Christ the King Catholic Primary School

Making a difference by
Inspiring a love of life and learning
We build strong foundations within
God's loving hands

Safeguarding and Child Protection Policy

Author		Mary Mainwaring	
Date ratified by Full Governing Body	Sept 2026	Chair of Governors	Angela Willan
Start Date	Sept 2026	Headteacher	Mary Mainwaring
Review Date	Sept 2027		

Author/Person Responsible	Head Teacher – Mary Mainwaring
Review Group	
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Related Policies	Online Safety Policy, Acceptable Use of IT Policy
Chair of Committee Signature	Gill Brooks

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Safeguarding and Child Protection Policy	**DATE:**	September 2026
EIA CARRIED OUT BY	Mary Mainwaring	**EIA APPROVED BY**	Mary Mainwaring

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	**Existing or potential adverse impact**	**Existing or potential for a positive impact**
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		N/A
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Sex (male, female)		N/A

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Mary Mainwaring (Head Teacher)	01454 866680 mary.mainwaring@christthekingprimary.co.uk
Deputy DSL	Rosie Yemm (Deputy Head Teacher)	01454 866680 rosie.yemm@christthekingprimary.co.uk
Safeguarding team	Katie Walsh-Young	01454 866680 Katie.WalshYoung@christthekingprimary.co.uk
	Hannah Barstow	01454 866680 Hannah.barstow@christthekingprimary.co.uk
Named Safeguarding Governor	Angela Willian	01454 866680 angela.willian@christthekingprimary.co.uk
School's email		safeguarding@christthekingprimary.co.uk
Chair of Governors	Angela Willian	01454 866680 angela.willian@christthekingprimary.co.uk
LA Child Protection Contact/LADO (Local Authority Designated Officer)	Lynda Cordukes/Verity Felles	01454 86 3167 or 01454 868508 Lynda.Cordukes@southglos.gov.uk or LADO@Southglos.gov.uk
ART (Access and Response Team)	For direct referral of concerns	01454 866000 accessandresponse@southglos.gov.uk
Out of Hours Duty Team (emergency)	For emergency referrals – which need to be made outside normal working hours	01454 615165
Single Assessment Framework early help (SAFeh)		earlyhelpsupportteam@southglos.gov.uk
South Gloucestershire Children's Partnership webpage.	Information from the LA	http://sites.southglos.gov.uk/safeguarding/children/ https://www.proceduresonline.com/swcpp/southglos/index.html https://www.proceduresonline.com/swcpp/southglos/contents.html

Mental Health website	Mental health information	https://sites.southglos.gov.uk/mind-you/

Essential Contacts

Southwest Child Protection Procedures: http://www.proceduresonline.com/swcpp/
Keeping Children Safe in Education: https://www.gov.uk/government/publications/keeping-children-safe-in-education

South Gloucestershire Children's Safeguarding Board (SGCSB):
http://www.proceduresonline.com/swcpp/southglos

The **NSPCC** runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.
South Gloucestershire Children's Partnership
https://sites.southglos.gov.uk/safeguarding/category/children/

The **National Domestic Abuse** helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247

Introduction

KCSIE (2026),

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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
- taking action to enable all children to have the best outcomes.

Our school's mission states that 'Christ the King Catholic Primary School provides an education which realises the full potential and talents of each individual in accordance with Gospel values and the teaching of our faith, thereby "Making a difference by Inspiring a love of life and learning. We build strong foundations within God's loving hands…. In accordance with this mission, the health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school, therefore Christ the King Catholic Primary School will ensure it creates a culture of awareness and vigilance to protect all pupils in our care.

As a school, we will ensure all those working with the pupils in our care understand that there could be wider environmental factors in a child's life that may be a threat to their safety and welfare (Contextual safeguarding) and that if identified, these factors should be shared with the Designates School Lead in the same way as any other disclosures/concerns.

This policy has been compiled using the South Gloucestershire Education Service model safeguarding policy.
A copy of this policy is available on request to parents/carers and is also accessible via the school website

Our policy applies to all staff, volunteers, governors and directors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL(s) in their absence.

Throughout this policy '**children**', '**child**' or '**young person**' refer to anyone under the age of 18 years old.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that "it could happen here where safeguarding is concerned" (Keeping Children Safe in Education, 2021).

PRINCIPLES

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State including:

- Keeping Children Safe in Education 2026
- Equality Act 2010
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2024
- What to do if you are worried a child is being abused (updated 2018)
- Information Sharing 2018
- Childcare Act 2006 (amended 2018)
- Sexual Violence and Sexual Harassment Between Children May 2018
- Sexual violence and sexual harassment between children in schools and colleges 2021
- Children missing education: statutory guidance for local authorities – September 2016
- Child Sexual Exploitation DfE Guidelines Feb 2017
- Local Authority Guidelines for Children Missing Education Sept 2016
- Information sharing: advice for practitioners providing safeguarding services. DfE 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Online Safety Act

Other policies which should be read alongside this policy include: the school's Health and Safety Policy, Anti-Bullying Policy, Behaviour Policy, Equalities Policy, Management of Force and Restraint Policy, Educational Visits Policy, Safer Recruitment Policy, Code of Conduct – Working with Children Policy, Whistle-Blowing Policy and Confidentiality Policy.

All staff are expected to have read and familiarised themselves with the above documents, which can be found in the Safeguarding INSET Folder on the J drive in the 26-27 Information folder

This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse. We acknowledge our responsibilities to both protect children from maltreatment and prevent impairment. We will promote their welfare by creating opportunities for them to achieve their full potential, thus giving them optimum life chances in adulthood.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, emotionally or sexually damaged, or harmed by neglect. This includes any form of bullying.

We recognise that many of the risks to children in the 'real world' equally apply to the 'virtual world' that children and young people may encounter when they use ICT in its various forms. We take seriously our responsibility to educate our children to help them to become safe and responsible users of new technologies, and allow them to be discriminating users of both the content they discover and the contacts they make online. Our aim is to teach them the appropriate behaviours and critical thinking skills to remain both safe and legal online, wherever and whenever they use technology.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm. In exceptional circumstances contact may be made directly to South Glos Safeguarding Commission.

All staff and governors should use the DfE's data protection guidance for schools to help them comply with data protection law and develop policies and processes.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot and must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Our school believes in the importance of early identification of issues for children and young people. We fully endorse the principles of multi-agency working and will engage in the SAF (Single Assessment Framework) process for any child in our school for whom we feel this is appropriate.

In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures of South Gloucestershire Safeguarding Children Board.

At Christ the King Catholic Primary School, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Headteacher should go to the Chair of Governors who can be contacted through the school office.

Mental Health

All staff at Christ the King Catholic Primary School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. The concern needs to be recorded onto CPOMS and actions taken to support the child. A Mental Health First Aider will be informed and will support the child.

The role of education staff is not to diagnose mental health problems CTK staff can support pupils by:
• promoting good mental wellbeing and preventing the onset of mental illness

• observing pupils and identifying early those who may be experiencing or at risk of developing mental health problems
• making sure early targeted support is provided
- liaising with and referring to specialist services where needed.

CTK staff can make a referral for support for our children from our allocated Mental health support team (MHST) – Sara Sheppard.

Children with a Social Worker

At Christ the King Catholic Primary School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. The Virtual Headteacher has responsibility to promote the education of children who have a social worker and to ensure they are being supported in school and at home.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.
• These can include:
• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
• these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
• the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
• communication barriers and difficulties in managing or reporting these challenges
At Christ the King, we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example using story books to support the child.

Young carers
In the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2026, a young carer is broadly defined as a person under the age of 18 who provides or intends to provide care and support for another person (such as a relative or family member).

Staff need to be aware of the needs of young carers and recognise that caring responsibilities can impact attendance, attainment, behaviour and wellbeing. It is important to have early identification making sure young carers receive support at the right time from the right services.

