

SAINT CHRISTINA'S SCHOOL: CHILD PROTECTION AND SAFEGUARDING POLICY

Review Initiated by	Head
Last Review	Summer Term 2024
Next Review	Summer Term 2025

This policy applies to the whole school including the Early Years Foundation Stage (EYFS) is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

1. Preamble

Safeguarding is the golden thread that runs throughout every aspect of the school. All our school policies are in support of this policy.

- 1.1. Safeguarding is **everyone's responsibility**. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. All employees and volunteers should read this policy in conjunction with Part 1 and Annex B of the latest version of *Keeping Children Safe in Education* (KCSIE 2024), our Safer Recruitment Policy and Whistleblowing Policy, Children Missing from Education Policy, Staff Code of Conduct and The Teachers' Standards. Our approach at Saint Christina's is child-centred and we consider, at all times, what is in the best interest of the child. We will always act in the best interests of the child. This policy takes full account of the child protection procedures agreed by the **Bi-Borough (Westminster and Kensington and Chelsea)** which is our Local Safeguarding Children's Partnership, *KCSIE* (2024) which incorporates statutory guidance around the Disqualification under the Childcare Act 2006 (August 2018), What to do if you are worried a child is being abused (March 2015) and when to call the Police (National Police Chief's Council). This policy is also formed by *Working Together to Safeguard Children* (2023) and the *Prevent Duty guidance for England and Wales* (2023).
- 1.2. **Children Missing from Education:** Our procedures regarding children missing from education comply with the Local Safeguarding Children's Partnership (LSCP) guidance and with KCSIE (2024) and are detailed in this document.
- 1.3. **Saint Christina's recognises it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as the Bi-Borough Local Safeguarding Children's Partnership or Local Authority Designated Officer (LADO) and the police, if necessary.** Saint Christina's allows access for children's social care from the Bi-Borough authority and, from the local authorities where the children reside in undertaking their safeguarding (Child Protections) duties.
- 1.4. **Monitoring and review:** This policy is subject to continuous monitoring, refinement and audit by Mr Alastair Gloag, the Headteacher, Mr Simon Hirst (Deputy Headteacher) who is the Designated Safeguarding Lead (DSL) Mrs Louise Ellison (DDSL), Mr Dan Burke (DDSL) and Miss Fran Randle who is the DDSL with responsibility for the Early Years Foundation Stage. In addition to this, the Headteacher receives the same training as the DSL on a two-yearly basis and can deputise and take the lead as necessary. The Governing Body will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Governing Body recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff have the opportunity to contribute to and shape our safeguarding arrangements and child protection policy. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.
- 1.5. The Governing Body at Saint Christina's takes seriously its responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Signed:

Saint Christina's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

2. **KEY INTERNAL CONTACT DETAILS**

Our School's Designated Safeguarding Lead (DSL) and the Deputy DSL, who are members of the Senior Leadership Team (SLT), have lead responsibility for child protection and are also the Prevent Officer and Deputy Prevent Officer responsible for the prevention of radicalisation, extremism and being drawn into terrorism. Their telephone numbers are prominently displayed in the school. Saint Christina's DSLs and Deputy DSL are:

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school

Mr Simon Hirst (Deputy Headteacher)

Telephone number: 0207 7722 8784

Email address: deputyhead@saintchristinas.org.uk

Deputy Designated Safeguarding Lead (DDSL) with responsibility for the Early Years Foundation Stage (EYFS)

Miss Fran Randle (EYFS Phase Leader)

Telephone number: 0207 7722 8784

Email address: frandle@saintchristinas.org.uk

Deputy Designated Safeguarding Lead (DDSL) and Deputy Prevent Officer for the whole school and Designated Teacher for Children in Care (Looked After Children)

Mrs Louise Ellisdon (KS2 Phase Leader)

Telephone number: 0207 7722 8784

Email address: lellisdon@saintchristinas.org.uk

Deputy Designated Safeguarding Lead (DDSL) and Deputy Prevent Officer for the whole school

Mr Dan Burke (KS1 Phase Leader)

Telephone number: 0207 7722 8784

Email address: dburke@saintchristinas.org.uk

Designated Governor for Safeguarding, the Prevent Duty and Children in Care.

Mrs Joan McConnell (Chair of Governors)

Telephone number: 020 8460 0437

Email address: headteacherspa@saintchristinas.org.uk

Westminster Diocese Safeguarding Co-ordinator

Geraldine Allen

Telephone number: 0207 798 9350

geraldineallen@rcdow.org.uk

3. **KEY EXTERNAL CONTACT DETAILS:** *Be aware that external responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.*

Bi-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Aqualma Daniel – Local Authority Designated Officer (LADO)

The LADO referral form (Appendix 3) must be filled out and sent to the email address below, where the duty LADO will call back within 24 hours. Westminster: **0207 641 7668 / LADO@westminster.gov.uk**

Kensington and Chelsea: **020 7361 3013 / KCLADO.Enquiries@rbkc.gov.uk**

Allegations of abuse against a member of staff or a volunteer are reported to the LADO in accordance with the instructions in this policy and also Appendix 5. *see definition of the role and responsibilities of the LADO (Appendix 3)

Printed copies of the Local Safeguarding Children Partnership (LSCP) procedures can be made available from the school office. The LSCP can be contacted as follows:

