



## **Our Christian Vision**

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds. At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish. Each day, we endeavor to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

## **Our Mission**

Christ Church & Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunity to reach their maximum academic and social potential. Excellent teaching, learning and relationships are at the heart of our schools.

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## **1. INTRODUCTION AND RATIONALE FOR POLICY**

In line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2023, the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. These schools are therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area.

This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant Governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

Paper copies of this policy, useful reference documents and contacts for RBKC safeguarding services are kept in the Head's Offices in a folder labelled 'Child Protection' and Safeguarding'.

In the first instance, any concerns about the welfare of a child at school should be reported to the DSL (Designated Safeguard Lead), although the NSPCC can also be called if there is a concern for a child's welfare: 0808 800 5000.



## **2. AIMS OF POLICY**

To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;

- To ensure pupils and parents are aware that the school takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services, in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

This document reflects the content of information all school staff should be aware of as part regular safeguarding and child protection training, covering the following areas:

- Legislative framework
- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect
- Action by person receiving or identifying a concern
- Action by designated person
- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

## **CURRICULUM**

The Governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing pupils about all aspects of risk;
- Developing strategies for self-protection;



- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

### **3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The Governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard. If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child;
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know;
- All staff should have access to appropriate and regular training;
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

The Senior Staff for Safeguarding and Child Protection are: Avis Hawkins, Matthew Link and Donna Verity. Avis is the first points of contact. If she is not available, then any member of the leadership team should be informed of any concerns.

### **4. EQUALITY**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language

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- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

## 5. RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Head/Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with school and Bi Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start midyear;
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are the subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To follow as appropriate recommendations made by the Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. to Learning Support Assistants;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).



## **6. RESPONSIBILITIES OF SCHOOL STAFF**

a) All staff have regular training on behaviour management and are acutely aware of the need to create a safe learning environment at school. The school's behaviour and bullying policies are updated annually and shared with staff and governors.

Staff are also aware that peer on peer abuse is another form of abuse that can happen to the children in their care and they are trained to notice any signs of abuse or unhappiness

b) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so, they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members.

c) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

d) All school staff are expected to:

- Be able to identify signs and symptoms of abuse, including specific safeguarding issues outlined in Keeping Children Safe in Education September 2023 e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing from Education, Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015;
- Report concerns (including concerns about other staff/professionals) to the Designated Teacher or other senior staff members as appropriate;
- Be aware of the relevant local procedures and guidelines;
- Monitor and report as required on the welfare, attendance and progress of all pupils;
- Keep clear, dated, factual and confidential records of child protection concerns;
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).
- Read the most recent copy of Keeping Children Safe in Education in its entirety.

## **7. THE GOVERNING BOARD**

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development

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- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All governors will read Keeping Children Safe in Education in its entirety.

## 8. THE HEADTEACHER

- The headteacher is responsible for the implementation of this policy, including:
  - Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
  - Communicating this policy to parents/carers when their child joins the school and via the school website
  - Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
  - Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
  - Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

## 9. CONFIDENTIALITY

Timely information sharing is essential to effective safeguarding.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

## **10. WHAT IS ABUSE AND NEGLECT?**

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family, institutional or community setting; by those known to them or, more rarely, by a stranger.

- Physical abuse means causing physical harm to a child
- Emotional abuse means persistently making a child feel they are worthless, unloved or inadequate or continually having inappropriate expectations of them
- Sexual abuse means making a child or young person take part in sexual activities. The activities may involve physical contact or allowing them to see pornographic material, or be party to inappropriate discussions about sex
- Neglect means failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs

In addition to these categories, there are additional specific safeguarding issues which include Child Sexual Exploitation, Female Genital Mutilation and Radicalisation.

The following is a list of warning signs which could come to your attention and may be indicators that a child is being, or has been abused or neglected, or is at risk of abuse.

Everyone working with children needs to be aware of warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused or at risk at all.

