St Christopher
PRIMARY SCHOOL

Child Protection and Safeguarding Policy

2026-2027

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Reviewed by: Clair Robinson

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Designated Safeguarding Lead: Robyn Knighton

Deputy Designated Safeguarding Lead: Clair Robinson

Named Governor for Safeguarding: Katie Wilton

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Vice Chair of Governors: Joy Woolass

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Table of Contents

1 Definitions ..... Page 3

2 Introduction ..... Page 3

3 Roles and Responsibilities ..... Page 6

4 Types of Abuse ..... Page 10

5 Responding to signs of abuse ..... Page 17

6 Record-keeping ..... Page 25

7 Photography and Images ..... Page 25

8 Family help Assessment ..... Page 26

9 Staff Training ..... Page 26

10 Safer Recruitment ..... Page 27

11 Allegations of abuse against staff ..... Page 28

12 Promoting safeguarding and welfare in the curriculum ..... Page 30

13 Children Looked After ..... Page 30

14 Children with Special Educational Needs and Disabilities or physical health needs ..... Page 31

15 Use of reasonable force ..... Page 31

16 Work Experience ..... Page 32

17 Summary ..... Page 32

Appendix A..... Page 33

Appendix B – Further Safeguarding information ..... Page 34

Appendix C ..... **Page 42**

Appendix D ..... **Page 44**

Appendix E ..... **Page 46**

1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2026) as;

- Providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment; **whether that is within or outside the home, including online**
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; 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.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone subjected to abuse would consider themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and

governors 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 a shared responsibility and that 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 what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

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, exploitation or neglect;
- 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.
- All staff take on a responsibility to promote children's welfare.
- 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 2026) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect 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 (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- 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 or particular protected characteristics (LGBTQA+, gender questioning etc);
- 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.
- Ensure that all staff understand the importance of early identification and intervention and can recognise children and families who may benefit from Family help/Family Help and additional support services.
- Promote a child-centred approach in which the welfare and best interests of the child are paramount in all safeguarding decisions
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2.5 This policy adheres to the following documents;

- **Keeping Children Safe in Education (2026)**
- **Working together to Safeguard Children (latest version)**
- **Children's and wellbeing and schools bill (2026)**
- **Any other relevant legislation for your setting.**

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

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 B of Keeping Children Safe in Education (September 2026).

2.8 This policy should be read in conjunction with the following 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
Allergy
This list is not exhaustive

Links to these policies can be found in Appendix A.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees 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.

2.9.2 To avoid duplication, this policy reflects the principles and requirements of Keeping Children Safe in Education. St Chris will use this statutory guidance as the primary reference document for all safeguarding and child protection 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- Katie Wilton. Part 2 of Keeping Children Safe in Education (September 2026) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for St Christopher Primary School safeguarding arrangements;
- Be aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;

- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- 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 we consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, ICB's 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 we have an effective child protection policy, that it is published on St Christopher's website or available and on Teams, and review this annually;
- Ensure that St Christopher has a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors receive safeguarding and child protection training at induction, receive regular updates, and are required to read and understand Part One of Keeping Children Safe in Education 2026
- Ensure that school leaders, staff and governors understand local Family Help arrangements, safeguarding thresholds and referral pathways, and that children and families receive the right help at the right time
- 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 as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2. The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum 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 including leading on filters and monitoring processes;
- 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;
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- 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 including supply staff, volunteers and contractors;
- 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 collaborates with Children's Services, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of family help assessments 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 Services (from the host local authority or placing authority) have access to St Christopher to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2026).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead (DSL) for St Christopher Primary School is Robyn Knighton. Our Deputy Designated Safeguard Lead (DDSL) in the DSL's absence is Clair Robinson.