Telephone: 020 8753 3914 or 07739315388 or in writing to LSCP c/o 3rd Floor, (Pink Zone), Kensington Town Hall, Horton Street, London, W8 7NX. **Website:** <https://www.westminster.gov.uk>

The Borough of Westminster Children's Social Care (CSC) and the Tri-Borough Multi Agency Safeguarding Hub (MASH) for Children at Risk and Children in Need / Early Help / Intervention and Assessment Services

**If you are worried about a child or young person then telephone: 020 7641 4199
or email: accesstochildreancesservices@westminster.gov.uk**

Keeping Children Safe in Education (DfE: September 2024) makes it clear that anybody can make a direct referral to the MASH including the LADO in line with the referral threshold set by the Local Safeguard Children Board. If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

We differentiate between '**children at risk**' who have suffered or are likely to suffer significant harm and '**children in need of additional support from one or more external agencies**' inclusive of '**Early Help Assessment**'. The DSL must immediately report such circumstances to **Children's Social Care/Tri-Borough Multi Agency Safeguarding Hub (MASH)** whose contact details are:

Child Protection Referrals, Consultation and Advice about a child/young person resident in Westminster Borough
Office hours Telephone: 0207 641 4000 Out of Hours Team Telephone (5.30pm to 9.00am and weekends): 0207 641 6000.

Hammersmith & Fulham Borough - tel: 020 8753 6610
Kensington and Chelsea Borough - socialservices@rbkc.gov.uk or tel: 020 7361 3013

If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on 999.
Police Child Abuse Investigation Team – call 101 Police Domestic Abuse Investigation Team – call 101

The Westminster Prevent Safeguarding and Projects Officer is Abdul Yusuf.

Email: ayusuf1@westminster.gov.uk or mobile: 0781 705 4699

The Westminster Prevent Education Officer is Julie Knotts.

Direct Line: 0207 641 8672 / 07940024366

Email: jknotts@westminster.gov.uk

The Westminster Prevent Programme Manager is Kiran Malik

Telephone: 020 7641 5071

Email: kmalik@westminster.gov.uk

The non-emergency police telephone number is: 111 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

If an adult working in our school has concerns or identifies a child as being at risk of radicalisation, the adult should immediately make a referral to our Designated Safeguarding Lead who is also our Prevent Officer who will consider the most appropriate referral which could include Channel or Children's Social Care. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and children, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Female Genital Mutilation (FGM): Any child at risk of FGM must be referred to Children's Social Care. However, known cases are to be referred to the police by teachers. Police contact details are: For non-emergency 101 and for

emergency calls 999. For advice and guidance telephone: 0800 028 3550 or Email: fgmhelp@nspcc.org.uk or contact Elaine Campbell, Bi-Borough Safeguarding Lead for Schools & Education Settings Direct Line: 07712 236 508

Email: elaine.campbell@rbkc.gov.uk

Child Sexual Exploitation – If there were concerns regarding Child Sexual Exploitations, staff should inform the DSL who will immediately contact:

Sarah Stalker (Child Exploitation Lead)

Family Support and Child Protection Adviser (Monday/Tuesday and Wednesday only)

Telephone: 020 7598 4640

Mobile: 07971 322 482

Email: sarah.stalker@rbkc.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000 **ChildLine:** Tel: 0800 1111 www.childline.org.uk

The **NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00PM, Monday to Friday and email: help@nspcc.org.uk

Other relevant contacts: Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD

Telephone: 0300 123 1231 Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Disclosure and Barring Service (DBS) Address for referrals:

PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795

Telephone for customer services: 0300 200 190 Email: customerservices@dbs.gsi.gov.uk

Independent Schools Inspectorate CAP House, 9-12 Long Lane London, EC1A 9HA Tel: 0207 600 0100

Email: info@isi.net Website: www.isi.net

4. **SEQUENCE OF EVENTS TO BE FOLLOWED WHEN A YOUNG PERSON DISCLOSES ABUSE, NEGLECT OR**

EXPLOITATION: *This strict guidance relates to any disclosures involving events within or outside the school, inside or outside of the home, as well as online concerning adults or other children / their peers:*

4.1. If a pupil makes an allegation of abuse (otherwise known as a disclosure) all staff should refer concerns to the DSL as soon as possible. In the meantime:

- listen to the pupil keeping calm and offering reassurance;
- reassure the pupil that any information will be treated with the utmost sensitivity and that it will only be disclosed to those people who need to know about it;
- allow the pupil to lead the discussion if a disclosure is made, but do not press for details by asking questions, e.g. “what did they do next?”;
- listen — don't investigate or ask leading questions, but use questions such as “is there anything else you'd like to tell me?”;
- accept what the pupil says without challenge —reassure them that they are doing the right thing and that you recognise how hard it is for them;
- do not lay blame or criticise either the child or the perpetrator;
- do not promise confidentiality — explain that they have done the right thing and who needs to be told;
- make a written record as soon as possible after the conversation, noting the time, date, place, people present, what was said and pass the record, which should be dated and signed, to the DSL or Headteacher as soon as possible. The written record should include factual information rather than assumption or interpretation. The child's own language should be used / quoted rather than a translation or interpretation;
- do not inform the parent at this stage;
- do not make any detailed physical examination, take photographs of injuries or examine marks and injuries to assess whether they may have been caused by abuse, or investigate or probe.
- Pass the information on to the DSL or appropriate senior leader in their absence immediately.

