

# Child Protection and Safeguarding Policy

## St Christopher Primary School

September 2020



**Policy last reviewed:** September 2020

**Reviewed by:** Clair Robinson/Andrea Harrison

**Agreed by governors:** To be agreed at F.G.B meeting 01.10.20

**Shared with staff:** 1<sup>st</sup> September 2020

**Frequency of review:** Annually

**Date of next review:** September 2021

**Designated Safeguarding Lead:** Andrea Harrison – Assistant Headteacher

**Deputy Designated Safeguarding Lead:** Clair Robinson - Headteacher

**Named Governor for Safeguarding:** Anke Brooker-Davis

**Chair of Governors:** Anke Brooker-Davis

**Vice Chair of Governors:** David Semple

**Local Authority designated officer:** Mark Goddard

Telephone number: 0247 697 8499

**Designated Lead for Looked After and Previously Looked-After Children:**

Andrea Harrison

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# 1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2020) as;

- protecting children from maltreatment;
- preventing impairment of children's mental health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of St Christopher Primary School.

# 2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate St Christopher's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to St Christopher's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 St Christopher is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.

- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

## 2.4 Safeguarding aims

2.4.1 The safeguarding aims of St Christopher, in line with Keeping Children Safe in Education (September 2020) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in St Christopher understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (September 2020)
- Working Together to Safeguard Children (June 2018)
- **Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)**
- **Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)**
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 An addendum to this policy outlining safeguarding arrangements during the Covid-19 emergency period can be found on the school website.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2019).

2.7.1 This policy should be read in conjunction with the following policies by the Governing Body and Senior Staff; other staff should be aware of the links with these policies:

Behaviour Policy including anti bullying.  
Supporting children with medical needs  
Attendance.  
Preventing Extremism and Radicalisation.  
Safer Recruitment.  
Acceptable use and E safety  
Whistleblowing  
Intimate care  
Educational visits  
Staff code of conduct  
Peer on Peer abuse. (child on child abuse)  
Data Protection  
This list is not exhaustive

Links to these policies can be found in Appendix A.

## **2.8 Scope**

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers, working in or on behalf of St Christopher Primary School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2020) in this policy, it should be understood that St Christopher Primary School will always refer to this document as the benchmark for all safeguarding practice.

## **3 Roles and Responsibilities**

### **3.1 The Role of the Governing Body.**

3.1.1 St Christopher Primary school has a Governing Body who have the overall responsibility for safeguarding in the school. There is a named safeguarding Governor- Anke Brooker-Davis. Part 2 of Keeping Children Safe in Education (September 2020) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in St Christopher are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that St Christopher takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as

requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);

- Ensure that St Christopher has an effective child protection policy, that it is published on St Christopher's website or available by other means and review this annually;
- Ensure that St Christopher has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- Consider a whole-school approach to online safety, including the use of mobile technology in school;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety. See section 12 of this policy for further information.
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the headteacher.

### **3.2 The Role of the Headteacher**

#### 3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety.
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that the school works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans

for children subject to children protection plans and to protect children from harm.

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care (from the host local authority or placing authority) have access to St Christopher Primary school, to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2020).

### **3.3 The Role of the Designated Safeguarding Lead**

3.3.1 The Designated Safeguarding Lead for St Christopher Primary School is Andrea Harrison. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection at St Christopher Primary School.
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2019);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2020);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves St Christopher Primary School.
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;

- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of St Christopher Primary School community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding at St Christopher school and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2020).

### **3.4 The Role & Responsibilities of all Staff within School**

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff at St Christopher Primary School;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff handbook and code of conduct, information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems at St Christopher Primary School that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2020) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;

- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

### 3.5 Multi-Agency Working

- 3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.
- 3.5.2 The school will work with social care, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.
- 3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help.
- 3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

## 4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children,2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning,



Type of abuse	Information
	<p>into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p> <p>Further information about Child Sexual Exploitation can be found in paragraph 28 of Keeping Children Safe in Education 2020.</p>
Neglect	<p>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, for example, 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.</p>

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times either in person or by telephone, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);

- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.<sup>1</sup>

4.7 St Christopher Primary School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if the school believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- child criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- radicalisation;
- relationship abuse;
- serious violence;
- sexual violence or sexual harassment (including peer on peer/child on child abuse);
- sexting;
- So-called honour-based abuse;
- trafficking and modern slavery.

4.8 St Christopher Primary School will also take action to protect;

- Children missing from Education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

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<sup>1</sup>Taken from paragraph 18, Keeping Children Safe in Education (September 2019)

We work with other agencies in line with Keeping Children Safe in Education (2019) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.
- Children who need a social worker.