- Unexplained or inconsistently explained physical injuries
- Repeat bruising; bruising of different colours; burn injuries
- Reluctance to talk about an injury
- Worrying changes in behaviour e.g. introverted, lacks confidence, aggressive, bullying
- Peer relationship problems
- Emotional dependence on adults other than parents
- Self-harming
- Eating disorders
- Poor hygiene; dirty clothing
- Attention seeking beyond the norm for age
- Sexualised play or sexualised language beyond the norm for age



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- Appears frightened of, or is abnormally attached to, parent/s or carer/s
- Being repeatedly absent from school, or absent for a prolonged period

### Child Sexual Exploitation (CSE)

- (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.
- Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.
- If a staff member suspects CSE, they must discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.
- Indicators of sexual exploitation can include a child:
  - Appearing with unexplained gifts or new possessions.
  - Suffering from sexually transmitted infections or becoming pregnant
  - Displaying inappropriate sexualised behaviour
  - Suffering from changes in emotional well-being.
  - Misusing drugs and/or alcohol
  - Regularly missing school or education, or not taking part in education

### Child-on-Child Abuse

This is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth-produced sexual imagery)
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

Sexual violence and sexual harassment is not accepted, will never be tolerated and is not an inevitable part of growing up

We do not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'

### **Female Genital Mutilation (FGM)**

#### **Indicators that FGM has already occurred might include:**

- A pupil or family member confiding in a staff member that FGM has taken place
- A girl: having difficulty walking, sitting or standing or looking uncomfortable
- Avoiding physical exercise or missing PE
- Having frequent urinary, menstrual or stomach problems
- Being reluctant to undergo any medical examinations

#### **Potential signs that a pupil may be at risk of FGM include:**

- The girl's family having a history of practising FGM
- A girl or a parent/family member expressing concern that FGM may be carried out
- Talking about FGM in conversation (for example a girl may tell other children about it (although the context of any such discussions is obviously important to take into account)
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- FGM being known or practised in the girl's community or country of origin
- Having sections missing from her "red book" (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

### **Ideological harm: radicalisation, extremism and the Prevent Duty**

Though not an accepted category of abuse in its own right, the vulnerability of children to being seduced by extreme ideological positions is something we take very seriously. Recent government legislation means that it is helpful to include here a summary of the new 'Prevent Duty', for those working in education.

Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote fundamental British values, all staff have a statutory duty to have due regard to for the need to prevent children from being drawn into terrorism.

In interpreting what is meant by 'due regard', we take guidance from the government's Prevent strategy, including the Channel programme, which aims to ensure that vulnerable children of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism.

Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.

Without undermining values such as freedom of speech, mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views.

'Extremism' is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas.

It also includes the notion of non-violent extremism, which can create an atmosphere conducive to terrorism, and can popularise views which terrorists exploit. Extremism can take many forms, whether ideological, political or religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media.

Our classrooms are safe spaces where children can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for children to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge fundamental British values. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable children and, if appropriate, must seek further guidance. This is a complex and sensitive area, and over-simplified assessments can increase, rather than reduce risk.

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness raising amongst staff
- Protection of pupils from terrorist and extremist material when accessing the internet in school/college
- Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development.

### **Risk indicators of being drawn into terrorism:**

NB references below are to 'child' which includes young people up to the age of 18.

#### **Vulnerability**

Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them.

Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.

#### **Personal Circumstances**

Migration; local community tensions; events affecting country or region of origin; alienation from UK values;

Having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

#### **Unmet Aspirations**

Perceptions of injustice; feeling of failure; rejection of civic life

#### **Criminality**

Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

#### **Access to extremism / extremist influences**

Is there reason to believe that the child associates with those known to be involved in extremism – either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

- Does the child frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?

- Does the child sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

### **Experiences, Behaviours and Influences**

- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child, resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and it is important to differentiate them from those that sympathise with or support extremist activity.
- Has there been a significant shift in the child's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the perpetrator/ victim of racial or religious hate crime?

### **Travel**

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child employed any methods to disguise their true identity? Has the child used documents or cover to support this?

### **Social Factors**

- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child experience a lack of meaningful employment appropriate to their skills?
- Does the child display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child demonstrate identity conflict and confusion normally associated with youth development?

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- Does the child have any learning difficulties/ mental health support needs?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child have a history of crime, including episodes in prison?
- Is the child a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child's life has extremist view or sympathies?