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection including online safety in liaison with Tech Staff, Curriculum Lead and Computing Lead. (headteacher responsible for filter and monitoring of devices)
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.
- Always be available during term time (during *school* hours) for staff in *the school* to discuss safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role and updated a minimum of biannually;
- 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;
- Identify if children may benefit from early and family help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Children and Family's initial response service where children have been harmed or 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[1];
- Ensure all staff have read and understood Part 1 of Keeping Children Safe in Education (September 2026);
- 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;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- 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 the St Christopher community acts in the best interests of the child;

- Ensuring the school knows who its cohort of children have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in at St Christopher school and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health.
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

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 2026).

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;
- Will be able to identify indicators of abuse, exploitation or neglect; with 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 tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; 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 2026) 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/family help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from family help and will discuss family 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 and Families Initial Response Service understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the CAFIRS if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- 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 (2023) and local safeguarding arrangements.

3.5.2 The school will work with Children's Services the police, health services, local Family 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 Family Help Assessments.

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, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the school as well as online, including the multi-faceted occurrence of factors causing emotional harm. In many cases, abuse and other safeguarding risks occur concurrently both online and offline. We understand that children may experience multiple and overlapping forms

of abuse at the same time. These harms can be interconnected, with abuse in one context increasing vulnerability to abuse in another.

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 Keeping Children Safe in Education)

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability,

	as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of the school policy and procedures for dealing with this.
Neglect	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.

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 Services (through the CAFIRS) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times,(with appropriate cover arrangements in place) but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Services 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 family help. However, the school will be particularly vigilant to potential need for family help if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a mental health need;
- 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 or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- 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 at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day.
- is a privately fostered child.

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;

- bullying, including cyberbullying, prejudice based and discriminatory;
- child criminal exploitation and sexual exploitation (including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- harmful sexual behaviour
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

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

- Children missing education;

- Children missing from home or care.

4.8.1 There are several circumstances that may have a detrimental impact on a child's welfare, safety and educational outcomes. We work with other agencies in line with Keeping Children Safe in Education 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 or have need a social worker.

4.9 Child potentially at greater risk of harm

4.9.1 St Christopher Primary School recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

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

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

4.10 Children absent from Education

4.10.1 St Christopher Primary School understands that children that are absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines.

4.10.2 The school will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.

4.11 Elective Home Education

4.11.1 St Christopher Primary School recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart however elective home education can mean that some children are not in receipt of suitable education.

4.11.2 Since 2016, the school has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside the school to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Children requiring Mental Health Support

4.12.1 The school recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development. We understand that positive mental health is an integral part of a child's overall wellbeing, development and safety whilst at school.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child has suffered, is suffering, or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences. Staff will also be aware that children may experience mental health difficulties, self-harm, suicidal thoughts (suicidal ideation) and increased suicide risk, which may require an immediate safeguarding response.

4.12.3 Staff will not attempt to make a diagnosis of a mental health condition unless they are appropriately qualified or trained to do so. However, all staff have a responsibility to identify concerns, respond appropriately and follow the school's safeguarding procedures.

4.12.4 We recognise that staff are well placed to observe changes in a child's behaviour, presentation, emotional state and relationships which may indicate that they are experiencing mental health difficulties or are at risk of developing them. Staff should be particularly alert to signs which may indicate self-harm, suicidal ideation or suicide risk. These may include, but are not limited to:

- Talking about wanting to die, feeling hopeless or having no reason to live.
- Expressing feelings of being trapped, worthless, isolated or a burden to others.
- Self-harming behaviours or evidence of self-injury.
- Significant changes in mood, behaviour, attendance, engagement or academic performance.
- Withdrawal from friends, family or activities previously enjoyed.
- Increased risk-taking or reckless behaviour.
- Changes in sleeping or eating patterns.
- Giving away possessions, saying goodbye to others or other behaviours that may indicate preparation for death.
- Persistent low mood, anxiety, distress or emotional dysregulation.
- Any disclosure relating to suicidal thoughts, plans or self-harming behaviours.