#### 4.10 Child potentially at greater risk of harm

4.10.1 The school recognises that some children need a social worker due to abuse, neglect or family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.10.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.10.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

#### 4.11 Mental Health

4.11.1 The school recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.11.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.11.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.11.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should record concerns on CPOMs and contact Alison Palmer, Hollie Loysin-Stokes or Amy Davies to discuss appropriate intervention, parental contact and potential referrals to Mental Health Services.

4.11.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.11.6 The following staff at St Christopher are identified as Mental Health First Aiders: Alison Palmer, Hollie Loysin-Stokes and Amy Davies. These designated members of staff are responsible for the promotion of mental health and wellbeing across the school.

4.11.7 Further information, guidance and advice regarding mental health can be found in paragraph 38 of Keeping Children Safe in Education 2020.

4.12 St Christopher School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.13 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need

to prevent people from being drawn into terrorism. See Appendix B for further information on St Christopher's Prevent duty.

4.14 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.15 See Appendix B for further information and guidance on the above issues.<sup>2</sup>

## 5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's social care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day following school procedures – see appendices
- only discuss the issue with colleagues that need to know about it; and will write up the disclosure and pass it to the designated safeguarding lead via school procedures.

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<sup>2</sup> Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Discuss the concern with the Deputy DSL (Headteacher)
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if St Christopher is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by St Christopher to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See page 19 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2020).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.<sup>3</sup>

5.8 St Christopher Primary School understands that both adults and other children can perpetrate abuse, and peer on peer (child on child) abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 All members of staff will be made aware of the school's policy and procedures with regards to peer on peer (child on child) abuse.

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<sup>3</sup>introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

5.8.2 The school will work to prevent peer on peer abuse (child on child abuse) by consistently delivering clear messages through the curriculum (PSHE, SRE and online safety), assemblies, behaviour policies and ethos and values work. Programmes within the curriculum will be age and stage appropriate and will include:

Healthy and respectful relationships

What is consent?

What respectful behaviour looks like

Gender roles, stereotyping and equality.

Body confidence and self esteem.

Prejudice behaviour

Sexual violence and harassment is always wrong. This will enable children to understand, identify and report any instances of peer on peer abuse. Parent leaflets and regular safeguarding updates through the school newsletter will ensure parents are informed and provided with ways in which to report peer on peer abuse at St Christopher. The policy will also be made available online.

5.8.3 In the event that an allegation of peer on peer abuse (child on child abuse) is made, St Christopher will investigate this and use the incident flow chart(see appendix C)

5.8.4 In the event that an allegation of peer on peer abuse (child on child abuse) is made, victims and alleged perpetrators will be supported by:

Victim	Alleged perpetrator	Other children
<ul style="list-style-type: none"> <li>Needs and wishes of victim are paramount.</li> <li>Not made to feel they are the problem.</li> <li>Consider proportionality of response.</li> <li>Aim for victim to carry out normal routine.</li> <li>Recognise that they may struggle in class and may need time out.</li> <li>Be aware that they may not disclose the whole picture immediately.</li> <li>Prepare to support over a long period and consider who is involved( internal and external.)</li> <li>If victim moves school the DSL informs the new school of the need for continued support.</li> </ul>	<ul style="list-style-type: none"> <li>Possible tension between discipline and support(these are not mutually exclusive)</li> <li>Consider age/ developmental stage/any SEND.</li> <li>Proportionate response consider unmet needs(for example , harmful sexual behaviours(HNV) in younger children may be sign of trauma).</li> <li>If (alleged) perpetrator moves school DSL informs new school of the issues and transfers the child protection file)</li> </ul>	<ul style="list-style-type: none"> <li>Witnesses may need support (especially in cases of sexual violence)</li> <li>Avoid allowing pupils to take sides.</li> <li>Minimise potential for bullying or victimisation in school and on way to school.</li> <li>Be aware of any social media use and inappropriate or even illegal posts(especially in cases of criminal investigation where anonymity is legally guaranteed)</li> <li>Develop safeguarding culture.</li> <li>Constantly review reporting procedures and responses.</li> <li>Consider potential for systematic and environmental weaknesses.</li> </ul>

- 5.8.5 St Christopher Primary School will never pass off peer on peer abuse (child on child abuse) as 'banter' or 'part of growing up'.
- 5.8.6 At St Christopher, when considering harmful sexual behaviours the ages and Stage of development are taken into account. Any instances are recorded on a child concern form and are dealt with by the DSL or DDSL this includes language of a sexual nature and actions of a sexual nature. The Brook Traffic light tool (see appendix D) is used to support the decision making process as to whether a sexual behaviour is considered harmful or not. In all cases parents are informed and subsequent monitoring takes place. For the child, Early help is explored and with parental consent a programme of work delivered.
- 5.8.7 St Christopher will adhere to guidance set out in Keeping Children Safe in Education (2020) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse (child on child abuse).
- 5.8.8 All staff will be made aware that 'upskirting' is a criminal offence.