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

4.2. ALLEGATIONS AGAINST STAFF, INC. SUPPLY STAFF, OTHER STAFF, VOLUNTEERS, CONTRACTORS OR THE TRUSTEES (see also the separate ‘Allegations against Staff including Supply Teachers, Other Staff, Volunteers and Contractors Policy’ and Appendix 5 to this policy):

This applies where an adult within the school community has behaved in a way that has harmed, may have harmed, or poses a risk of harm to a child. This also applies when an adult within the school community may have possibly committed a criminal offence against or related to a child. *(For safeguarding concerns or allegations below the harm threshold, please see low level concerns section 4.8).*

- Allegations concerning all, other than the Headteacher, are to be reported straight away to the Headteacher (or in his absence, the DSL / Deputy DSL). The Headteacher will immediately contact the LADO to discuss the allegation. The individual against whom the allegation is made, is not to be informed.
- Allegations concerning the Headteacher or in situations where there would be a conflict of interest in reporting to the Headteacher are to be reported straight away to the Chair of Governors, who will immediately contact the LADO to discuss the allegation. The Headteacher is not to be informed.
- Allegations concerning the Governors/Trustees are to be reported straight away to the Headteacher who will immediately contact the LADO and act on the advice provided. The individual, against whom the allegation is made, is not to be informed.

4.3. In each case above, the LADO will be given sufficient detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the Police. Guidance will be sought from the LADO and/or Police to enable the school to make decisions about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what, if any, conditions should apply. If given information that suggests that a member of staff was abusing a child who is not a child at the school, the Headteacher (or DSL who is also the Deputy Headteacher, in the Headteacher’s absence) will contact the LADO and follow procedure as if it was one of our own children.

4.4. Where an allegation is made about a supply member of staff or contracted staff, the School has a duty to take a lead in examining an allegation in the same way as would happen should it be a member of its own fully employed staff. This means that all the steps the School would ordinarily take where an allegation is made, will be followed with the addition of the involvement of the agency / contractor within the process. The School will take the lead because the agency / contractor will not normally have access to the children and staff that may need to be included within any investigation. Nor are they likely to have all the relevant information required by the LADO as part of the referral process.

4.5. Where an allegation is made against an individual or organisation using the school premises for the purposes of running activities for children (for example a club outside of term time) the school’s safeguarding procedures would be applied, including informing the LADO.

4.6. In cases, where there is room for doubt as to whether a referral should be made, the Headteacher will nevertheless consult with the LADO on a no names basis and follow the agreed actions. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to MASH will be made without delay. The school will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the Police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. Saint Christina’s will make every effort to maintain confidentiality and guard against publicity if there are allegations against staff up to the point where the accused person is charged with an offence. A separate ‘**Allegations against Staff including Supply Teachers, Other Staff, Volunteers and Contractors Policy**’ can be found in the Policy Library on the network.

4.7. Reasons for no longer using a person's services and reporting to the Disclosure and Barring Service (DBA) along with considering referral to the TRA. If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services and a prohibition order may be appropriate, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service and the TRA as part of the School's statutory duty in this regard. 'Settlement Agreements' (formerly 'Compromise Agreements') never apply in such circumstances. Procedures are fully outlined in the separate **'Allegations against Staff including Supply Teachers, Other Staff, Volunteers and Contractors Policy'**.

4.8. **Concerns (including allegations) that do not meet the harm threshold (Low level concerns)** Saint Christina's promotes an open and transparent culture in which all concerns (no matter how small) about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. All concerns or allegations about adults working with children (including those that do not meet the harm threshold) should be reported to the Headteacher, they may also be reported to the DSL who will inform the Headteacher as the overall decision maker.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct (including inappropriate conduct outside of work) and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to: humiliating children; 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. Low-level concerns may arise in several ways and from a number of sources. For example: 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. The purpose of this is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff. Records of low level concerns are reviewed on a regular basis and further action then taken as required through the school's disciplinary procedures or reporting to the LADO as required.

4.9. **Low level concerns must be reported to the Headteacher unless they are about the Headteacher, in which case they should be reported to the Chair of Governors. Low level concerns may also be reported to the DSL, who will inform the Headteacher who is the ultimate decision maker in respect of all low level concerns.**

4.10. Concerns about a contractor or someone who is not part of the School's own workforce (e.g. a Supply Teacher) should also be reported to the Headteacher who will take a note of the concern and pass it on to their employer so that patterns of inappropriate behaviour can be identified.

4.11. **Record-keeping. Where a Low Level Concern is raised the following records should be kept:**

- Details of the concern
- The context in which the concern arose
- Evidence collected by the DSL where the concern has been raised by a third party e.g. a parent
- The decision categorizing the type of behaviour
- Action taken
- The rationale for decisions and the action taken
- The name of the individual sharing the concerns – respecting a wish to remain anonymous so far as is possible.

4.12. Records should be kept securely and confidentially and reviewed so that patterns of concerning, problematic or inappropriate behaviours can be identified. If a pattern is identified, the School will act through its disciplinary procedures or will consult the LADO if the pattern meets the harm threshold or indeed if there is any doubt that the harm threshold has been met.

4.13. **Learning lessons:** Saint Christina's will always want to learn from any such situation and will want to consider whether or not there are wider cultural issues within the School which allowed such behaviours to occur. It will

consider whether policies or training need to be revised and implemented to minimise the possibility of any repetition.