There are clear systems and processes in place for identifying, monitoring and responding to mental health concerns. If staff have concerns about a child's mental health, wellbeing or safety, they should follow the school's procedures (insert procedures for your school here, including routes for escalation, referral and accountability).

4.12.5 Any concerns regarding self-harm, suicidal ideation, suicide risk or other mental health concerns that may place a child at risk of harm must be treated as a safeguarding concern. Staff must report such concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately. Where a child is at immediate risk of serious harm, staff must follow the school's emergency safeguarding procedures without delay.

4.12.6 The school recognises that early identification and intervention are important in supporting children experiencing mental health difficulties. The DSL (and any relevant pastoral, wellbeing or mental health lead) will consider appropriate support, referral pathways and multi-agency involvement, including health professionals and specialist mental health services where required.

4.12.7 Our DSL, previous family support worker Isabel Pamely and Hollie Loysin Stokes all have some training around mental health. They can advise.

4.12.8 Further information, guidance and advice regarding mental health, self-harm, suicidal ideation and suicide prevention can be found in Keeping Children Safe in Education 2026 and in local Coventry Safeguarding Children Partnership resources.

4:13 - **Children who are Lesbian, Gay, Bi or Trans (LGBT+)**

4.13.1 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

4.13.2 In line with updated Keeping Children Safe In Education (2026) guidance, it is important to consider the Cass review, which identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

4.13.3 It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

4.13.4 As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership

with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

4.13.6 Requests relating to social transition will be considered carefully and, on a case, - by-case basis, taking account of safeguarding, wellbeing, parental involvement, available clinical advice and the child's wider needs.

4.13.7 Any decision will be made with the child's best interests as the primary consideration whilst also considering the impact on other children where relevant. We will have regard to KCSIE and any local authority guidance relating to gender-questioning children when deciding how to proceed. The Designated Safeguarding Lead will be involved in any decision-making relating to support for a gender-questioning child.

4.13.8 We will record decisions, the rationale for those decisions and any agreed support arrangements, and review these regularly.

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 Services 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 Services or to the police, they should inform the DSL as soon as possible.

5.3 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 indicated 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.

5.4 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;
- 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. It is likely they will have a discussion with the DSL prior to this.

5.5 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 recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the CAFIRS;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Family 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 CAFIRS for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the CAFIRS. However, if there is a concern 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 Services.

5.6 Further information about the Coventry Safeguarding Children Partnership's is on the council website.

5.7 See page 28 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2026).

5.8 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 first, but the legislation requires regulated health and Children's Service 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.

If you believe a child is at risk of FGM, a referral to the CAFIRS is also required.

5.9 St Christopher have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or 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, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

5.10 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 the school's Prevent duty.

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

5.12 Child on Child Abuse

5.12.1 St Christopher Primary School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual and non-consensual sharing of self-generated intimate images and/or videos, including AI-generated imagery such as deepfakes, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse.

5.12.2 All members of staff will be made aware of the school's policy and procedures with regards to child-on-child abuse.

5.12.3 The school will work to prevent 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 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.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, St Christopher school will investigate this and use the incident flow chart (see appendix C)

5.12.5 In the event that an allegation of child-on-child abuse is made, referral to the CAFIRS will be considered and victims, alleged perpetrators and any other children affected will be supported by:

Victim	Alleged perpetrator	Other children
• Needs and wishes of victim are paramount. • Not made to feel they are the problem. • Consider proportionality of response. • Aim for victim to carry out normal routine. • Recognise that they may struggle in class and may need time out. • Be aware that they may not disclose the whole picture immediately. • Prepare to support over a long period and consider who is involved(internal and external.) • If victim moves school the DSL informs the new school of the need for continued support.	• Possible tension between discipline and support(these are not mutually exclusive) • Consider age/ developmental stage/any SEND. • Proportionate response consider unmet need s(for example , harmful sexual behaviours(HNV) in younger children may be sign of trauma). • If (alleged) perpetrator moves school DSL informs new school of the issues and transfers the child protection file)	• Witnesses may need support (especially in cases of sexual violence) • Avoid allowing pupils to take sides. • Minimise potential for bullying or victimisation in school and on way to school. • Be aware of any social media use and inappropriate or even illegal posts(especially in cases of criminal investigation where anonymity is legally guaranteed) • Develop safeguarding culture. • Constantly review reporting procedures and responses. • Consider potential for systematic and environmental weaknesses.