At CTK, we include Young Carers in our vulnerable groups and identify children who need support.
Staff undergo training to recognize the signs of an unidentified young carer. They must ensure the Designated Safeguarding Lead (DSL) coordinates with local authority services to provide a Young Carer's Needs Assessment when required

Safeguarding children with medical conditions

KCSIE 2026 states having a medical condition or allergy does not, in and of itself, mean a child is at greater safeguarding risk. A medical incident alone does not automatically trigger a safeguarding referral unless underlying neglect or exploitation is suspected.

A child managing a medical condition, severe allergy, or requiring delegated healthcare tasks is not proof of abuse or neglect by default. When Referrals Apply: A safeguarding referral becomes necessary only if a medical incident or management failure suggests the child faces an increased risk of harm, abuse, or neglect (such as repeatedly lacking essential life-saving medication or parents withholding critical medical data)

A safeguarding referral would be needed where an incident indicated that a child might be at increased risk of neglect, abuse or exploitation because of their medical condition. For example, this might occur where relevant medical information is not provided to a school or where children are repeatedly sent to school without essential medication.

Multi-Agencies and Designated Safeguarding Leads (DSLs) must work alongside healthcare professionals during clinical incidents to assess whether a broader safeguarding duty is triggered.

Safeguarding children is defined as:

The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance asSafeguarding: KCSIE (2026), paragraph 4
Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
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
Making sure that children grow up in circumstances consistent with the provision of safe and effective care
Taking action to enable all children to have the best outcomes

Working Together to Safeguard Children 2023
NB. Children includes everyone under the age of 18 years of age

Safeguarding action may be needed to protect children and learners from, types of Abuse, Explotation and Neglect:
Keeping Children Safe in Education (2026)' (Part 1 and Annex B)

- Neglect
- Verbal abuse
- physical abuse

- sexual abuse
- mental health
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation
- County Lines exploitation
- the impact of new technologies on sexual behaviour, for example sexting
- self-harm
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation (including the mandatory duty to report FGM disclosures)
- chest Ironing
- forced marriage and honour based-abuse
- terrorism and non-violent extremism
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- grooming by a Professional
- child on child abuse including Harassment and Violence
- Sexual Violence and Sexual Harassment between Children
- Voyeurism (upskirting)
- Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.
- 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.'

<u>The Designated Safeguarding Lead is Mary Mainwaring</u>

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Christ the King is Mary Mainwaring. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker*

- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- work with others to ensure that the school's filtering and monitoring systems are functional and effective

Mary Mainwaring is an experienced educator with thirty years' experience in Primary Education and sixteen years as a Head teacher. Mary Mainwaring has completed Child Protection Training, Safer Recruitment Training, Three Houses Training and Prevent Training.

When Mary Mainwaring the DSL is not present in school there is a DDSL and a Safeguarding Team with the same training as Mary Mainwaring. The staff to contact is Rosie Yemm – Deputy Head teacher/SENCO and Katie Walsh- Young a member of SLT. There is a confidential shared mailbox to sure safeguarding concerns are received, monitored and acted on without delay

Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Private Fostering: When individual cases of Private Fostering[1] arise within the school, we exercise the mandatory duty to inform the local authority. (1. Private Fostering is when a child under the age of 16 (18 if disabled) is cared for by a person not there parent or close relative. This is a private arrangement made between a parent and a carer for more than 28 days.)

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery

Child on Child Abuse KCSIE (2026) including Harassment and Violence

At Christ the King Catholic Primary School w6 believe that all children have a right to attend school and learn in a safe environment. All our children must be free from harm by adults and other pupils. We recognise that some pupils will occasionally negatively affect the learning and well-being of others – pupils and staff and such behaviour will be dealt with under our Positive Behaviour Policy.

The terms "children", "child" or "young person" refers to anyone under the age of 18 years old.

Staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- the times when children might be at highest risk around the school day, such as immediately after school
- misogyny

- preventable nature of child-on-child abuse, including the importance of recognising behaviours and indicators early.
- type of abuse is a safeguarding issue for all children involved
- gender-based violencesexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Christ the King Catholic Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.
We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

Allegations of child-on-child abuse will be recorded onto CPOMS, investigated and dealt with a clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported. We recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. We recognition that it is more likely that girls will be victims and boys’ perpetrators, but that all child on-child abuse is unacceptable and will be taken seriously; and the different forms child on child abuse

The allegation:
- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

We will support the victims of peer on peer abuse.

KCSIE 2026 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment. Understanding harmful sexual behaviour (HSB), sexual harassment and sexual violence all incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or nonconsensual. Schools should take a proportionate approach that considers the age, development and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability

Sharing nudes and semi-nudes (previously known as ‘sexting’/ youth produced sexual imagery)
In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS).

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

Sexting - nudes and semi-nudes (previously known as 'sexting'/ youth produced sexual imagery)
In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Introduction

DfE guidance Keeping Children Safe in Education (2019) says that "governing bodies should ensure there are procedures in place to handle allegations against other children". The guidance also states the importance of minimizing the risks of peer-on-peer abuse.

In most instances, the conduct of our pupils towards one another will be covered by the schools behaviour policy and the schools expectation that all pupils follow our behaviour policy and five key rules. However we recognise some allegations may be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse might take any form, including the use of technology and social media.

Definition:

- The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse and coercive control in their intimate relationships
- The definition for child sexual exploitation (DfE 2017) captures children and young people under the age of 18, who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another child and/or young person.
- The definition for young people who display harmful sexual behaviour refers to any young person under the age of 18, who engage in "sexual discussions or acts that are inappropriate for their age or state of development" (Rich, 2011). Children and young people can also engage in harmful sexual behaviour online or through the use of technology e.g. grooming, exposing others to extreme/illegal pornography, sexual images and/or chat (Belton and Hollis, 2016)
- Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) such as violence against the person, sexual offences, robbery or gun or knife crime (Metropolitan Police, 2016)

The Safeguarding Implications of Sexual Activity between Young People*

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The intervention of child protection agencies in situations involving sexual activity between children can require professional judgments. Some situations are statutorily clear – for example, a child under

the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where one at least is below the age of consent) and sexual activity involving a power imbalance, or some form of coercion or exploitation.

*Taken from The Safeguarding Implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review(2015)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;

- Being in care (particularly those in residential care and those with interrupted care histories); Sexual identity.

Prevention

At Christ the King Catholic Primary School we will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help pupils develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our school for pupils to able to raise concerns with staff, knowing they will be listened to, supported and valued and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students
- Liaising with specialists to deliver appropriate targeted work and support to pupils identified as being at potential risk

Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against pupils within our setting. These may include allegations of physical, emotional and or sexual abuse or exploitation. Safeguarding concerns or reports of abuse in any form may be made against pupils within our setting.

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable child
- Is of a possible criminal nature
- Puts other children in school at risk or raises the risk factor for others
- Indicates that other pupils may have been harmed or at risk of harm
- Includes bullying (under the definition of emotional abuse) or intimidation

Specific safeguarding issues against another pupil may include:

<u>Types of Abuse, Exploitation and Neglect</u>

Physical Abuse

- Pre-planned violence
- Physical altercations
- Forcing others to carry out violence
- Forcing others to use drugs, alcohol or other substances

Emotional Abuse

- Bullying
- Threats or intimidation
- Blackmail/extortion

- Mental health
- Banter – misogyny

Sexual Abuse

- Sexual assault
- Indecent exposure
- Indecent touching
- Showing pornography to others
- Forcing others to create/share/download indecent images
- Sexting (see "Sexting in Schools and Colleges", 2016)

Sexual Exploitation

- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing (indecent) images through social media
- Upskirting

Procedure

- When an allegation is made by a pupil against another pupil which is of a safeguarding nature it should be reported to the designated safeguarding lead as soon as possible. (See contact details on the front of policy).
- If the DSL is not available, staff should speak to a member of the Safe Guarding Team take advice from local children's social care (KCSIE (2023), paragraph 55) (See contact details on the front of policy).
- A factual record must be kept (as normal safeguarding Child protection procedures) and updated with all outcomes and actions.
- The incident should not be investigated at this time
- The DSL will contact the Access and Response Team (ART)to discuss the case and make a formal referral where appropriate
- If the allegation indicates a crime has taken place, ART will refer the case to the police
- Parents/Carers of both the alleged victim and the student being complained about should be informed – this must be discussed during the consultation with ART
- A risk assessment will be carried out and actioned in order to protect all parties involved, this may involve a supervision plan
- It may be appropriate, for a fixed period of time, to exclude the pupil against whom the allegation has been made – in line with the schools behaviour policy
- All records of the allegations need to be uploaded onto CPOMS.
- Police and Social Care will lead any investigation, however where neither police nor social care thresholds are met, school will undertake a thorough investigation following the appropriate procedures and policies
- Support will be given to all pupils involved and where appropriate they should be in attendance at all relevant meetings and sign and agree to any plan put in place
- The plan should be monitored and review dates set.