5. **SAFEGUARDING**

5.1. Definitions:

- **Definition of Safeguarding from *Keeping Children Safe in Education (2024)*:** Providing help and support to meet the needs of children as soon as problems emerge:
 - a protecting children from maltreatment, whether that is within or outside the home, including online
 - b preventing the impairment of children’s mental and physical health or development
 - c ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - d taking action to enable all children to have the best outcomes.

No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

- **The Difference between Safeguarding and Child Protection:** Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school must do for all children. Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed. If they are not suffering harm or at immediate risk, such instances must be addressed through the Early Help Assessment Form / Process.

Abuse, Neglect and Exploitation (please refer to Appendix 1 of this policy): a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

- 5.2. Advice and Guidance: Expert organisations provide guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Additionally, government guidance is listed on the GOV.UK website: <https://www.gov.uk/>

6. **SPECIFIC SAFEGUARDING ISSUES**

6.1. The three main elements to our school’s safeguarding policy are:

- **Prevention:** We safeguard children whether they are at risk of maltreatment or abuse or in need of specific local authority or inter-agency care. Our safer recruitment procedures include checking and recording the suitability of staff and volunteers developing procedures to deal with safeguarding issues which may be specific to individual children in our school and local area. We work with other agencies to reduce risks. Saint Christina’s seeks to promote the welfare of children at all times. Staff must be alert to situations where children appear to be unhappy or where there are marked changes in behaviour. The aim will be to ‘listen’ to children through the provision of early help, either through the school or through children’s services under ‘child in need’ provision.
- **Protection:** Staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns following our agreed procedures. We identify and act on early signs of abuse, neglect or exploitation and reassess concerns when situations do not improve to ensure the right help at the right time to address risks and prevent risks escalating. We ensure that allegations, concerns, suspicions and complaints against staff are

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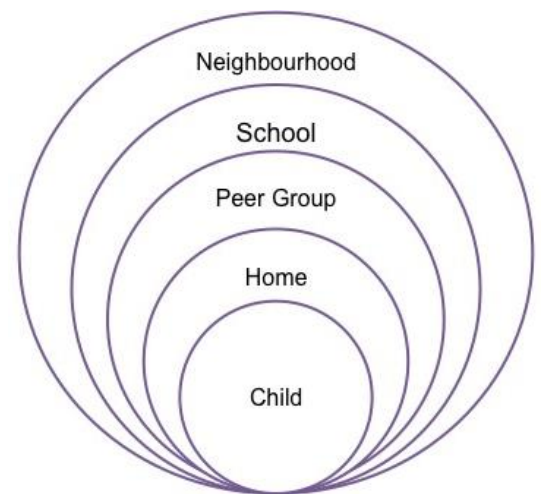
dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity. Additionally, we take all practical and appropriate steps to ensure that our school premises are as secure as circumstances permit.

- **Support:** We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through: providing a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full co-operation with and contributions to the provision of appropriate co-ordinated support and/or early help from external agencies. Additionally, we operate robust and sensible health and safety procedures and along with clear and supportive policies on drugs, alcohol and substance misuse. We recognise that children have a right to feel secure and cannot learn effectively unless they do so.
- 6.2. Our children have the right to respect and have protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-Bullying Policies.
- 6.3. **Whilst the school will work openly with parents as far as possible, the school reserves the right to contact MASH or the Police, without notifying parents if this is in the child's best interests.** In preparing this policy, we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. In Saint Christina's we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.
- 6.4. This policy provides staff, volunteers and the Governors with the guidance they need in order to keep children safe and secure in our school and informs parents and guardians how we will safeguard their children whilst they are in our care. Our school promotes safe practice and professional conduct to safeguard children and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not vulnerable to allegations. Our staff maintains an attitude of **'it could happen here'** as far as safeguarding is concerned. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.
- 6.5. **Early Help:** In the first instance staff should discuss early help requirements with our DSL. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. Early Help in our school allows pupils to be supported at any point in their life by a range of external support agencies enabling potential concerns to be addressed, to prevent further problems arising or before a child may come into immediate danger. Targeted early help services, arranged by the local authority and with the consent of the family, address the assessed needs of a child and their family as a result of an Early Help Assessment Form. Any child may benefit from Early help, but our staff are, in particular, alert to the potential need for early help for a child who:
- is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care,
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited

- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

6.6. **Unsubstantiated, false or malicious allegations:** Where an allegation by a child is proven to have been deliberately invented or malicious, the Headteacher will consider whether it is appropriate to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy. Where a parent has made deliberately invented or malicious allegations, the Headteacher will consider whether to terminate the child's placement at the school on the basis that they have treated the school or a member of staff unreasonably, unless a working relationship based on trust, respect and transparency is established moving forward. **Saint Christina's reserve the right to contact the MASH to determine the appropriate action.** We have a duty of care towards our employees by ensuring that effective support is provided for anyone facing an allegation through the school's Human Resources (HR)/Personnel arrangements.

6.7. **Contextual Safeguarding:** At our school we recognise that young people's behaviours, levels of vulnerability and levels of resilience are all informed by the social/public, as well as private, contexts in which young people spend their time. When spending time in these extra-familial contexts young people may be exposed to healthy norms which promote pro-social relationships, or they may encounter harmful norms that are conducive to abusive and exploitative relationships. As a result, we identify, assess and intervene where possible in all of the social environments where abuse and exploitation of young people can occur – in essence to take a 'contextual' approach to safeguarding.