5.12.6 St Christopher Primary School will never pass off child on child abuse as 'banter', 'having a laugh. 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12 8 St Christopher, will adhere to guidance set out in Keeping Children Safe in Education (2026) when responding to incidents of child-on-child abuse.

5.12.9 All staff will be made aware that 'upskirting' is a criminal offence.

5.12.10 Our school recognises that child-on-child abuse is preventable and will use early identification and evidence-based intervention to reduce the risk of abuse occurring. Inline with KCSIE guidance the school will take appropriate action to increase vigilance during times considered higher risk

5.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

5.13.1 Both CSE and CCE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.13.6 The school understands children can be at risk of, or involved in, serious violent crime. This can result in an increase absence from school or college, a change in friendships, decline in educational attainment, significant change in wellbeing, or signs of unexplained injuries.

5.14 **Sharing of consensual or non-consensual nude and semi-nude images or videos**

5.14.1 "Sharing of consensual or non-consensual nude and semi-nude images or videos" 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.

5.14.2 The school has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. See our PEHE policy and SRE policy.

5.14.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' including generated AI images, should be reported to the DSL without delay.

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

- Referrals to the CAFIRS in regards to both peers (also the police if urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with behaviour policy;

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a CAFIRS and sometimes a Police referral;

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

5.14.6 Staff should not view, copy, print, share or forward images or videos of this nature. Any concerns should be referred immediately to the Designated Safeguarding Lead. Devices will be secured where appropriate, and the Designated Safeguarding Lead will determine the next course of action in accordance with current UKCIS, DfE and safeguarding guidance.

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children who share, receive or are affected by self-generated intimate images and/or videos will be supported appropriately and in a non-judgemental manner. Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on childrens health, well-being, development and ability to learn.

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in St Christopher Primary School.

5.16.2 The school adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2022).

5.16.3 Please see searching, screening and confiscation policy within behaviour policy for further information.

5.17 Online Safety

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:

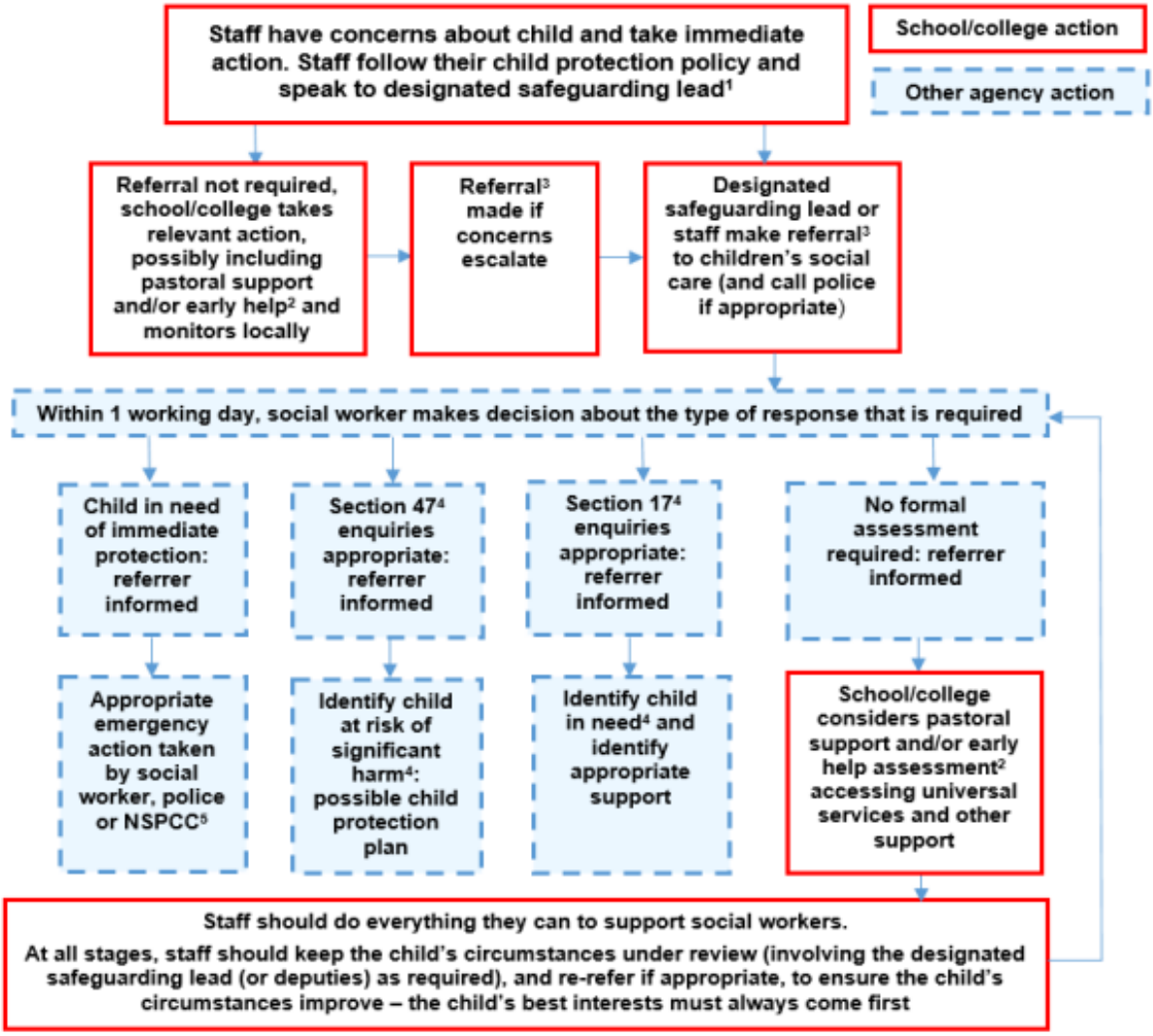
- Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)
- Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 The school understand that the above can take place on a students phone or smart device (including smart watches, smart glasses and air tags) out of school/ elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology.

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.

DRAFT – NOT CURRENT DfE POLICY

Figure 1: Flowchart setting out the actions taken 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] Family 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 Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.
[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See 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 Working Together to Safeguard Children.
[5] This could include applying for an Emergency Protection Order (EPO).

5.18 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (CAFIRS) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the CAFIRS. The school will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

CAFIRS Telephone number: 02476 788 555

CAFIRS online referral form: http://www.coventry.gov.uk/safeguardingchildren

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to CAFIRS (CAFIRS@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.18.1 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 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely. **Records will be clear, comprehensive, actioned and outcome noted.**

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 St Christopher Primary School keeps all safeguarding files electronically, *using a system called Child Protection Online Management System (CPOMs*).

6.4 The vast majority of staff have access to CPOMs and should record any concerns on the system. This automatically alerts the DSL to the concern. **If there is a technical issue with cpoms or our system then 6.5 should be followed.**

6.5 All other staff, including Lunchtime Supervisors, Site Staff, Kitchen Staff and PlayPals staff should complete a record of concern form (APPENDIX E, also situated at the office) and place in the safeguarding file in the office and contact the DSL or DDSL or ask offfice staff to alert them to the form via walkie talkie, or phone call. The member of staff reporting the concern should be confident that the message has been passed on and received.

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

6.7 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 in a timely manner (within 5 days for in year transfers). Once received by the new school, this school will not retain the information.