If Allegations are Made Directly to Other Agencies
In some circumstances, parents/carers or the alleged victim(s) may disclose to other settings or agencies. In these cases (if not police or social care) these agencies should make referrals to ART or the police.

ART or the police should liaise directly with the DSL for the school in order to inform them of the allegations/situation.
All professionals involved can support the risk assessment and management of such allegations.

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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 he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Police Action and Responsibility

Avon and Somerset Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.

Where a report is made concerning a school-aged child and the school is already involved, the police should keep the DSL for that setting updated with developments in the case. In South Gloucestershire, schools receive domestic abuse reports where the children are involved in those cases where the police identify a safeguarding need.

Where a report is made concerning a school aged child and the school is not already involved, the police must always give active consideration to sharing information with the setting. This will ensure that the setting can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on the appropriate measures to take should be made by the setting with advice and support from the police as necessary.

In the case of police or court bail conditions for safeguarding cases, the police must notify the setting of the conditions which are relevant to keep the child and others in the setting, safe.

If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe. A review strategy meeting may be the most appropriate way of communicating and agreeing a suitable course of action.

Information sharing

• when deciding what information to share, we will consider the relevancy of the information, what the receiving setting needs to know and whether the information is clearly presented and suitably contextualised
• staff should use professional judgement to make sure that any information shared is focused and proportionate
• where a pupil is changing settings and information indicates a risk to others and/or the individual pupil, the receiving school is responsible for assessing risk and putting a safety and support plan in place; the DSLs from both settings should have a conversation where there are concerns.

Prevent Duty

We take seriously our responsibility to promote British Values and enable children to learn about differences and be tolerant and understanding of others. Children have opportunities to learn about other world religions and understand those with views different to their own.

As a consequence, we

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body
- will ensure, through training and supervision, that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns: he or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by South Gloucestershire Safeguarding Children Board (SGSCB)
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion or feels that a child may be susceptible to being drawn into terrorism, that a child may be suffering, or may be at risk of suffering, significant harm refer such concerns to the Designated member of staff who will refer on to Children's Social Care in accordance with the procedures issued by South Gloucestershire Safeguarding Children Board.
- safeguard the welfare of children whilst in the school through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, or technology
- will ensure that all staff are aware of the child protection procedures established by South Gloucestershire Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;

- will ensure, through our recruitment and selection of volunteers and paid employees, that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Children Absent Education(was Children missing in Education) (also see Attendance Policy)

Children absent in education and exclusions are closely monitored especially unexplainable and/or persistent absences from education. A child going absent from education is a potential indicator of abuse, exploitation and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Children absent in education can be at risk of harm, to prevent harm coming to our pupils we will do our best to have at least two emergency contact telephone numbers for each child

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Absent in school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.
We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change and have two up to date contacts.

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go absent from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:

Procedures to inform the local authority when we plan to take pupils off-roll when they:

a. leave school to be home educated
b. move away from the school's location
c. remain medically unfit beyond compulsory school age
d. are in custody for four months or more (and will not return to school afterwards); or
e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Early Identification, Universal Support, and Family Help

Early Identification, Universal Support, and Family Help Approach

Our school recognizes that supporting children early prevents needs from escalating into safeguarding or child protection crises. In line with the statutory framework, we operate a tiered approach to support. This approach distinguishes between open-access universal services and targeted, multi-agency Family Help.

Defined by Keeping Children Safe in Education (KCSIE 2026), "Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years." This unified approach replaces legacy terms to streamline the pathway so families experience a single, coherent journey with a named lead practitioner.

Role of School Staff in Early Identification

- All staff must remain vigilant to early indicators of concern, changes in a child's behaviour, academic performance, appearance, or attendance.
- Staff must log all initial concerns immediately on the school's safeguarding software.The Designated Safeguarding Lead (DSL) or Deputy DSL will review these logs daily to determine the appropriate tier of support.
- Staff should be particularly alert to the need for additional support for children who have been repeatedly removed from the classroom, have a part-time timetable, are young carers, or are facing mental health difficulties

Tier 1: Universal and Community Support

Where a child or family shows low-level, emerging needs, the school will first look to utilize open-access universal and community assets. These services do not require statutory thresholds or formal multi-agency assessments.

- School-Led Action: Implementing internal pastoral support, academic interventions, or attendance plans.
- Community Action: Signposting or directly introducing families to local Family Hubs, community youth groups, housing advisory teams, or voluntary sector partners.
- Consent: Engagement with universal services is entirely voluntary and managed via direct dialogue between the school and the family.

Tier 2: Targeted Family Help

- When a child's needs are more complex, deep-rooted, or span multiple areas that cannot be met by universal services alone, the school will initiate or participate in a targeted Family Help plan.Criteria: The child is experiencing multiple challenges (e.g., domestic abuse in the home, severe school avoidance, substance misuse, or complex mental health needs) but does not meet the threshold for statutory children's social care intervention.
- Assessment: The school will utilize the local authority Multi-Agency Family Help Assessment tool to identify strengths, needs, and desired outcomes.The Lead Practitioner Role: A designated professional will act as the Lead Practitioner to coordinate the multi-agency plan. Where appropriate, a member of the school's pastoral or safeguarding team may take on this role.
- Cooperation: The school will actively participate in Team Around the Family meetings, share relevant information securely, and deliver agreed school-based actions

Escalation to Statutory Child Protection
If at any point during a Family Help assessment or intervention there is a suspicion that a child is suffering, or is likely to suffer, significant harm, staff must follow the immediate referral pathway to Children's Social Care as detailed in our main safeguarding referral procedures

Keeping Children Safe in Education 2024 states that **"All** staff should be prepared to identify children who may benefit from early family help. Early help means providing support as soon as a problem

emerges at any point in a child's life, from the foundation years through to the teenage years" (p. 5-6) Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the Single Assessment Framework early help (SAFeh) . It may be appropriate for a member of school staff to initiate a SAFeh and take on the role of Lead Professional, or become a member of a Team around the Child/Family (TAC/F) as part of the SAFeh process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the SAFeh and attend TAC/F meetings. All staff should have an understanding of the SAFeh process and how they can contribute to it as and when appropriate.

A list of indicators for early help for any child who:
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 parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
Is frequently missing/goes missing from education, home or care

Filtering and Monitoring:

Christ the King Catholic Primary provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems through the lead of the DSL, all staff and the Governing Body. The Governing bodies and proprietors have overall strategic responsibility for filtering and monitoring and are supported by the school's leadership team to assure that the standards are being met. For filtering and monitoring to be effective it should meet the needs of your pupils and staff, and reflect your specific use of technology while minimising potential harms.

The senior leadership team are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports
- ensuring staff receive training in cyber security
- any risk management plans for vulnerable children

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

Senior leaders at Christ the King work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting. We will carry out a review of filtering and monitoring systems at

least once a year. The review will include checks that filtering is working appropriately on all devices connected to the internet. A record will be kept of these checks.

The DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider should have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider should work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

All staff are aware of reporting mechanisms for safeguarding and technical concerns. They should report and record on CPOMS:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

To understand, review and evaluate annually the changing needs and potential risks to the community of Christ the King. Additional checks to filtering and monitoring need to be informed by the review process so that governing bodies and proprietors have assurance that systems are working effectively and meeting safeguarding obligations.

Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed. All our staff undertake training to understand the risks of poor filtering and monitoring and know how to share their concerns. All our staff have taken part in annual cybersecurity training.

Children who are questioning their gender

Keeping children safe in education (KCSIE) 2026 statutory guidance for England defines a gender-questioning child as a young person experiencing uncertainty, distress, or confusion because their perceived gender identity may not align with their biological sex assigned at birth. Refers strictly by law to whether a person was born male or female.Gender. To how a person perceives themselves on a spectrum (male, female, or non-binary). KCSIE 2026 explicitly moves gender-questioning issues into the core child protection and safeguarding framework rather than treating them purely as inclusion or equality matter.

We will handle requests with sensitive, thoughtful involvement of parents and attention to clinical input , for example, Actions like changing names, pronouns, uniforms, or requests to socially transition are treated as active psychological interventions that require careful, case-by-case risk assessments

KCSiE 2026 states - Single-Sex Spaces: Absolute rules prohibit pupils from using toilets, changing rooms, or overnight accommodation designated for the opposite biological sex, with separate facilities mandatory for children aged 8 and over.

Circumstances where a child or their parent has raised a request to the school relating to social transition. We will take time to understand the thoughts and feelings of children who are questioning their gender and be professionally curious about the child's experiences, including potential vulnerabilities.

Considering requests for support with social transition:
• Members of staff should not adopt any changes relating to social transition unless a decision has been made by the school following involvement from the child's parents or carers.
• Schools should make sure that the decision-making process around requests for support with social transition is documented and records are kept.
• Schools should consider whether pupils would be best supported by a policy on social transition which explains the steps the school would take.

School has statutory duties to safeguard and promote the welfare of all children:

• As a first step when considering a request for support with social transition, schools should consider what is in the best interests of the child and other children.
• In most cases, this would be carried out in conjunction with the child's parents or carers, with referral to clinical evidence and advice where relevant.

Parents and carers should be actively involved and their views treated with importance:

- The views of the child's parents or carers should be properly considered. In circumstances where involving parents or carers would put the child at a greater risk than not involving them, the school should involve the DSL to determine what action should be taken.

• Schools should explore how best to support conversations with parents and carers, including offering for a staff member to be present or speak to parents and carers on the child's behalf.
• In cases where a child speaks to a staff member about their feelings but does not ask the school to make any changes around support with social transition, there is no reason to share this information any further unless there is a related safeguarding risk.

Accommodating social transition is an active intervention and should take a very careful approach:

• School should take a very careful approach in relation to social transition. The Cass Review acknowledged that there is a lack of good evidence on the longterm impact of social transition on young people.
• Primary schools should exercise particular caution, and the guidance expects support for full social transition in these settings to be agreed very rarely. The Cass Review acknowledges that older children will generally have greater agency to make their own decisions.

Schools should comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition.

- Where a policy may place a child who is questioning their gender at a disadvantage relative to other children, schools should consider the following: o does the policy have a legitimate aim (such as safeguarding or fairness in sport)?
- is the policy a proportionate means of achieving that legitimate aim?

Discussing constraints on social transition:
• Schools should sensitively discuss any constraints to social transitioning, highlighting that supporting social transitioning does not include allowing access to toilets, changing rooms or residential accommodation designated for the opposite sex.
• Schools must be conscious of the rights of pupils and staff in relation to their religion or belief.

School is legally required to record a child's biological sex accurately wherever it is recorded. Schools should make sure that all relevant staff are aware of a child's biological sex.

Children living in stealth

School should keep in mind that some children who socially transition before puberty will be 'living in stealth,' meaning other pupils and/or staff may be unaware of their biological sex. School should be aware of the vulnerabilities of children who have fully socially transitioned from an early age and may be living in stealth.

Support for children who wish to detransition

In circumstances where a child wants to fully or partially reverse a request that has been previously agreed, schools should work closely with parents or carers and relevant experts to make sure that children in this position are supported.

Out-of-school Providers

At Christ the King our school premises are let out to a host out-of-school provider. As part of the lettings process, we ensure that the provider meets the guidance in 'Keeping Children Safe during community activities, after-school clubs and tuition' (DfE, 2020). As a school, we will follow our own safeguarding and child protection procedures where we have concerns about the out-of-school provider. This may include contacting the local authority designated officer in the case of concerns about adults.

Alternative Provision:

If a child from CTK is placed into an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. As a school we will need to be satisfied that the placement meets the pupil's needs and all safeguarding checks have been completed before the placement is agreed.

County Lines':

County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. KCSIE (2023) page 141/142.

Honour-based' Abuse is

honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Child Sexual Exploitation

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition is: KCSIE (2023) paragraph 40 – 42.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;

- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition of Child Criminal Exploitation, which can be found on KCSIE (2024) page 37 -39 and Annex B pages 140 - 142., is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;
• children who go missing for periods of time or regularly come home late; and
• children who regularly miss school or education or do not take part in education.

The Child criminal exploitation (CCE) and child sexual exploitation (CSE) section includes:
• this type of harm can be committed or facilitated by an organised network or gang and children may identify as part of one of these groups
• most sexual abuse is committed by someone known to the victim
• children are not always recognised as victims and can be criminalised for actions they take while under coercion.

Domestic Abuse (See KCSIE (2023) page 130)

In April 2021, the **Domestic Abuse Act 2021** received Royal Assent and introduced a statutory definition for the first time. KCSIE (2023) Part 1 paragraph 43 and Annex B pages 146/147

Definition
The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual, verbal abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.
(The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)

Types of domestic abuse include:
- intimate partner violence
- abuse by family members
- teenage relationship abuse and child/adolescent to parent violence and abuse

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247

Female genital mutilation (FGM).

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The mandatory reporting procedures is:

- It is recommended that you make a report orally by calling 101, the single non-emergency number.

- Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.
- In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

(http://safeguarding.link/fgmreporting)

Marriage and Civil Partnership Age

In February 2023, the age of consent for marriage in England was raised to 18. The Marriage and Civil Partnership (Minimum Age) Act 2022 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent.

It is now an offence, under the Marriage and Civil Partnership (Minimum Age) Act to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families.

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

Low level Concerns about Staff Behaviour

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors.

At Christ the King Catholic Primary School, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay; any concerns about the Headteacher should go to the Chairs of Governors who can be contacted by Gill Brooks Gill.Brooks@christthekingprimary.co.uk

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Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. Supply teachers, trainee teachers and all contracted staff The guidance

clarifies that school need to share safeguarding responsibilities with third party organisations in cases where there is an allegation against an individual from a third party agency.
School remain responsible for gathering the facts and managing the safeguarding process while working closely with the employment agency or business, which will usually lead on any disciplinary action.

The Headteacher will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO)

Allegations
It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over 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,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.
Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018.

Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Induction Training of all staff includes;

- the child protection policy;
- the behaviour policy;
- the staff code of conduct;
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE (2023)

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated. (see KCSIE (2023), paragraph 81.)

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Safer Recruitment for Volunteers

This section has been rewritten to remove the supervision exemption and reflect further changes to regulated activity in line with the Crime and Policing Act 2026.

• Any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children for more than 3 days in a 30-day period or overnight is now in regulated activity. This requires schools to obtain enhanced DBS with barred list checks or work with other relevant settings where the person is volunteering to decide who applies for the check.

• Schools must also obtain enhanced DBS with barred list checks for existing volunteers who now fall under regulated activity.

• In cases where volunteers do not fall under regulated activity, schools should undertake a written risk assessment and use professional judgement to checks, if any, are required. The guidance sets out what this risk assessment should consider.