For example, we help to promote a culture of safety with the curriculum and around the school regarding students' online activities – a place where young people spend an increasing amount of time, raising their vulnerability to potential abuse. In addition, we hold online safety talks for parents led by online safety experts.

7. **Concerns and allegations of abuse made against other children (Child-on-Child Abuse inclusive of sexual violence or harassment and banter):**

Child-on-child abuse can take the form of bullying, online bullying, sexual violence, sexual harassment, physical abuse, up-skirting, sending nudes or semi-nudes, and hazing (initiation rituals) but this list is not exhaustive and staff should be alert and report anything that makes them uncomfortable surrounding child-on-child relationships. This should include attention to the mental wellness of the children. Saint Christina's recognises that even where there are no reports of child-on-child abuse that it may still be happening and going on unreported. Therefore, we should assume that it is happening. Staff must be aware of indicators and signs of child-on-child abuse and must report any concerns of child-on-child abuse to the DSL. All staff have responsibility to challenge poor and abusive behaviours between children. We recognise that child-on-child abuse may happen in school or outside school, including online.

We recognise that some pupils on occasion will negatively affect the learning and well-being of others and their behaviour will be dealt with under the school's Anti-Bullying (including Cyber-bullying) and Behaviour Management Policies. Staff are clear on the policies and procedures that we have in place to ensure that children and their behaviour within School is both well-managed and appropriate e.g. through the Behaviour management and Pupil Supervision Policies etc. Staff are also made aware of more specific child-on-child issues through safeguarding updates and training e.g. the risk that girls might be encouraged to produce sexting images (nudes) of themselves.

- We make sure that staff understand we have a zero tolerance to abuse and that ‘abuse is abuse’ and should never be tolerated or passed off as ‘just banter’, ‘part of growing up’, or ‘boys being boys’. When dealing with abuse by young people on peers, we follow the key safeguarding documents, *Keeping Children Safe in Education (2024)* and *Working Together to Safeguard Children (2023)* even where an alleged perpetrator is a child and we adhere to the Human Rights Act and the Equality Act.
 - Child-on-child abuse is most likely to include, but may not be limited to:
 - a. bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - b. abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse);
 - c. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - d. sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
 - e. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - f. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - g. consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
 - h. upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - i. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
 - Sexualised abuse, including verbal abuse by children is a safeguarding issue and is included in the school’s broader approach to safeguarding. If the school received an allegation of abuse by one or more pupils but is alleged to have taken place outside of the school premises, our safeguarding principles remain the same, and we could still carry out a referral to Children’s Services as necessary.
 - Where there is ‘reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm’ the concern or allegation of ‘child-on-child’ abuse must be reported to the DSL immediately, who will then refer to the MASH to discuss the case. A factual record should be made of the concern or allegation, but no attempt at this stage should be made to investigate the circumstances. A copy of the discussions and outcomes will be kept in both pupils’ files. Additionally, if appropriate the DSL will also refer pupils to an external safeguarding agency such as Childline and NSPCC.
 - In the event of an incident of child-on-child abuse, the school will endeavour to support the victim and perpetrator of the abuse (and their families) as appropriate and as advised by MASH.
 - Children are taught about what is acceptable / not acceptable behaviour formally through the curriculum e.g. in IT and PSHE lessons, and through assemblies, constant role-modelling by staff, the School rules, and through visits from demonstrations by specialists such as the NSPCC and Camden Learning Centre. Children are taught to speak to a trusted adult if they are worried or made to feel uncomfortable about anything, or if they are being abused by another child or adult.
- 7.1. **Sexual Violence and Sexual Harassment between children:** We take our definition of sexual violence from the [Sexual Offences Act 2003](#), which considers rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent all types of sexual violence. In addition, we define sexual violence as ‘unwanted conduct of a sexual nature’ that can occur online and offline. A child under the age of thirteen can never give consent to any sexual activity.
- 7.2. Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or

sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Saint Christina's has a zero-tolerance approach to sexual violence and sexual harassment, understands that it is never acceptable, it will not be tolerated. As noted above, it should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". We recognise, acknowledge, and understand the scale of harassment and abuse and know that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. Any physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts will be challenged. Dismissing or tolerating such behaviours risks normalising them. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. We also recognise that children with disabilities are three times more likely to be abused than their peers. All victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Saint Christina's is aware that online sexual violence or sexual harassment can be more complex, such as images shared at another school or across the internet, or the victim being excluded offline as well as online. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. We recognise that sexual violence and harassment can occur both online and offline (and indeed simultaneously), both physically and verbally and is never acceptable. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated. Abuse that occurs outside of School should never be downplayed and should be treated equally seriously.

7.3. Whilst not intended to be an exhaustive list, **sexual harassment** can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this may cross a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature;
- upskirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - a) consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges.
 - b) sharing of unwanted explicit content
 - c) sexualised online bullying
 - d) unwanted sexual comments and messages, including, on social media
 - e) sexual exploitation; coercion and threats, and
 - f) coercing others into sharing images of themselves or performing acts they're not comfortable with online.