### **5.9 Youth Produced Sexual Imagery ('sexting')**

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 St Christopher Primary School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online.

5.9.3 If staff notice any concerns, they should report them to the school's Designated Safeguarding Lead (DSL), as with any other safeguarding concern. Staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. Staff should make a record of any concerns pass on to DSL immediately. If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated)\*. The device should be passed to the DSL. Staff must not look at or print any indecent images.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation', (January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.7 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

### 5.10 **Serious Violence**

5.10.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime.

5.10.2 All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.10.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found in paragraph 28 of Keeping Children Safe in Education (2020).

### 5.11 **Searching, Screening and Confiscation**

5.11.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children at St Christopher.

5.11.2 St Christopher adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

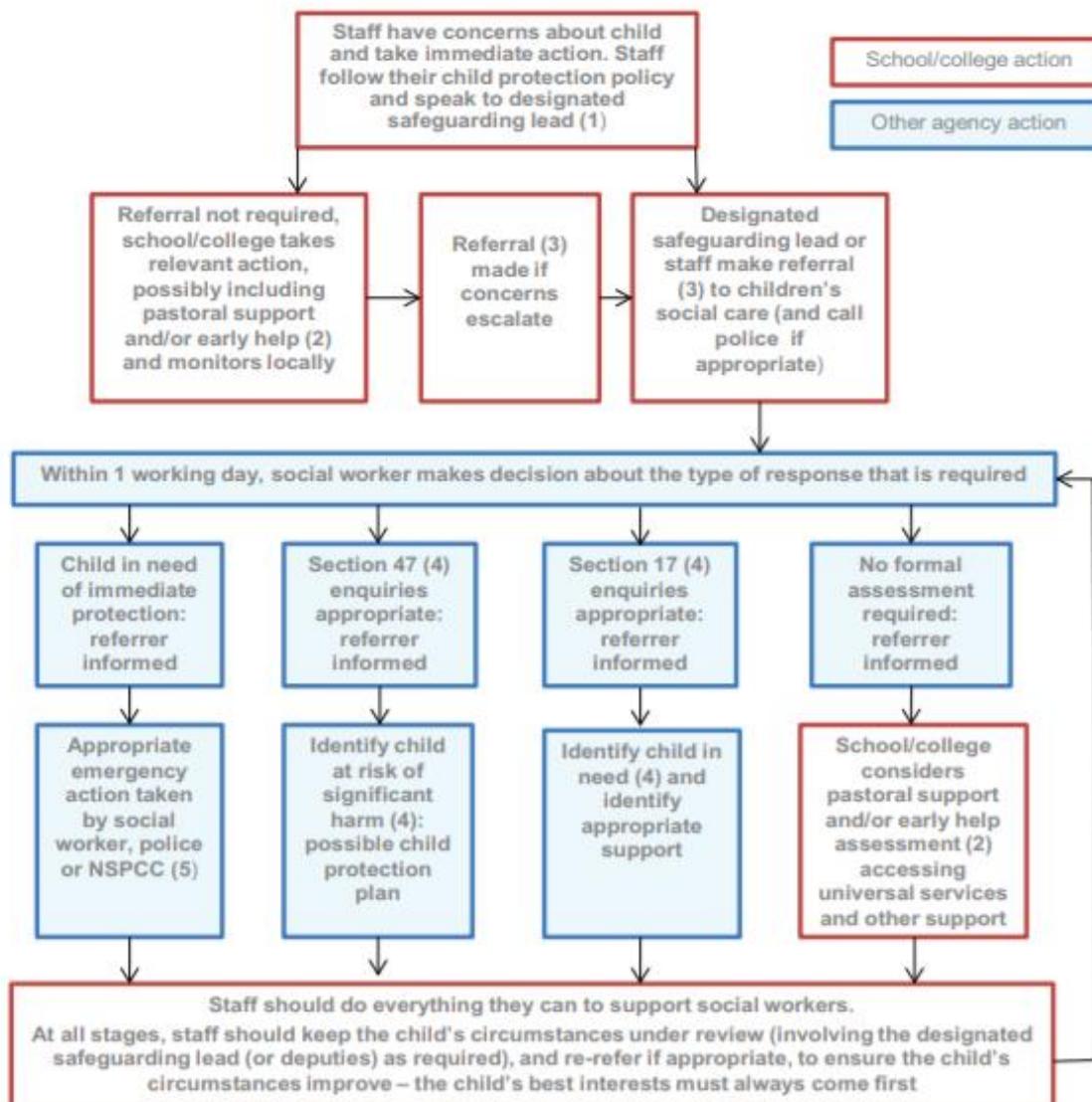
See separate policy on Searching, screening and confiscation.