6.8 The school will seek to hold at least two emergency contacts for every child.

6.9 All data processed by St Christopher is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). **Information Sharing (2024). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.** Please see the following policies for additional information; See data protection policy

6.10 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 2026).

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 identifiable personal information.

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

See data protection policy

8 Family Help Assessment

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 family 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 is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

8.2 Any child may benefit from family help, but as guided by KCSIE (2026) all school and college staff will be particularly alert to the potential need for family help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)

• has a mental health need

• 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 or county lines

• is frequently missing/goes missing from education, home or care

• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

• is at risk of being radicalised or exploited • has a parent or carer in custody, or is affected by parental offending

• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

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 Family help referral, to ensure issues are addressed before they escalate. The DDSL – Clair Robinson 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 CAFIRS. 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 2026)
- School procedures for Children Absent from Education
- The school Behaviour Policy

9.2 Staff at St Christopher Primary School will access;

- 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, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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).
- Verification on the candidate's mental and physical fitness may also be sought.
- Online search on shortlisted candidates as part of due diligence checks; and
- A health declaration and any necessary occupational health checks will be undertaken in accordance with the Equality Act 2010

10.2 A record of all checks completed for members of staff will be recorded 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 and may ask candidates to be registered on the DBS update service.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training which will be refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

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

10.7 All safer recruitment practices at St Christopher comply with Keeping Children Safe in Education (September 2026). See Part 3 of Keeping Children Safe in Education (September 2026) for further information.

10.8 See Safer Recruitment policy for further details.

10.9 ONE OFF Visitors/Contractors/Volunteers: The office are responsible for ensuring any person entering school when children are in school who are not known by admin (or person letting them in to school site) or by the person they are visiting have PHOTO IDENTIFICATION – this is non negotiable.
REGULAR Visitors/Contractors/Volunteers:If the visitor/contractor/volunteer's core purpose is not directly with children but due to the nature of the role/service they will come into contact with the same children for more than a week then DBS checks will be required. Senior leaders can advise here: have in mind ….could this person build a relationship/gain trust with child which could lead to abuse …if yes…additional checks.
It is the responsibility of the Facilities Manager/Senior Admin/HR Manager to ensure 'letters of assurances' are received from Service providers and long term contractors. Letters of assurances from services place the responsibility of SG checks with the provider as per KCSIE/LA policy.

10.10 It is the responsibility of the admin team (overseen by Senior admin) to ensure new visitors/volunteers/supply staff have copies of the leaflet summarizing SG info and basic health and safety.

11 Allegations of abuse against staff

11.1 St Christopher Primary School takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2023) and the CSCP Guidance, **'Allegations Against Staff and Volunteers'.**

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 (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other that the Headteacher, it must be reported to the Headteacher without delay.

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 concern or allegation meets the harms threshold as outlined in Working Together to Safeguard Children (2023) guidance indicating that a person in a Position of Trust has:

• behaved in a way that has harmed a child, or may have harmed a child

• possibly committed a criminal offence against or related to a child

• behaved towards a child or children in a way that indicates they may pose a risk of harm to children

• behaved or may have behaved in a way that indicates they may not be suitable to work with children

11. 7 If they feel the criteria is met then they should refer in to Coventry LADO using the online referral form on:

https://myaccount.coventry.gov.uk/service/Allegations_against_people_who_work_in_positions_of_trust_with_children_referral

The Headteacher or Chair of Governors can also seek guidance/advice if unsure by emailing the LADO.

11.8 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children

- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;
- Humiliating pupils.

The details of the LADO can be found of the front of this policy.

11.9 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education 2026*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

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

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

11.12 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, irrespective of whether they have resigned.

11.13 Supply Teachers and all contracted staff

11.13.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.13.2 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.

11.13.3 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.

11.13.4 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. The school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.14 **Governors**

11.14.1 If an allegation or concern is about a Governor, the school will follow local procedures.

11.15 **Volunteers**

11.15.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity. (excludes work experience pupils)

11.16 **Whistleblowing**

11.16.1 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.