7.4. **Responding to reports of sexual violence and sexual harassment:** Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Saint Christina's recognises the incredible importance of how it responds to a disclosure because of the impact it will have on the confidence of the individual involved and of those who might need to make a disclosure in the future. Though it may not be necessary to report one-off issues of sexual harassment to the police, each allegation of abuse will be taken seriously, and the Designated Safeguarding Lead will still refer these allegations to children's social care, who will support the school in deciding whether the victim or alleged perpetrator are in need of protection or other services. However, all allegations of sexual violence will be reported to the police, in parallel with children's social care. **The School recognises that early intervention can help prevent problematic, abusive and / or violent behaviours in the future.** Though children's sexual behaviours can be developmentally expected, some more harmful sexual behaviours may cause developmental damage.

Reports of sexual violence are often complex and require difficult decisions to be made, on a case-by-case basis, with the DSL taking the lead role, supported by external agencies such as children's social care or the police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

- 7.5. **The immediate response to a disclosure report:** A factual record should be made of the concern or allegation, taking the victim seriously, but no attempt at this stage should be made to investigate the circumstances, unless a child is in immediate danger or is at risk of harm, in which case, an immediate referral will be made to children's social care and/or the police. Any member of staff who a child makes a disclosure to must reassure the victim that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim's wishes in terms of how they want to proceed will be balanced against the legal duty and responsibility that the School has to protect other children.

A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Additionally, in cases where there is a report of rape, assault by penetration or sexual assault this should be passed to the police.

- 7.6. **In investigating an incident of child-on-child abuse, staff MUST not view or forward illegal images of a child.**

- 7.7. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with WT.

- Students will not be made to feel ashamed for making a disclosure. The DSL will follow the non-statutory advice for practitioners issued by the DfE (March 2015) in: *'What to do if you're worried a child is being abused'* which can be found online. Whilst following the approach laid out in paragraph 4.1 (above), it should be added that whilst leading questions should be avoided but staff can ask whether or not the person making the disclosure has been harmed, and if so, what the nature of the harm is. The School will follow through the outcomes of the discussion and, if so advised by Children Social Care, will make a formal referral if the incident meets the referral threshold set by the Local Safeguarding Children's Partnership, ensuring effective information sharing with any agencies or other professionals involved. **The DSL will be responsible for all record-keeping around a disclosure. In-keeping with any safeguarding incident, meticulous records must be kept of all concerns, discussions and decisions, including the rationale for those decisions. This includes instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.**

Staff will not assume that someone else is dealing with the incident and will discuss concerns with the DSL. Where an incident between two pupils takes place away from the school, the school's duties and procedures remain the same.

School Staff are trained as per Part One of KCSIE on how to manage a disclosure and are aware of the need for anonymity in cases where an allegation is progressing through the criminal justice system. Saint Christina's will do all it reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. Saint Christina's will make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school. Risk assessments will be kept under review.

In cases of sexual violence, a professional risk assessment by external specialists may be required and should be used to inform the school's own risk assessment. Saint Christina's will consider carefully any report of sexual violence or harassment and act in the best interests of the child. Saint Christina's will also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies. Staff may be expected to participate in any early help assessment, child protection enquiry, strategy discussion or other outcome, following a referral.

7.8. **Dependent on the disclosure of sexual violence or sexual harassment, the school will consider the courses of action outlined below. For the avoidance of doubt, where there is any disclosure of sexual violence or sexual harassment, advice will be obtained from Children's Services to determine the appropriate approach.**

- **Managing internally:** in some cases of sexual harassment (such as one-off incidents) the school may manage the incident internally, following our behaviour management policy;
- **Involve Early help:** this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation. In this instance we would make reference to the local threshold document from the LCSP to assess the type and level of early help to be provided;
- **Referral to children's social care:** in cases where there has been harm, or there is an immediate risk, a referral will be made to children's social care;
- **Reporting to the police:** in cases where rape, assault by penetration or sexual assault is reported. Saint Christina's will not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the school. The DSL will work closely with the police to ensure that the school's actions do not jeopardise the police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through their behaviour policy.

It is important for Saint Christina's to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, Saint Christina's will continue to support the victim and perpetrator.

7.9. **How pupils involved in child-on-child abuse will be supported:** All students involved, whether perpetrator or victim, are treated as being 'at risk'; a thorough risk-assessment and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all students and that example, whether the accused student should be removed from school for a period, or removal of the alleged perpetrator from classes and any transport etc. which is shared with the victim, whether contact with certain individuals should be prevented or supervised, the availability of counselling such as referring students to an external safeguarding agency such as ChildLine and NSPCC and the adequacy of arrangements for listening to children etc.

- Support for the victim will consider their age, the nature of the allegations and the risk of further abuse; an alleged perpetrator may have unmet needs themselves.
- The needs and wishes of the victim will be paramount, and they will be able to continue their normal routine as far as possible.
- Saint Christina's will be prepared to support a victim over a long period of time and consider whether there were other victims - sometimes people will not feel strong enough to come forward. We will also consider if siblings are in need of support.
- Where the victim or perpetrator moves to another school it is important that the new establishment is made aware of any ongoing support needs.
- Saint Christina's must ensure the victim is safeguarded, but still provide the perpetrator with an education and support as necessary.
- Saint Christina's may discipline the alleged perpetrator, including while the police or social care investigation is ongoing, although they will liaise with these bodies to assist in determining any sanctions.
- Saint Christina's will be clear about when their actions are to support the victim or perpetrator, and when their actions are to discipline the perpetrator for their past conduct.
- A student against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

7.10. **If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse:** the School will ensure that, subject to the advice of Children's Social Care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to MASH if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at increased risk. The child's views will also be taken into account. Where there are doubts or reservations about involving the child's family, the DSL should clarify with MASH or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to

conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to exclude him / her during the investigation.