### 5.12 Extra-Familial Harm

5.12.1 St Christopher School recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.12.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside the St Christopher School and/or can occur between children outside these environments.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.13 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** <http://www.coventry.gov.uk/safeguardingchildren>

**Out of hours Emergency Duty Team:** 02476 832 222

**Prevent/ChannelReferrals:** Refer to MASH and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

## **6 Record-keeping**

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept on CPOMs. This will only be accessed by the relevant safeguarding staff.

6.2 Any paperwork regarding safeguarding is kept in locked cupboards and only accessed by authorised personal.

6.3 Staff will submit all concerns at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing/text.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.5 The school will seek at least two emergency contacts for every child.

6.6 All data processed by St Christopher is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information; See data protection policy

6.7 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part Two of Keeping Children Safe in Education (September 2020).

## **7 Photography and Images**

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins St Christopher and should a parent wish to withdraw consent this can be done through the school office in line with the school's data protection policy. This is also updated annually.

7.2 Parents can withdraw consent at any time and must notify St Christopher if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their full name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

See data protection policy

## 8 Early Help

8.1 St Christopher is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. St Christopher works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

8.2 St Christopher Primary School works within the LSCB ['Right Help, Right Time'](#) framework, available on the LSCB website.

8.3 Whenever possible at the first signs of a family requiring additional support we at St Christopher will offer the family an assessment or Early Help referral, to ensure issues are addressed before they escalate. The schools family worker- Tracy Penn in conjunction with the schools family hub, then use the assessment/ referral to plan, deliver and review support for the family. Consideration is given to the views of the child. Where successful the case can be closed and where needed escalated through a discussion with the MASH. The schools family worker also provides families with informal support and drop in sessions and is on hand for parents at both the beginning and the end of the school day. This may involve signposting families to specific services available to them.

## 9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, St Christopher has committed to training staff throughout the academic year. All staff members will be made aware of *the school's* safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2020)
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 Staff at St Christopher Primary School will;

- Whole school safeguarding training annually  
Other training is accessed on a needs and rota basis.
  - Prevent
  - FGM/Breast ironing
  - CSE
  - Mental health
  - Domestic violence
  - Attachment
  - Peer on peer abuse (child on child abuse)
  - Sexting.
  - Educational visits
- This is not an exhaustive list.

9.3 St Christopher recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancy and 'sexting'<sup>4</sup>. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

## **10 Safer Recruitment**

10.1 St Christopher is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. St Christopher reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at St Christopher comply with Keeping Children Safe in Education (September 2020). See Part 3 of Keeping Children Safe in Education (September 2020) for further information.

10.8 See Safer Recruitment policy for further details.

## **11 Allegations of abuse against staff**

11.1 St Christopher Primary School safeguarding concerns and/or allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2020) and the CSCP Guidance, 'Allegations Against Staff and Volunteers'.

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<sup>4</sup>Also known as 'youth produced sexual imagery'.

## 11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.

11.3 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors, Anke Brooker-Davis without delay.

11.4 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and all staff outlined in paragraph 1.5 of this policy.

11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.6 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The details of the LAdo can be found at the front of this policy.

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.8 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.9 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to *St Christopher* in managing the allegation.

11.10 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

### 11.11 Supply Teachers

11.11.1 Although the school does not directly employ supply teachers, the school will ensure that any concerns or allegations against supply teachers are handled properly.

11.11.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

11.11.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or

equivalent) to meetings and regularly updating agencies on relevant school policies.

## **11.12 Whistleblowing**

11.12.1 St Christopher operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or *the school's* safeguarding processes to the senior leadership team.

11.12.2 The senior leadership team will take all concerns seriously.

11.12.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

## **12 Promoting safeguarding and welfare in the curriculum**

12.1 St Christopher recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education.

12.3 At St Christopher opportunities are sought to feed safeguarding work into all aspects of the curriculum. Through the teaching of many subjects – computing, RE, PSHE, safeguarding messages and lessons in 'keeping yourself safe' are weaved through all that we do.