11.16.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.16.3 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.

11.17 - Complaints Procedure

11.17.1 The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors.

11.17.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

11.17.3 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection 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 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards,

upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE).

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, RSHE, 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 by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Robyn Knighton and Clair Robinson.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been 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 and Disabilities or physical health needs

14.1 As outlined in Keeping Children Safe in Education (2026), St Christopher is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline 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 or bullying (including prejudice-based bullying) than other children;

- the potential for children with SEN and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content.

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 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.

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

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate and necessary.

Very occasionally situations may arise in which physical restraint may be required. Designated staff at St Christopher are Team Teach trained. Should a child need restraining a member of staff who has been 'team teach' 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 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'. Incidents are recorded in the numbered and bound book kept in the safeguarding folder in the main office.

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 2022. 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.

17 - Alternative Provision

17.1 The School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

17.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

17.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

18.

Use of school premises for non-school activities

The School may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and

procedures in place including liaising directly with the school on these matters were appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

19 Boarding schools and Residential settings

19.1 The school recognises that children living i residential settings require robust safeguarding arrangements to ensure their safety, welfare and wellbeing.

19.2 Safeguarding procedures apply throughout the residential day and night. Staff will, maintain professional boundaries and follow established reporting procedures for all concerns, allegations and incidents of child-on-child abuse

19.3 The Designated Safeguarding Lead will work closely with residential leaders and relevant agencies to ensure safeguarding concerns are identified, shared and responded to promptly, using a child-centred approach

20 Summary

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
- Allergy 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 2026, 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 CAFIRS 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?

Emotional abuse	**Physical abuse**
• Constant insults and name calling • Isolation from friends and family. • Controlling what someone wears or where they go. • Checking up on partners all the time. • Making the person feel responsible for the abuse.	• Hitting, punching, pushing, biting, kicking, using weapons etc
Sexual abuse	**Financial abuse**
• Forcing someone to have sex. • Unwanted kissing or touching • Being made to watch pornography against your will. • Pressure not to use contraception.	• Taking/ controlling your money • Forcing people to buy them things • Forcing partners to work or not to work.

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 CAFIRS and parents would be informed. School would seek to support the parents in the first instance through Family help provision,

Female genital mutilation (A form of so-called 'honour-based' abuse) - 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' abuse) - 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 CAFIRS. 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 Family 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 CAFIRS. 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.

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.

Sharing of consensual or non-consensual nude images and videos -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 as 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 CAFIRS 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 absent from education, home or care

The school will also take action to protect;

- Children absent from education
- Children missing from home or care

Children Absent from 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

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 Children Absent from Education.

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 child on child abuse

Considerations – risk assessment

- Vulnerability of the child.
- Coercion
- How shared and where
- Impact on children
- Age of children

5 points for referral

1. Adult involvement.
2. Coercion or blackmail
3. Extreme or violent
4. Under 13
5. Immediate risk of harm

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/ CAFIRS referral
Refer to your local arrangements for dealing with incidents and contact local services.

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

www.brook.org.uk

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 they 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 Robyn Knighton or Clair Robinson aware of the incident.

- If there is an allegation of physical abuse, staff must contact Robyn Knighton 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 Robyn Knighton or Clair Robinson immediately so social care can be contacted within the hour.
- Completed forms must be handed to Robyn Knighton or Clair Robinson
- 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 Robyn Knighton (DHT or Clair Robinson if 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 hand to Robyn Knighton or Clair Robinson before they finish their shift.

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

Name of child:_____ Class:_____

Concern:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Recorded By:..... Date:.....

THIS FORM MUST BE GIVEN TO THE DESIGNATED SAFEGUARDING LEAD WITHOUT DELAY

Action Taken:

_____

_____

_____

Action by: _____ Date: _____

Record of Concern

Body Map

Sketch in, as accurately as possible, any injuries including approximate size and colour.