Infrastructure and Procedures

The procedures for safeguarding children and young people will be in line with the South West Child Protection Procedures and those accessed on the South Gloucestershire Safeguarding Board (SGSCB) website - SGSCB

Children who are lesbian, gay, bi, or trans (LGBT): KCSIE (2024),

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 or not) can be just as vulnerable as children who identify as LGBT.
Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Christ the King, we endeavour to reduce the additional barriers faced by proving a safe space for them to speak to by the DSL, Class Teacher or an adult of the child's choice.
A child may be gender questioning and as a school we will follow the KCSIE approach:

Consider the broad range of the individual's needs
Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
Include any clinical advice that is available
Consider how to address wider vulnerabilities, such as the risk of bullying

Designated Safeguarding Leads: Roles and Responsibilities

DESIGNATED MEMBER OF STAFF

1. The designated senior member of staff (designated person) for child protection in this school is:

Mrs Mary Mainwaring Headteacher*

2. In her absence, these matters will be dealt with by:

Mrs Rosie Yemm Deputy Headteacher

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Christ the King Catholic Primary School. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

Refer to Appendix d

***Any allegation of abuse by the Head Teacher must be reported immediately to the Chair of Governors**

3. The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

4. The school recognises that:

- The designated person must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- All members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The designated person will act as a source of advice and coordinate action within the school over child protection cases
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- Should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program
- The designated person is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by SGSCB.
- In cases of alleged abuse carried out by a member of staff or governors, the Designated Lead must report the allegation, **immediately** to the Local Authority Designated Person (LADO)
- The designated person is not responsible for dealing with allegations made against members of staff.
- Pupils may share concerns about other pupils' welfare and pupils will be encouraged and supported to share these concerns appropriately.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Social care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by South Gloucestershire Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, refer to the Business manager of SGSCB to investigate further.
- Ensure each member of staff and volunteer at the school, as well as regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy.
- Liaise with the Headteacher (if the designated is not the Headteacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place away from other pupil files.
- Ensure parents are aware of the Child Protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.

- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how South Gloucestershire Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

DESIGNATED GOVERNORS: Roles and Responsibilities

The Designated Governors for Child Protection at this school is:

Angela Willan

Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for Child Protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- They attend training Child Protection/Safeguarding training for Governors
- Child Protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by South Gloucestershire Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

- Governors ensure that arrangements to protect children and learners meet statutory requirements, promote their welfare and prevent radicalisation and extremism.
- The school's Governing Body has elected to DBS check ALL governors in accordance with best practice. They are also asked to disclose any relevant circumstances with regards to the laws relating to Disqualification under the Childcare Act 2006 (updated 31st August 2018).
- From Sept 2018, all newly appointed governors will be checked re Section 128

RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education", in particular:

- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with all children.
- Check that all adults with substantial access to children at this school have an enhanced Disclosure and Barring Service check before starting work, and prior to confirmation of appointment.

We will ensure that at least one member of any interview panel has completed certified NCTL Safer Recruitment Training.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be, e.g., through birth certificate, passport, new-style driving licence, etc. …
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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 he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Disqualification by Association

During the recruitment process, candidates are made aware of the need to disclose accurately any information that may prevent them from taking up the position at the school.

The Childcare Act 2006 (amended 2018) has deemed that it is no longer necessary to ask school staff if they are aware of any circumstances relating to disqualification by association and therefore any question relating to this will be removed from the interview process

However the amended act does still require schools to ask all staff if they know of any criminal charges or pending charges or reasons/information that may prevent them from taking up the position at the school. This will be done at interview and all staff asked annually.

For colleagues already in post: The Childcare Act 2006 (amended 2018) has deemed that it is no longer necessary to ask school staff if they are aware of any circumstances relating to disqualification by association and therefore staff in post will no longer be asked this question.

VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be subject to the DBS check to ensure their suitability to work with children.

They will no longer be asked to disclose any relevant circumstances with regards to the laws relating to Disqualification by Association, see amended Childcare Act 2006 (amended 2018) but will be asked any relevant questions concerning the laws relating to Disqualification under the Childcare Act 2006 (updated 31st August 2018).

INDUCTION & TRAINING

Staff will attend refresher training at least every three years, and the designated person every two years.

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive basic Child Protection information and a copy of this policy within one week of starting their work at the school. They will be asked to sign a log to indicate they have received **and** read the documents. including Keeping Children Safe in Education SECTION 1, The schools Safeguarding and Child Protection Policy, Staff Code of Conduct and be made aware of What to do if a child is being abused (2018). This training log will be kept in the school office Individual training records are kept in staff personnel folders. A Safeguarding Training Record will be kept by the School administrator and monitored by the Safeguarding Governor, at least three times a year.

Induction Training –to include;

- the child protection policy;

- the behaviour policy;
- the staff a code of conduct
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Existing staff will be asked to read any updates to the documents as they occur and sign a log to say they have done so.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of Child Protection effectively. The school will provide this training in-house, on-line or by a nationally accredited external provider.

Staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or they will seek additional advice and support from the designated person in the first instance.

At least three times a year via meeting with teaching staff 'at-risk' children are discussed and highlighted to ensure appropriate confidential information sharing. Safeguarding of children is a standing item at all staff meetings for any updates.

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Staff to be aware that Mental health problems can develop into safeguarding concerns. Only appropriately trained professionals should attempt to diagnose mental health problems, but that education staff play an important role in recognising the warning signs and identifying children who may be struggling with their mental health.

DEALING WITH CONCERNS

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will refer the matter to the appropriate department of the Local Authority Designated Officer (LADO).

To this end, volunteers and staff will follow the procedures below (outlined in appendix 4):

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,

- makes an allegation against a member of staff (Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children,)

They must record promptly in writing all concerns , including verbal conversations i.e. what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree action to take. Any written record must be signed and dated plus uploaded onto CPOMS. Records of individual cases are kept confidential in a secure place in the Head teacher's office. New records must be completed on the CPOMS.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of South Glos Safeguarding Commission

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.
If the DSL is not available, staff should speak to a member of the SLT and/or take advice from local children's social care (KCSIE (2018), paragraph 26)

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed. Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance.

What to do if you're worried a child is being abused?

Some of the following signs might be indicators of abuse or neglect:

- 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.

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self- esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

Our staff will be alert to the potential needs for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan
- is a young carer
- is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern day slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- has an age inappropriate understanding of sexualised behaviours
- is privately fostered

From our annual safeguarding training all our staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via peer on peer abuse, which may include:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking ,biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery; and
- initiation, hazing type violence and rituals

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All our staff will always act in the 'best interest of the child' and report or refer concerns in accordance with our school policies and procedures

Contextualised safeguarding

We recognise safeguarding incidents and / or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff but particularly our Designated Safeguarding Leads (DSL's) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and will take into account by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Children with Special Educational Needs or certain health conditions

We recognise that children with special educational needs (SEN) and or disabilities or certain health problems can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

SAFEGUARDING IN SCHOOL

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge. Through our teaching and appropriate curriculum areas, we will ensure that our children will be taught about Safeguarding and especially to recognise when they are at risk and how to ask for help when they need it.

To this end, this policy must be seen in light of the school's policies and/or procedures on:

- Whistle Blowing – it is the duty of everyone to report any concerns they have regarding Safeguarding, immediately. If the reporting person feels the school is not responding appropriately, they must follow the Whistle Blowing Policy and report their concerns immediately to the appropriate authority.
- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- E-Safety
- First Aid/Medical Needs
- Anti-Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, inappropriate use of social media or bullying that is homophobic in nature, radicalisation and extremism or where there appears to be links to domestic abuse in the family home.
- Safer recruitment
- Code of conduct for staff.
- Racist incidents
- Confidentiality
- Behaviour and the school rules
- Health & Safety
- Physical Intervention
- Allegations against members of staff
- Attendance Policy, re Children Missing Education.

Any member of staff, volunteer or Governor seeking additional information or advice on any of the above should refer directly to the Headteacher, or in her absence the deputy head teacher. All policies can be found on the staff hard drive or on the school's website.

PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film pupils during a school activity without the parents' permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from their parents, and if we do obtain such permission, we will not identify individual children by name.

The school cannot, however, be held accountable for photographs or video footage taken by parents or members of the public at school functions.

ONLINE SAFETY (E-Safety) please refer to the Schools' E Safety Policy.

Christ the King Catholic Primary School provides an education that realises the full potential of each individual child in accordance with Gospel Values and the teaching of our faith. In our school we feel

the attainment of good ICT skills is intrinsic in reaching this potential and therefore e-safety is a paramount concern. New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. We will also include understand safety and legal requirements around the use of generative AI in teacher-facing and pupil-facing materials.

The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe internet access at all times.

The requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. No pupils are able to access the internet using their own data plan.

Children will be taught in lessons, assemblies and our Annual Internet Safety day about keeping safe when they are accessing 'online learning' whilst out-of-school. School newsletters will inform parents of how to support their children at home with online learning.

Pupils, at the request of parents, are permitted to bring mobile phones into school to facilitate their safety to and from school. Please refer to the school's mobile phone policy.

CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for Child Protection.

"The Data Protection Act May 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent." Keeping Children Safe in Education 2019, paragraphs 75 and 77."

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the General Data Protection Regulation (GPDR) and Data Protection Act 2018 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious case reviews (SCR's) have highlighted that missed opportunities to record, understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children. (Working Together to Safeguard Children 2018 para 23).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- DfE KCSIE 2026
- HM Working Together to Safeguard Children 2018 Para 23 to27 and on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.
- South Gloucestershire Safeguarding Children Board (NSCB) Policy and Practice Guidance.

Data Protection

Keeping Children Safe in Education (2020), paragraph 85: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.': 'This includes allowing practitioners to share information without consent...'

Educating Young People

As a school we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE, SRE programme and through computing curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to be safe and to feel safe)
- recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx.

- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: NSPCC Sexting
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide
- Childnet have information and advice about sexting available on its website: http://www.childnet.com/young-people/secondary/hot-topics/sexting
- Parent Info (http://parentinfo.org/) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting: Childline information for young people
- The Safer Internet Centre has produced resources called 'Childnet So you got naked online which helps young people to handle incidents of sexting.
- The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites disclosing personal details inappropriately

- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and South Gloucestershire Safeguarding Board procedures, we will view this as misconduct, and take appropriate action.

PHYSICAL CONTACT & POSITIVE HANDLING

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training

ALLEGATIONS AGAINST MEMBERS OF STAFF

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

Then the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by South Glos Safeguarding Commission.

The Headteacher, rather than the designated member of staff, will handle such allegations unless the allegation is against the Headteacher, when the Chair of Governors will handle the school's response.

The Headteacher (or Chair of Governors) will gather information about the allegation, and report these without delay to the Local Authority, through the Local Authority Designated Officer (LADO).

WHISTLE-BLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose.

SUPPORTING STAFF

We recognise that staff who have been involved with a child who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external as appropriate.

BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate Safeguarding and Child Protection policies and procedures, and that there are arrangements in place

to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

CONTRACTED SERVICES

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate Safeguarding and Child Protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

Serious violence:

• Serious violence is an ongoing safeguarding concern and may involve physical assault, the carrying or use of weapons, and potential criminal exploitation
• concerns about a child carrying, using or intending to use a weapon should be reported to the designated safeguarding lead (DSL), who should carry out a risk assessment to protect children from violence, and staff should be aware of the signs and risk factors
• targeted interventions such as mentoring or therapeutic support are key.

Definition:

Child Sexual Exploitation

The Statutory Guidance on Safeguarding Children and Young People from Child Sexual Exploitation Feb 2017 defines Child Sexual Exploitation as:
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

County Lines Exploitation
'County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.
The UK Government defines county lines as:
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Child Criminal Exploitation

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:
Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.
Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

Female Genital Mutilation

"Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK." (NHS Choices)
Female Genital mutilation is a **mandatory reporting duty** and requires regulated health and social care professionals and teachers in England and Wales **to immediately and personally report** known cases of **FGM** in under 18-year-olds to the police.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Voyeurism

Placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. Applies equally whether men or women are wearing kilts, cassocks shorts or trousers. Often carried out in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

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 the victim humiliation, distress or alarm. It is now a criminal offence.

Domestic Abuse

The definition of Domestic Abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Honour Based Abuse

Honour-based abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

The Prevent Duty

The Prevent duty is the **duty** in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to **prevent** people from being drawn into terrorism. We positively promote British Values, which underpin the main ethos and 'city of values' of our school.

Grooming by a Professional

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking
Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or **professional. We regard any one employed by the school to be a professional.**

Groomers may be male or female, they may be any age

Grooming happens both online and in person. Groomers will hide their true intentions and may spend a long time gaining a child's trust. Groomers may try to gain the trust of a whole family to

allow them to be left alone with a child and if they work with children they may use similar tactics with their colleagues.

Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age online
- offering advice or understanding
- buying gifts
- giving the child attention
- using their professional position or reputation
- taking them on trips, outings or holidays

Breast Ironing

Breast ironing is practised in some African countries, notably Cameroon. Girls aged between nine and fifteen have hot pestles, stones or other implements ribbed on their breast to stop them developing further. This is mostly carried out by mothers or grandmothers (the men in the family are unaware) and is seen as a protection for the girls by making them seen "childlike" for longer and to reduce the likelihood of pregnancy, sexual harassment, rape, forced marriage and kidnapping. It is a form of physical abuse. It does not stop the breasts from growing but can slow development. It can cause malformed breasts, difficulty in breast feeding or producing milk, severe pain, infections and abscesses.
Concerns have been raised that breast ironing is also to be found amongst African Communities in the UK, with as many as 1,000 girls at risk. It is mentioned in the document "Keeping Children Safe in Education on page 54 as part of the section on Honour Violence.

APPENDIX A: Signs and Symptoms of Abuse, Exploitation and Neglect(Keeping Children Safe in Education (September 2023) Paragraphs 26 - 30)

There are four main types of abuse. Abuse can be mental, physical, sexual or emotional. It can also take the form of neglectful behaviour towards a child.

Physical abuse

Physical abuse may involve:
• hitting
• shaking
• throwing
• drowning
• Burning or scalding
• poisoning
• suffocating
• 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.

The following signs of abuse are not exhaustive and remember that a child may be experiencing more than one type of harm; for example, emotional abuse and neglect.

Children regularly collect bumps and bruises in the course of their everyday play or social interaction, but it doesn't mean that they are being abused. All injuries need to be considered in the light of the age of the child, their stage of development, their social background, where injuries are on their body and any explanation given.

Physical signs include:

• Finger mark bruising on cheeks or any other area of the body where bruises are unlikely to appear in everyday play
• Presence of injuries that are in several stages of healing suggesting that a child has experienced repeated maltreatment over time
• Injuries to the soles of the feet
• Bald patches on a child's head
• Bite marks
• Injuries that form a shape or pattern
• Bruising to babies that are immobile because they are yet to reach the developmental milestone where they can sit without support, roll over, crawl or shuffle
• Scald marks and burning, including cigarette marks
• Black eyes
• Marks that might indicate a child has been restrained or strangled
• Broken bones
• Any injuries that are inconsistent with the explanation given

Behavioural signs include:

• Flinching when touched
• Inability to recall how injuries occurred

• Avoiding getting changed for sporting or other activity
• Reluctance to go home
• Wearing trousers and shirts or blouses with long sleeves even on hot sunny days, although remember to consider this in the light of the individual child (eg some children are dressed 'modestly for religious and/or cultural reasons)
• Excessively eager to please
• Very aggressive or withdrawn
• Attempts to run away
• Sad, frequently cries
• Drug and/or alcohol misuse
• Any behaviour that is not consistent with a child's stage of development

Sexual abuse

Sexual abuse involves someone forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
In fact, the majority of children who are sexually abused by a carer will have no visible signs at all, due to the attacker not wanting to leave evidence, amongst many other reasons in the grooming process.