The school values the opinion of its pupils and through pupil voice views are sought on how safe children feel, online safety, bullying and any other identified areas annually. We participate in annual- anti bullying week, online safety week, visits from child line and many other safeguarding events. Keeping safe is also promoted through assemblies such as road safety, stranger danger, keeping safe in the dark, keeping safe in the sun. Parents are encouraged to keep their children safe through regular inserts on the schools weekly newsletter. Posters throughout school give children the named people they should go to should they have a worry.

## **13 Children Looked After**

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. St Christopher recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Andrea Harrison.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 St Christopher is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

## **14 Children with Special Educational Needs**

14.1 As outlined in Keeping Children Safe in Education (2020), St Christopher is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.<sup>5</sup>

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

## **15 Use of reasonable force**

15.1 Very occasionally situations may arise in which physical restraint may be required. Designated staff at St Christopher are Maybo trained. Should a child need restraining a member of staff who has been 'Maybo' trained may use such restraint as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others personal safety at risk

Practical methods to defuse the situation should always be considered before restraint is used including keeping calm, offering verbal prompts or retreat.

If possible, a member of the Senior Leadership Team should be sent for or be made of before any form of physical intervention is used unless a child or adult is at risk of harm.

The head has authorised staff to have control or charge of pupils. They automatically have the legal power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal

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<sup>5</sup>Keeping Children Safe in Education, September 2019

action.' Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary then staff will ensure that there is at least a second member of staff with them where possible.

The Governing Body of St Christopher has adopted DFE guidance on 'the Use of Force to Control or Restrain Pupils'. Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

## **16 Work Experience**

The school has procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education 2018. The HT will delegate responsibilities to share:

- School Organisation.
- Health and safety.
- Lone working.
- Code of conduct.
- Fire procedure.
- In house safeguarding procedure.
- Acceptable use policy
- Confidentiality.

## **19 Summary**

19.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

## **Appendix A**

The school's safeguarding policy is intended to be used in conjunction with the following policies;

- Attendance and Leave Policy
- Behaviour Policy
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Educational Visits Policy
- E-safety and Acceptable Use Policy
- First Aid Policy
- Governor's Code of Conduct
- Health & Safety Policy
- HR Policies
- Intimate Care Policy
- Lockdown Policy
- Mobile Phone Policy
- Racial Equality
- Safer Recruitment Policy
- Separated Parents Policy
- Single Equality Policy
- SRE Policy
- SEND Policy
- Staff Handbook
- Staff Code of Conduct
- Whistleblowing Policy

## Appendix B – Further Safeguarding Information

### Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2020, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

**Bullying, including cyber- or online-bullying**—The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their class teacher or Teaching assistant, to the DSL or to any trusted member of staff and we will work to resolve it. We also teach children about the dangers of bullying through our curriculum. See link to curriculum here: Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Behaviour Policy and paragraph 5.8 of this policy for further information.

**Child Criminal exploitation (including involvement in county lines/ Child Sexual Exploitation)**-Reports of Criminal exploitation would be dealt with through the schools normal safeguarding procedures- ie a record on a child concern form. The DSL or DDSL would make a referral to both MASH and the Police as children may have been harmed or be at risk of immediate harm.

**Domestic abuse/relationship abuse** – School receives notifications weekly through the ‘Operation Encompass alerts’ Additional monitoring takes place for these children but no action is formally and contact with parents is not made. Any reports from pupils who report domestic violence are recorded on a child concern form and followed up using the normal safeguarding procedures and protocols.

**What is involved in relationship abuse?**

<p><b>Emotional abuse</b></p> <ul style="list-style-type: none"> <li>• Constant insults and name calling</li> <li>• Isolation from friends and family.</li> <li>• Controlling what someone wears or where they go.</li> <li>• Checking up on partners all the time.</li> <li>• Making the person feel responsible for the abuse.</li> </ul>	<p><b>Physical abuse</b></p> <ul style="list-style-type: none"> <li>• Hitting, punching, pushing, biting, kicking, using weapons etc</li> </ul>
<p><b>Sexual abuse</b></p> <ul style="list-style-type: none"> <li>• Forcing someone to have sex.</li> <li>• Unwanted kissing or touching</li> <li>• Being made to watch pornography against your will.</li> <li>• Pressure not to use contraception.</li> </ul>	<p><b>Financial abuse</b></p> <ul style="list-style-type: none"> <li>• Taking/ controlling your money</li> <li>• Forcing people to buy them things</li> <li>• Forcing partners to work or not to work.</li> </ul>

**Fabricated or induced illness-** Patterns and reasons of absence are monitored by the Deputy Headteacher using the schools attendance policy. Where high levels of absence is related to reported illness medical evidence is required. The school will also make a referral to the School Nursing team with parents consent. Should consent be denied and concerns raise this would be recorded and monitored. Ultimately this would lead to a referral to MASH and parents would be informed. School would seek to support the parents in the first instance through Early Help provision,

**Female genital mutilation (A form of so-called ‘honour-based’ violence)** - It is mandatory to report cases of FEMALE GENITAL MUTILATION carries out on someone under the age of 18 to the police. Staff at St Christopher Primary School will receive annual training and updates in relation to FGM- reporting and recording. All concerns should be registered in writing on the school proforma and contact made with the police immediately. The DSL or DDSL will be available to support staff through the referral process. Training is provided annually.

