessary to safeguard and support them. The school will seek to provide a safe, reassuring and nurturing environment while respecting the child's privacy and dignity.

The DSL will review any ongoing safeguarding needs and, where necessary, work with other agencies and the family to ensure appropriate support is in place.

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

All concerns must be reported without delay to the Associate Headteacher. In their absence, it must be reported to Jamie Robinson (Head of School)

Name	Role	Contact Number
Mrs Claire McManus	Associate Headteacher	01254 233 019

If the allegation or concern relates to the Associate Headteacher/ Head of School, 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 SASJ we take a proactive approach to keeping pupils safe by embedding e-safety, character development, and safeguarding education throughout the curriculum and wider school life. Pupils are taught how to stay safe online, including how to protect personal information, recognise inappropriate content, and report any concerns to a trusted adult. Through PSHE, assemblies, and regular discussions, children learn about positive relationships, respect, kindness, inclusion, and making responsible choices that reflect the school's values and culture. The school also educates pupils about child-on-child abuse, including bullying, prejudice-based behaviour, and inappropriate conduct, helping them understand the importance of consent, boundaries, and treating others with dignity and respect. Safeguarding themes are reinforced through age-appropriate lessons, pastoral support, and clear reporting systems, ensuring that pupils know how to recognise risks, seek help, and contribute to a safe, caring, and respectful school community.

APPENDIX C FILTERING AND MONITORING

The school uses the following filtering and monitoring system:

The Filtering and Monitoring system used is called Netsweeper. School receive daily communication and additional communication if the system triggers an alert.

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

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.