- 7.11. **Identifying patterns of behaviour and learning from situations that arise:** In considering the issue of child-on-child abuse, adults within the School should be mindful of identifying patterns of behaviour. Just as staff are encouraged to report low level concerns around other adults, so they should take the same approach towards children should they have any concerns around behaviour. This can be through speaking with the Class teacher or raising an issue with any senior member of staff or the DSL. A niggle, or doubt should be expressed as it may form part of a broader picture or concern. Where a pattern of behaviour is identified, the School will devise a response appropriate to the situation in line with its behaviour policies and the requirement to involve key external agencies.

The School commits to learning from any situation that might arise in any safeguarding scenario. Where an incident of child-on-child abuse occurs, the School will review its processes to ensure that any deficiencies are identified and addressed. In doing this, it will consider whether any wider cultural issues within the School enabled the abuse to occur and will seek to address this to minimise the risk of the situation arising in the future.

8. **Where neither social services nor the police accept a complaint:** a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
9. **When a pupil is in need of urgent medical attention and there is suspicion of abuse:** an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify MASH and seek advice about what action the MASH or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until the MASH and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, MASH or the police, if the parents are not included. All unnecessary delays should be eradicated and inaction at any level can and should be challenged. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police will be informed from the outset. Any discussions will be agreed and recorded in writing.
10. **Working with parents and carers:** Saint Christina's will, in most cases, engage with the parents of both the victim and the perpetrator and will consider carefully what information they provide. It is good practice for Saint Christina's to meet the victim's parents with the victim present to discuss safeguarding arrangements and also good practice to meet the perpetrator's parents to discuss what arrangements are being put in place, such as moving them out of classes.
11. **Supporting witnesses of sexual violence or sexual harassment:** Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The School will do all it can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed. Social media is very likely to play a significant role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator and a very high likelihood that friends from either side could well harass the victim or alleged perpetrator online. When writing a risk-assessment for the pupils involved in an incident of sexual violence or sexual harassment, then we will consider any additional potential support needs to keep all our students safe.
12. **All staff and volunteers have a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services.** They should be alert to children at risk of being radicalised or drawn into extremism or child sexual exploitation whether from an adult or another child (further

details of these signs are in Appendix 1). They are required to report instances of actual or suspected child abuse, neglect or exploitation to the DSL or Deputy DSL. Additionally, they are expected to make themselves available for appropriate training and to read and understand both this policy and Part 1 (including Annex B) of the latest edition of KCSIE along with 'What to do if you are a worried a child is being abused' latest edition. Special arrangements will be put in place for anyone working in the school whose command of English is insufficient to enable them to read and digest the contents of this policy and Part 1 of KCSIE (including Annex B).

13. **Safer Recruitment, the Single Central Register (SCR)** (Please also refer to our **Staff Recruitment Policy**)

13.1. Our school operates safer recruitment procedures as per KCSIE 2024 part 3 (full details are outlined in the separate **Staff Recruitment Policy**) including required pre-appointment checks on teaching and non-teaching staff, volunteers, proprietor, supply staff, staff of contractors and other individuals working with or nearby children. In accordance with the full requirements of the SCR before starting work and the details of these checks are recorded. The SCR of appointments is rigorously maintained. All employees, proprietor, supply staff, volunteers and others working within the school are checked. Checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

13.2. Through risk assessments, the school also ensures that appropriate checks have been made upon the staff of other organisations working with our children on external trips and visits.

13.3. **Visitors and visiting speakers:** Appropriate safeguarding and prevent duty checks upon visiting speakers and other visitors will be made and recorded in a 'Visiting Speakers Risk Assessment'. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor's badge. They will not be allowed unsupervised access to children. All visitors must sign in on arrival, following instructions using the electronic system and print out their badge which they must wear and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. Unidentified visitors will be challenged by staff or reported to the Headteacher or School Office.

13.4. We have protocols for ensuring that any visiting speakers whether invited by staff or by the children themselves, are suitable and appropriately supervised. This will if appropriate, include a barred list check and internet search. At Saint Christina's, speakers are never left alone with children.

14. **Preventing Extremism and Radicalisation:** (Also please refer to Appendix 1 of this policy).

14.1. 'Radicalisation' is the process of a person legitimising support for, or use of, terrorist violence. Our school ensures that we can 'demonstrate activity' in this area, as required by the statutory guidance. We do this in the following key areas: risk assessment of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology; working in partnership with appropriate agencies; staff training; and IT policies. It is wholly in- keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school's activities. The school is able to demonstrate a general understanding of the risks affecting children and young people in the area.

14.2. Protecting children from the risk of radicalisation is seen as part of Saint Christina's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We understand that during the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. We consider the level of risk of children identified as being at 'risk of radicalisation' and make an appropriate referral, which can include Channel or Children's Social Care.

14.3. Our prevent strategy demonstrates a specific understanding of the risks affecting children and young people and identifying children who may be at risk of radicalisation, including support we can give.