**Forced marriage (A form of so-called ‘honour-based’ violence)** - A marriage carried out without the agreement of both people. In the event of a disclosure from a child or parent this would be dealt with through the normal safeguarding procedures ie

recorded on a child concern form and a referral made to MASH. Family would not be asked to interpret for the victim and as much information as possible would be gathered to pass on.

**Homelessness-** At St Christopher we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Homelessness is a prevalent issue which affects many of our families. Using Early help provision in the first instance we support families with the process and meeting basic need through eg food bank vouchers, bus passes and clothing. Sign posting to agencies such as 'The Law centre', Citizens advice Bureau and the City Council for parents to seek further advice and support.

**(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' violence, see above) –** So called 'Honour Based' violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. In the event of a disclosure from a child or parent this would be dealt with through the normal safeguarding procedures ie recorded on a child concern form and a referral made to MASH. Family would not be asked to interpret for the victim and as much information as possible would be gathered to pass on.

**Private Fostering-** Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more.

Should the school suspect a child was being privately fostered we would notify the Local Authority and inform parent/guardian that it was our duty to do so.

**Radicalisation and Extremism –**In 2010, the Government published the Prevent strategy. In 2015 there was a duty placed on specified authorities which includes schools to have due regard to the need to prevent people from being drawn in to terrorism. The school uses the following definition of extremism:

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs and/or calls for death of members of our armed forces, whether in this country or overseas'.*

At St Christopher we recognise that there is no such thing as a 'typical extremist' and that those who become involved are from varying backgrounds with varying experiences. Staff are trained in identifying indicators of vulnerability:

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of

grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity.

See PREVENTING RADICALISATION AND EXTREMISM policy

### **Sexual violence or sexual harassment (including peer-on-peer abuse) (child on child abuse)**

St Christopher Primary School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse. The school will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by delivering staff training and updating staff through the use of staff meetings. The school will work to prevent peer on peer abuse by consistently delivering clear messages through the curriculum (PSHE, SRE and online safety), assemblies, behaviour policies and ethos and values work. Programmes within the curriculum will be age and stage appropriate and will include:

Healthy and respectful relationships

What is consent?

What respectful behaviour looks like

Gender roles, stereotyping and equality.

Body confidence and self esteem.

## Prejudice behaviour

Sexual violence and harassment is always wrong. This will enable children to understand, identify and report any instances of peer on peer abuse. Parent leaflets and regular safeguarding updates through the school newsletter will ensure parents are informed and provided with ways in which to report peer on peer abuse at St Christopher. The policy will also be made available online. In the event that an allegation of peer on peer abuse (child on child abuse) is made, St Christopher will investigate this (see appendix C, flow chart)

### **Serious Violence-**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's 'Preventing youth violence and gang involvement' and its criminal exploitation of children and vulnerable adults: county lines guidance.

**Sexting-**If staff notice any concerns, they should report them to the school's Designated Safeguarding Lead (DSL), as with any other safeguarding concern. Staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. Staff should make a record of any concerns in writing on the schools child concern form and pass on to DSL immediately. If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated)\*. The device should be passed to the DSL. Staff must not look at or print any indecent images.

To prevent this issue the school supports pupil through embedding online safety into the computing curriculum annually and through weekly lessons. Parent workshops are also available annually.

**Trafficking and modern slavery** At St Christopher we use the following definitions:  
Child Trafficking- (United Nations)-recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation.  
Modern Slavery- comprises slavery, servitude, forced and compulsory labour and human trafficking.

Should we have concerns about a potential victim we would use the schools own safeguarding procedures and this will include a referral to the National Referral mechanism (MRM) or duty to notify form. We would contact the police and MASH if we felt a child was at risk of immediate harm. If there is not a risk of immediate harm we would use the Modern Slavery helpline on 08000 121 700

## **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause victim humiliation, distress or alarm. It is now a criminal offence.