Sexual abuse is not solely perpetrated by adult males. Though less common, women can also commit acts of sexual abuse, as can other children.

The activities may involve physical contact, including:
• Assault by penetration
• Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
It may also include non-contact activities, such as:
• watching sexual activities
• Encouraging children to behave in sexually inappropriate ways
• involving children in looking at, or in the production of, sexual images
• grooming a child in preparation for abuse (including via the internet)

Physical signs include:
• Stomach pains
• Genital soreness, bleeding or discharge
• Recurring genital-urinary infections
• Discomfort in walking or sitting
• Sexually transmitted infections

Behavioural signs include:
• A change in behaviour
• Not wanting to undress
• Sexual knowledge, language and behaviours beyond their age
• Eating disorders
• Fear or avoidance of being with a person or a group of people
• Withdrawn behaviour
• Self-harming
• Unexplained amounts of money
• Disturbed sleep

• Sexualised drawings
• Change in handwriting
• The types of questions asked (do they suggest sexual knowledge that a child should not have)

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe adverse effects on the child's health and emotional development.
Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.
Emotional abuse may involve:
• rejecting or ignoring a child completely
• using degrading language or behaviours towards them
• responding to their attempts to interact with emotional detachment
• making fun of them
• threatening them or encouraging them to develop behaviours that are self-destructive
• preventing the child from interacting socially with other children or adults
• a child seeing or hearing the ill treatment or serious bullying (including cyberbullying) of another
• causing children to feel frequently frightened or in danger
• the exploitation or corruption of children
Emotional abuse also includes radicalising a child or young person who may be subsequently drawn into terrorist-related activity.

Physical signs include:
• Self-harm marks
• Erratic weight or growth patterns
• Delayed development, either physically or emotionally
• Erratic behaviour

Behavioural signs include:
• Difficulty in forming relationships
• Inappropriate attention-seeking
• Withdrawn
• Unexplained underachievement at school
• Self-harming
• Bed-wetting
• Disturbed sleep

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse.
Once a child is born, neglect may involve a parent or carer failing to:
• provide adequate food, clothing or 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)
• ensure access to appropriate medical care or treatment
• respond to a child's basic emotional needs

Physical signs include:
• Poor personal hygiene/unwashed clothing
• Inadequate clothing (not having warm clothes in winter)
• Lack of muscle tone (bones appearing to stick out)
• Lack of energy due to inadequate food intake and/or poor nutrition
• Untreated skin or hair problems (rashes, sores, flea bites, head lice)
• Unattended medical or dental problems
• Consistent hunger/big appetite - can't seem to eat enough
• Very thin or swollen stomach

Behavioural signs include:
• Difficulty in making friends
• Missing or irregularly attending school or nursery
• Anti-social behaviour
• Withdrawn
• Steals food or begs it from others
• Developmental delay (weight, language, social skills)
• Demands constant attention and affection
• Alcohol or substance misuse

Female genital mutilation (FGM)

This involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious consequences, both at the time the mutilation is carried out and in later life. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although the true extent of the crime is unknown. The age at which girls may undergo FGM varies a great deal according to the community. The procedure may be carried out when a girl is new born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, and therefore girls within that age bracket are at a higher risk.
Although we have included this here, FGM is emotional and sexual abuse as well as physical abuse and is illegal in all four nations of the UK.

Behavioural signs of FGM include:
• Not turning up for health appointments
• Extended absence or the child goes to school, but absents themselves from lessons, possibly spending prolonged periods in the toilets
• Unable to disobey their parents
• Anxiety leading up to holidays (especially summer holidays as this is a time when families may take their child abroad for the procedure)
• Talk of a 'special ceremony' that is going to take place (although the girl may be unaware of what it is about) Page | 23

• General anxiety, depression, emotional withdrawal
• Sudden decline in performance, aspiration or motivation
• Being withdrawn from education, sporting and social interaction, restricting their health and educational opportunities and personal development
Female Genital mutilation is a **mandatory reporting duty** and requires regulated health and social care professionals and teachers in England and Wales to **report** known cases of **FGM** in under 18-year-olds to the police.

Child sexual exploitation

Child sexual exploitation is illegal activity by people who have power over children and young people and use it to sexually abuse them. This can include seemingly consensual relationships or sexual activity in exchange for attention, a place to stay, gifts, money, cigarettes or illegal substances. It can also include serious organised crime.

Behavioural signs of child sexual exploitation include:
• Being absent from school
• Possessing unexplained gifts
• Having an older boyfriend or girlfriend
• Mood swings
• Alcohol and drug misuse
• Inappropriate sexualised behaviour

Criminal Exploitation of Children and County Lines

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:
Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

Behavioural signs of criminal exploitation, including county lines include:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls and/or having multiple handsets
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Forced marriage and honour-based violence

In forced marriage, one or both spouses do not or cannot consent to the marriage and duress is involved. This can include physical, sexual, financial and emotional pressure. If families have to resort to violence or emotional abuse to make someone marry, the person has not given consent freely and therefore it is a forced marriage.
Forced marriage is different to an arranged marriage, where the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement rests with both the people involved.

Behavioural signs of forced marriage include:
• Low self-esteem
• Anxiety, depression, emotionally withdrawn
• Absence from school or permission sought for extended leave

Honour-based violence

This is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim.

Self-harm

Self-harm is when somebody intentionally damages or injures their body. It's usually a way of coping with or expressing overwhelming emotional distress.
Sometimes when people self-harm, they feel on some level that they intend to die. Over half of people who die by suicide have a history of self-harm.
However, the intention is more often to punish themselves, express their distress or relieve unbearable tension. Sometimes the reason is a mixture of both.

Voyeurism

Placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. Applies equally whether men or women are wearing kilts, cassocks shorts or trousers. Often carried out in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

Appendix C

CHRIST THE KING CATHOLIC PRIMARY SCHOOL

DESIGNATED PERSONS FOR CHILD PROTECTION

DESIGNATED MEMBER OF STAFF

The designated senior member of staff (designated person) for child protection in this school is:

Mrs Mary Mainwaring (Head Teacher)

In her absence, these matters will be dealt with by:

Mrs Rosie Yemm (Deputy Head)

DESIGNATED GOVERNOR

The Designated Governor for Child Protection at this school is:

Mrs Angela Willian Contact number 01454 866680 Angela.willian@christthekingcatholicprimary.co.uk

CHAIR OF GOVERING BODY

The Chair of Governors for academic year 2026-2027 is

Angela Willian 01454 866680 Gill.brooks@christthekingprimary.co.uk Annette.paton@christthekinprimary.co.uk

REMEMBER SAFEGUARDING IS THE RESPONSIBILITY OF EVRY SINGLE ONE OF US – DON'T LEAVE IT TO SOMEONE ELSE AND REMEMBER IT IS NOT JUST ABOUT ABUSE BUT ABOUT POTENTIAL FOR HARM AND PROTECTING ALL CHILDREN IN OUR COMMUNITY

Appendix C

CHRIST THE KING CATHOLIC PRIMARY SCHOOL

WHAT TO DO IF YOU HAVE ANY CONCERNS ABOUT A CHILD OR IF A CHILD DISCLOSES SOMETHING TO YOU

REASURE THE CHILD

- Make sure they know they have done the right thing and give them the message it is not their fault
- **DO NOT MAKE A PROMISE NOT TO TELLANYONE!** Always explain that if you think they may be hurt you have to tell someone
- Remember do not question or put ideas/words in their mind use **LITTLE TED**
  - **TELL ME**
  - **EXPLAIN TO ME**
  - **DESCRIBE TO ME**
- Give the child time if necessary make brief notes but give them your time and attention and comfort
- When appropriate give the child back into the care of their teacher/someone familiar, do not break confidentiality, then **REPORT TO DESIGNATED PERSON IMMEDIATELY** (SEE POLICY ABOVE)
- Write up as far as you can – keeping to facts and what the child actually said – sign and time and date it.
- **Get support for yourself**