#### **More critical risk factors could include:**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer.

#### **Online Safety and Use of Mobile Phones**

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

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile phones.
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

### **The 4 key categories of risk**

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

### **To meet our aims and address the risks above we will:**

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet

- in school, use of the school's ICT systems and use of their mobile and smart technology

We have put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

We carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

### **Children missing from education**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.



As referenced in KCSIE, we would aim to hold a meeting when a parent expresses their intention to withdraw their child from school to be home educated with relevant parties, especially in cases where the child has additional needs, is vulnerable or has a social worker.

## **11. THINGS TO CONSIDER WHEN WORKING WITH CHILDREN**

- Maintain professional boundaries – remember we are trusted adults, but we are not children's/young people's friends.
- Do not share your address, home phone number /mobile number or email address with parent(s) of the child (ren) you are working with or give this information to the child/young person.
- When using social networking sites, do not accept as friends children/young people who you come into contact with through your work at school or their parents/carers. Think carefully about the information you post on social networking sites etc and consider potential implications for individual professional and organisational reputations.
- Any gifts to individual children should be of insignificant value and part of an agreed, transparent reward system.
- If a child touches you inappropriately, it may be innocent, but could indicate a problem that needs to be explored.
- Avoid wearing clothing which could give the wrong messages.
- Physical contact should be needs lead and only where necessary and appropriate.
- Avoid conduct which could be misinterpreted e.g. horseplay, tickling or fun fights.
- Do not do anything personal for a child that they can do for themselves.
- Report all incidents involving a child, including any injuries,
- Do not make, or encourage others to make, comments which are inappropriate, demeaning or insensitive, or humiliating, or might be interpreted as such.
- Do not take photographs of children as there is the potential for misinterpretation, except where photographs are taken with the organisation's equipment as part of an agreed arrangement and where consent has been secured from parents/carers.
- Do not socialise with children or take them to your home.
- Report any concerns about a colleague's behaviour and/or attitude toward children.

## **12. RECOGNISING ABUSE AND TAKING ACTION**

**Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.**

- If a child is suffering or likely to suffer harm, or in immediate danger make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral. Tell the DSL as soon as possible if you make a referral directly.

<https://www.gov.uk/report-child-abuse-to-local-council>

**If a child discloses a safeguarding issue to you, you should:**

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

**If you discover that FGM has taken place or a pupil is at risk of FGM**

- Immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.  
The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

**If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Figure 1 below, illustrates the procedure to follow if you have any concerns about a child's welfare.

- Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.
- Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.
- Early help: If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

### **Referral**

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

### **If you have concerns about extremism**

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see

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'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