## **Children missing from education, home or care**

The school will also take action to protect;

- Children missing from Education
- Children missing from home or care

### **Children Missing Education**

**Statutory guidance can be found at**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children Missing Education - statutory guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

In line with DFE document 'Children Missing from Education' – September 2016 at St Christopher Primary School, the daily register is used to monitor attendance in the first instance. First day calling also provides an opportunity for the school to gather more information behind reasons for absence. Alongside this the school also make home visits and hold thorough records of contact made and failed contact. We use a variety of strategies to pursue absence, telephone calls, door knocking and leaving letters and notes of attempted visits for parents/ carers. In Partnership with the Local Authority, absence is pursued and further home visits made. This is the schools reasonable efforts to make contact with parents.

Where a pupil has not returned for 10 days, after an authorised absence or is absent from school without authorisation for 20 consecutive days the pupil can be removed from the admission register when the school and the local authority have failed to make contact.

17 The school makes reasonable enquires, to establish the whereabouts of the child. Where at all possible the school holds two emergency contact numbers for children and both are used when a child is absent from school. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

See also attendance policy

### **Children Missing from home or care**

See above- attendance policy and procedures for CME.

## **Indicators of abuse**

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;

- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

# Appendix C

Flowchart for responding to incidents of Peer on Peer abuse (child on child abuse)

<b>Considerations – risk assessment</b> <ul style="list-style-type: none"><li>• Vulnerability of the child.</li><li>• Coercion</li><li>• How shared and where</li><li>• Impact on children</li><li>• Age of children</li></ul>	<b>5 points for referral</b> <ol style="list-style-type: none"><li>1. Adult involvement.</li><li>2. Coercion or blackmail</li><li>3. Extreme or violent</li><li>4. Under 13</li><li>5. Immediate risk of harm</li></ol>
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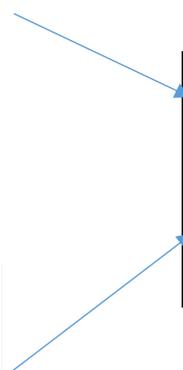
**Initial disclosure**  
This could come from a pupil directly, a parent, a pupils friend.

**Initial review with safeguarding team**  
At this initial stage the safeguarding team review the information and consider the 5 points for immediate referral. The team will also use the Brook Traffic Light Tool to inform their decision and possible actions.

**Risk assessment/ dealing with the incident.**  
Consider the risk of harm and at any point if there are 'causes for concern' you can refer back to police/social care.

**Management in school**  
Ensure parents are informed and the incident recorded following all child protection and safeguarding procedures.

**Police / Social Care/ MASH referral**  
Refer to your local arrangements for dealing with incidents and contact local services.



## Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### ● Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### ● Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### ● Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## APPENDIX D

### Procedures at St Christopher Primary School

## 1. Safeguarding Procedures – Recognising, Recording and Reporting

### Procedures for Dealing with Concerns

If a member of staff is concerned about a child, no matter how small or insignificant it may seem, or if a child or third party discloses something of concern, the following procedures must be followed.

#### A. Receive

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what the child says to you without displaying shock or disbelief.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.

#### B. Reassure

- Reassure the child that what has happened is not his or her fault.
- Stress that they have done the right thing by telling someone.

#### C. React

- Do not criticise the alleged perpetrator.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Explain what has to be done next and who has to be told. Do not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.

#### D. Record

**To record the information you have been given, one of the below procedures must be followed:**

#### **For staff who have access to CPOMS:**

- Staff to record the information on CPOMS, using the 'add incident' tab.
- Staff to use the 'Alert staff member' section to make Andrea Harrison aware of the incident.
- If there is an allegation of physical abuse, staff must contact Andrea Harrison or Clair Robinson immediately so social care can be contacted within the hour.

#### **For staff who do not have access to CPOMS**

- Concerns must be recorded as soon as possible (no later than the end of the day) on the designated sheet (**Appendix E**) Copies are located in the Staffroom, the main office and within this policy. If there is an allegation of

- physical abuse, staff must contact Andrea Harrison or Clair Robinson immediately so social care can be contacted within the hour.
- Completed forms must be put inside the confidential folder in the pigeon hole belonging to Andrea Harrison or the folder located at the main office.
  - Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
  - The record must be dated and signed.
  - The staff member must tell in the first instance Andrea Harrison (Headteacher if Andrea is not in school) that they have recorded something on a record of concern sheet. Lunchtime Assistants will request a concern form from the main office. They will log the concern and place in the concern folder. The admin team will inform Andrea Harrison that there is an entry.

#### **E. Support**

- Continue to support the child.
- Seek support for yourself without disclosing information about the child.

#### **Next Stage of Action**

The Confidentiality Records are monitored by the Designated Safeguarding Officer and actions taken are recorded in writing under each recorded incident.