IF YOU HAVE CONCERNS BUT NO DISCLOSURE

- **SHARE** – with the Designated Person
- Record concerns in the class confidential concern book or if not appropriate make your own notes saying what your concerns are and what evidence (if any you have)
- **Get support for yourself**

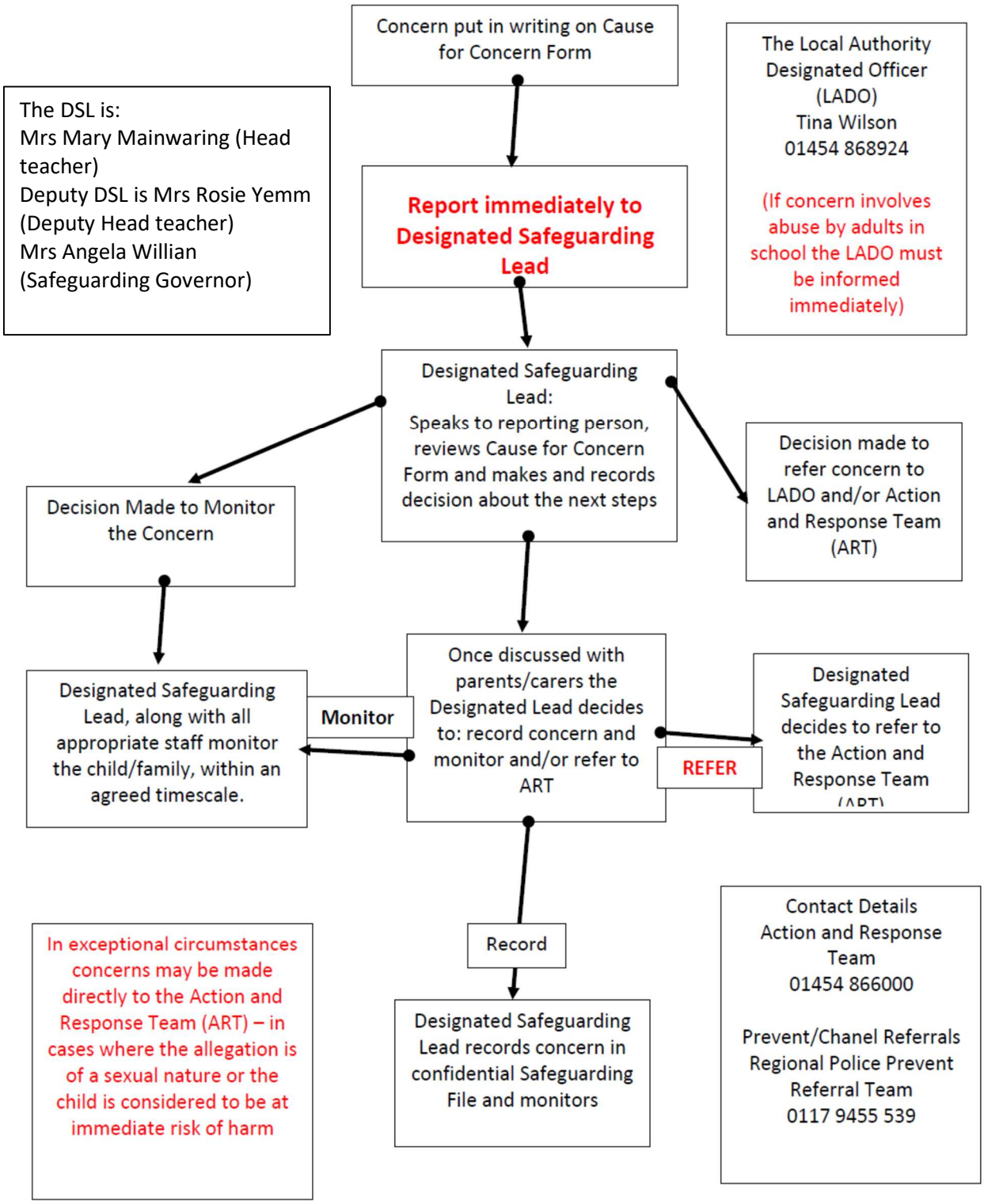
WHO TO TELL

- **HEAD TEACHER**
- **IF HEAD IS ABSENT – DEPUTY HEAD**

- **IF CONCERN IS ABOUT THE HEAD – CHAIR OF GOVERNORS**

APPENDIX D

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

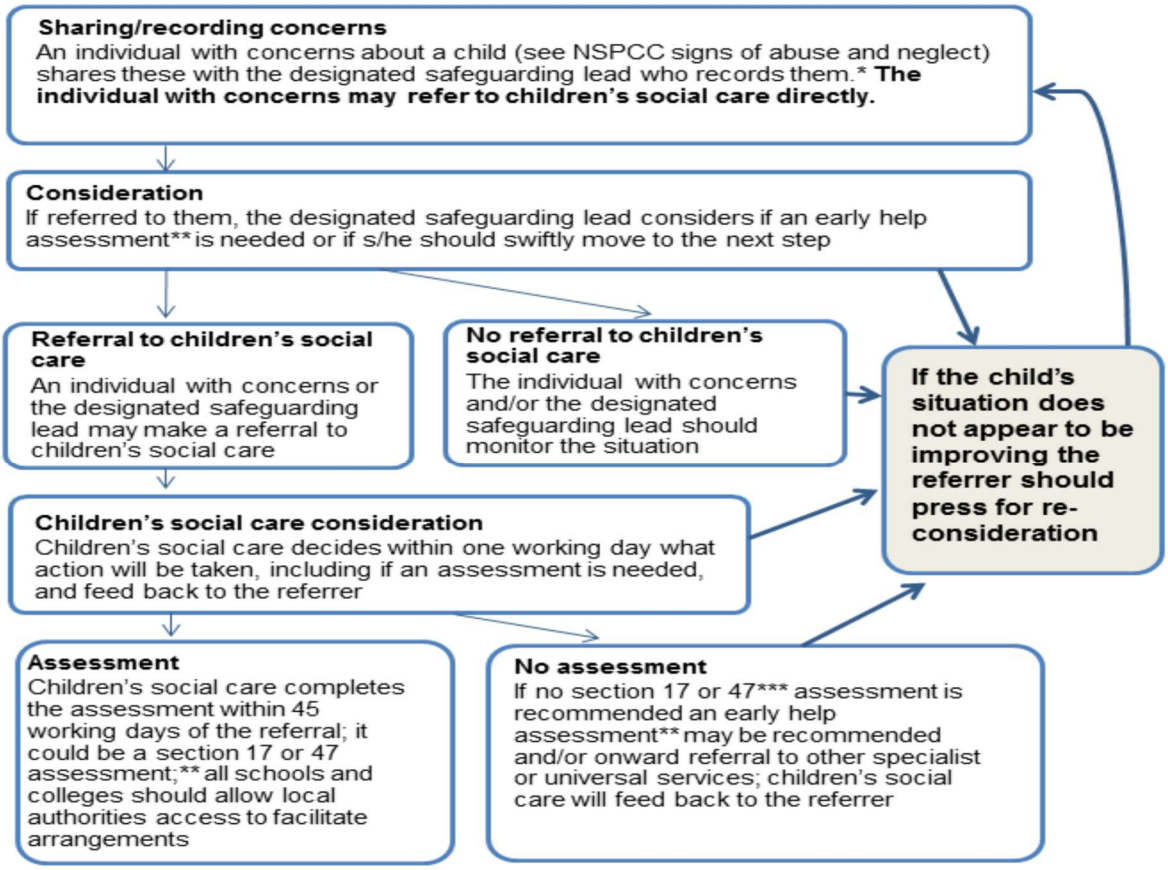


All information and records regarding safeguarding to be upload onto CPOMS

APPENDIX E Detailed action taken by the designated officer.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.