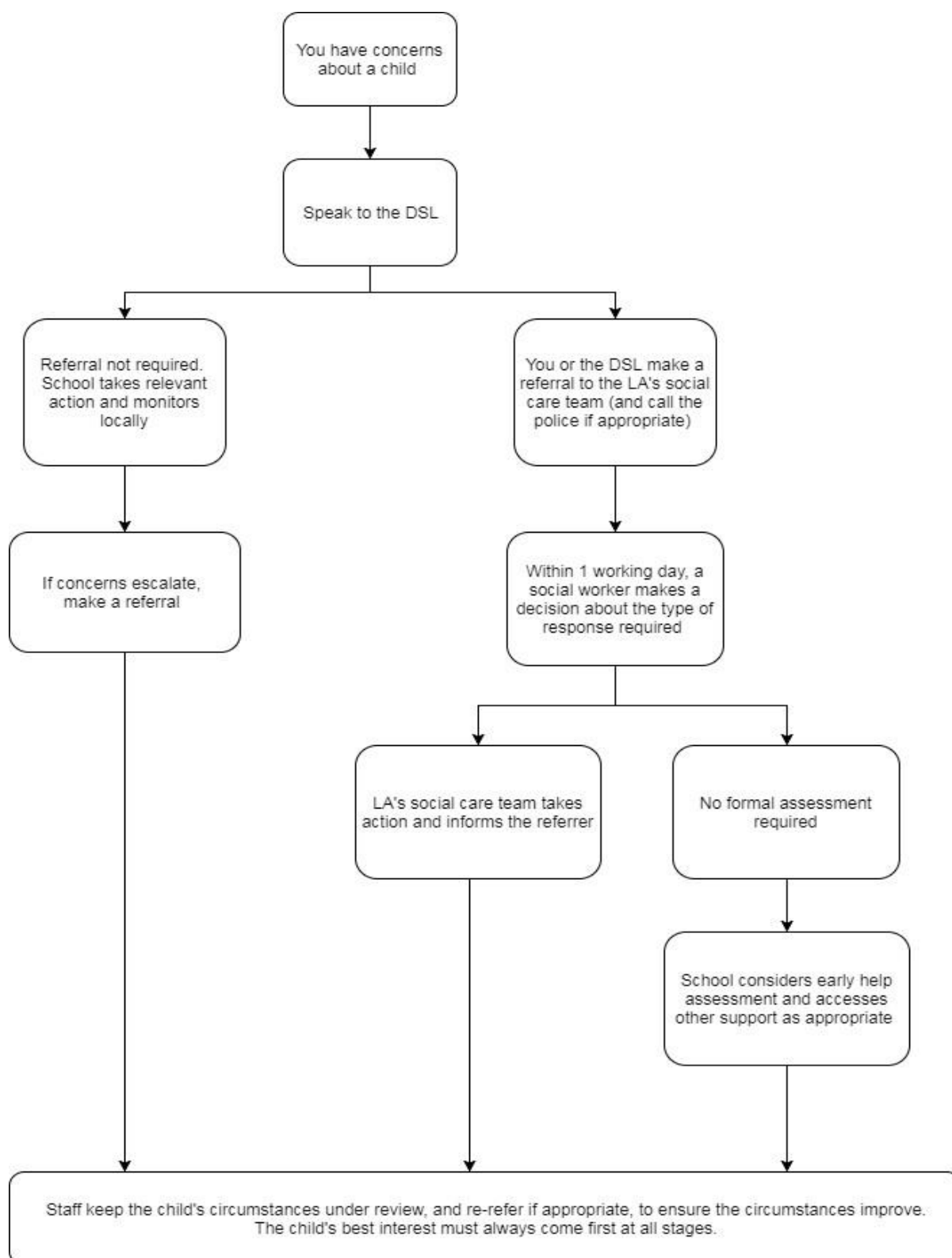
**In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:**

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

**If you have a mental health concern**

- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the procedure above.
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.
- Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action.)



**Concerns about a staff member, supply teacher, volunteer or contractor**

**If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff**

**(including a supply teacher, volunteer or contractor) posing a risk of harm to children:**

- Speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

### **Allegations of abuse made against other pupils**

#### **Procedures for dealing with allegations of peer-on-peer abuse**

- If a pupil makes an allegation of abuse against another pupil:
- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

### **13. NOTIFYING PARENTS AND CARERS**

- Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.
- Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.
- If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

### **14. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly, apparent signs of abuse or neglect.

Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead will work with the special educational needs co-ordinator to identify pupils with particular communication needs, and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

## **15. PUPILS WITH A SOCIAL WORKER**

- Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
- Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:
  - Responding to unauthorised absence or missing education where there are known safeguarding risks
  - The provision of pastoral and/or academic support

## **16. LOOKED AFTER OR PREVIOUSLY LOOKED AFTER PUPILS**

- We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:
  - Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
  - The DSL has details of children's social workers and relevant virtual school heads
  - We have appointed a designated teacher, Camilla Nelson and Donna Verity who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).
  - The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

### **As part of their role, the designated teacher will:**

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

**As part of their role, they will:**

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

**17. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER**

Governors expect the Head to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

**18. RECORD KEEPING**

- We will hold records in line with our records retention schedule. We will pass on all record to the receiving school of a child once their URN has been requested.
- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

**Records will include:**

- 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
- Concerns and referrals will be kept in a separate child protection file for each child.
- Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained until the new school request the records.
- Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. 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 safety of the child.



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- Records will be kept secure in the main school office.

#### 19. TRAINING

- All staff members will undertake safeguarding and child protection training at induction, including on reporting a concern procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.
- This training will be regularly updated and will:

Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning

Be in line with advice from the 3 safeguarding partners

Have regard to the Teachers' Standards to support the expectation that all teachers:

- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

## **Governors**

All governors will receive training about safeguarding, at least every two years to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training.