The school adopts a need to know basis in order to respect confidentiality. However if not sharing this information could put the child at risk staff will be informed.

Designated Safeguarding Officer will keep Head teacher updated with child protection issues.

Highly serious concerns are referred to Referral and Assessment Service duty team on tel 024 7678 8555 or if appropriate the Child Abuse Investigation Unit (CAIU) tel: 024 7653 9044.

Logs of these calls will be recorded.

## **APPENDIX E**

### **Record of Concern**

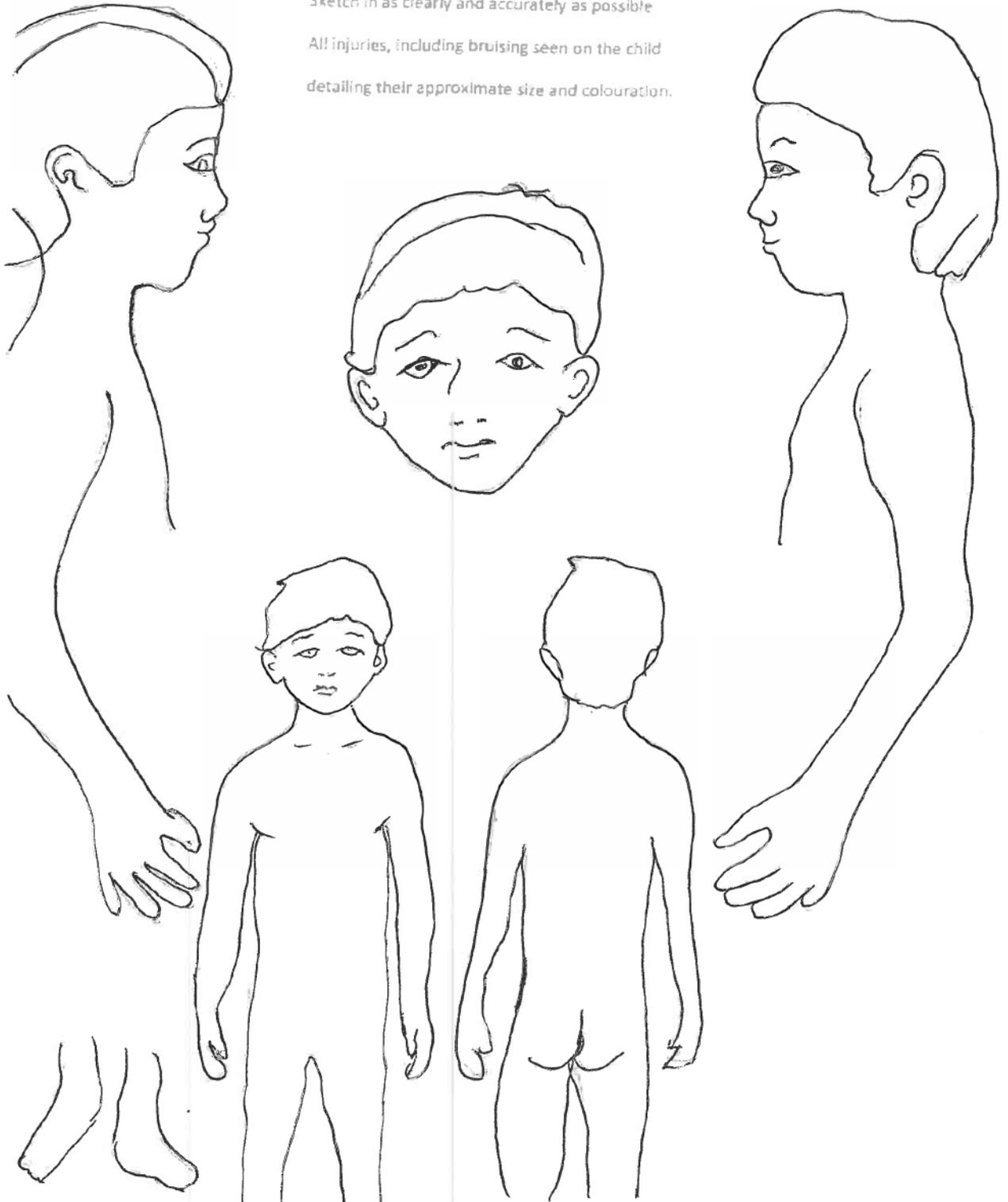




# Record of Concern

## Body Chart

Sketch in as clearly and accurately as possible  
All injuries, including bruising seen on the child  
detailing their approximate size and colouration.



## APPENDIX F

Private and Confidential Records