## **20. APPOINTMENT OF STAFF**

When appointing staff, Governors will take account of the guidance issued by the Local Authority's Human Resources Section or Human Resources provider and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview, candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to enhanced DBS checks;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school will maintain an accurate Single Central Record for all staff and adults in the school.

## **SAFEGUARDING OF STAFF**

- The headteacher and other staff representing the school at an ASV or other safeguarding related meeting should always be accompanied by an HR representative.
- To safeguard the position of both the child and staff member, another adult should be present when a child is being spoken to in the Headteacher's office or the interview should be conducted in a place appropriately sensitive to the circumstances but populated by other members of staff.



## **21. COMPLAINTS AGAINST STAFF AND THE POLICY**

### **Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

### **Other complaints**

Please see our complaints policy.



## **22. COMMUNICATING POLICY TO PARENTS AND PUPILS**

- a. The Governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

## **23. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.**

The Governors require the Head and/or Designated Safeguarding Lead to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school, over the preceding year.

### **Appendices:**

#### **Appendix 1: Staying Safe Safeguarding contacts at Christ Church and Holy Trinity CE Primary Schools**

##### **Designated Safeguarding Leads**

Avis Hawkins [ahawkins@ccht.rbkc.sch.uk](mailto:ahawkins@ccht.rbkc.sch.uk)

In Avis' absence, please speak to one of her Deputy DSLs:

Matthew Link: [mlink@ccht.rbkc.sch.uk](mailto:mlink@ccht.rbkc.sch.uk)

Donna Verity: [dverity@ccht.rbkc.sch.uk](mailto:dverity@ccht.rbkc.sch.uk)

##### **Useful contacts:**

Safeguarding and Child Protection Officer for Kensington and Chelsea

Hilary Shaw

Hilary.shaw@rbkc.gov.uk

07817 365519

Prevent Education Officer

Jake Butterworth

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RBKC 020 8753 5843 [Jake.butterworth@lbhf.gov.uk](mailto:Jake.butterworth@lbhf.gov.uk)

Local Authority Designated Officer

Kembra Healy

[Kembra.healy@lbhf.gov.uk](mailto:Kembra.healy@lbhf.gov.uk)

0208 753 5215

### **Safeguarding Governor at Christ Church and Holy Trinity is:**

Rachel Cuperman [rcuperman@ccht.rbkc.sch.uk](mailto:rcuperman@ccht.rbkc.sch.uk)

### **More information can be found at:**

Our Safeguarding and Child Protection Policy on the school's website  
[www.ccht.rbkc.sch.uk](http://www.ccht.rbkc.sch.uk)

Safeguarding, and promoting the welfare of children, is everyone's responsibility and all Christ Church and Holy Trinity school staff have annual child protection training. In order to fulfil this responsibility, all practitioners should make sure that their approach, at all times, considers what is in the best interests of the child.

If you feel you can't talk to anyone at school, you can contact:

Childline (18 and under): 0800 1111

NSPCC helpline: 0808 800 5000

LA contacts for PREVENT: Pinakin Patel [pinakin.patel@lbhf.gov.uk](mailto:pinakin.patel@lbhf.gov.uk) / 0208 753 5727

## **Appendix 2: Relevant Documents**

### **Links with other federation policies**

This policy links to the following policies and procedures:

- \*Behaviour
- \*Staff A-Z
- \*Complaints
- \*Health and Safety
- \*Attendance
- \*Online safety
- \*Mobile phone use
- \*Equality
- \*Relationships and Sex Education
- \*First Aid

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\*Designated Teacher for looked-after and previously looked-after children

\*Reporting a Concern

Anti-Bullying

IT Acceptable Use

Female Genital Mutilation

<https://learning.nspcc.org.uk/child-abuse-and-neglect/fgm>

Keeping Children Safe In Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

Signed: Avis Hawkins

Name of Schools Christ Church and Holy Trinity Primary Schools Chelsea

Policy review Date October 2023

Date of next Review October 2024

Who reviewed this policy? Avis Hawkins, Partnership Committee

Ratified by Governors