14.4. **Prevent duty:** All staff receive Prevent training every two years. In addition, the DSL in accordance with Annex B of KCSIE will:

- provide advice and support to members of staff on protecting children from radicalisation;
- equip staff through Prevent, Channel and other appropriate training to identify and assess children at risk of becoming terrorists or supporting terrorism and to challenge extremist ideas;
- liaise with those responsible for Personal, Social, Health and Economic Education (PSHE), Spiritual, Moral, Social and Cultural (SMSC) assembly and other appropriate curricular programmes actively to promote British values and to teach children about the dangers of radicalisation and extremism and
- liaise with those responsible for the school's electronic systems to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

15. **Teaching children how to 'Keep Safe' (Educating children about safeguarding and radicalisation including the delivery of the prevent strategy):**

15.1 Our programme for PSHE supports the process of helping our children develop an understanding of keeping safe and maintaining their wellbeing and in particular their mental wellbeing, as part of a broad and balanced curriculum. We have a whole school approach that aims to prepare children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, transphobia, biphobic and sexual violence/harassment. Within our PSHE curriculum, we have a programme for Relationship and Sex Education (RSE) (see separate RSE Policy) which includes issues such as:

- "sexting" (nudes), "banter", sexual assault between young people and gender-based issues
- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- mental well-being
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

15.2 We educate our pupils to make them aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect e.g. Online safety is actively addressed through the IT teaching programme and additional Online Safety provision (Safer Internet Day etc.) – see Online safety Policy. The children are taught about the four main areas of risk, the four C's:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

15.3 As a distinctly Christian school setting with clear values, we encourage children to respect others, in particular in these ways. Age appropriate anti-bullying assemblies, for example, are held during anti-bullying week and as part of our RSHE programme (see separate PSHE / RSE policies) during the school year whilst regular assemblies continually reinforce teaching around right relationships. Additionally, whenever appropriate subjects in the curriculum and co-curriculum activities will be used to reinforce the messages given.

15.4 Due to the special educational needs of some of our children, staff will determine, in consultation with parents, when it is appropriate to address issues of sexting and inappropriate banter with our children. If a member of staff

becomes aware of an allegation or suspected case which involves sexting, inappropriate banter or sexual assault between young children, gender based or otherwise, this will be considered as a safeguarding concern and reported to the DSL. Depending on the severity of the case, a response may involve the school's anti-bullying procedures or the parents of the children being contacted. In the case of serious harm, a referral to the MASH will be completed and the police will be informed from the outset.

- 15.5 Helpful resources: See the separate policies for PSHE and RSE. Online: www.saferinternet.org.uk/about; <https://www.ceopeducation.co.uk/> and a search for 'The use of social media for on-line radicalisation'. LGFL 'Undressed' <https://undressed.lgfl.net/> provides schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.
- 15.6 **Within SMSC development**, we instil within children, values that build resilience and prevent children being drawn into radicalisation and extremism. We explore what extremism might look like and how this poses a threat to peace and we build resilience to radicalism by providing a safe environment for debating controversial issues. We actively promote British Values within our SMSC and create an environment in which children know they are listened to and valued. We educate our children to reject violence and cruelty.
- 15.7 **Emerging Technology including the Internet and social media** (Please see our *Online and Acceptable Use Policy* for more details): Our School recognises that impact of emerging technological skills which include the use of information and communication technology (ICT). Our Online and Acceptable Use Policy details the actions and behaviour required from children and members of staff in order to maintain a safe electronic environment and is based on current best practice drawn from a wide range of sources. Our key message to keep children and young people safe is to be promoted and should be applied to both online and offline behaviours. Please refer to our Online and Acceptable Use Policy for further details including Acceptable Use policies. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Staff have training in E-safety, through briefings, staff meetings and the Camden Learning Centre.
- 15.8 We ensure that children are safe from potentially harmful and inappropriate content including terrorist and extremist material when accessing the internet on school systems through appropriate levels of filtering, internet safety rules and e-safety education within the curriculum, in line with our teaching and as articulated within our policies e.g. the *Online and Acceptable Use Policy*. Our filtering systems are reviewed annually taking reference of '[Meeting digital and technology standards in schools and colleges](#)'. However, we are careful to ensure "over blocking does not lead to unreasonable restrictions. We have a whole school approach to on-line safety, including a clear policy on the use of mobile technology – these are only permitted in cases where parents of children in Year 6 request that their child carries a mobile phone when they walk to school. In this instance permission must be sought from the School and any mobile phone left in the safe in the school office until the end of the day. We ensure staff are appropriately trained in on-line safety. Children understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise young people, especially children and vulnerable adults. We support parents in providing links to up-to-date advice and guidance on Internet-Safety, social media and on-line radicalisation through [CEOP](#) (<https://www.ceopeducation.co.uk/>) also helpful is the Google Legends <https://www.google.co.uk/safetycenter/families/legends>.
16. **Use of mobile phones, cameras, electronic devices inclusive of the Early Years Foundation Stage (EYFS):**
- 16.1 The School's policy on the use of mobile phones and cameras in School, including the EYFS setting is set out in the *Online and Acceptable Use Policy* and in the *Staff Behaviour Policy* (Code of Conduct). For clarity, staff personal phones and devices should be kept in a secure location that is inaccessible to children. EYFS staff may not take any personal electronic devices into the EYFS setting and will secure any personal devices in staff allocated lockers outside of the EYFS setting. Children are not allowed to have any mobile devices in School although in Y6 they may carry a phone if they are walking to School but it must be handed in on arrival and kept in the School Office until the end of the day. Phones may only be brought to School on these terms if agreed in advance with the School.
- 16.2 Staff must not take images of children using personal mobile telephones, cameras or any other digital device. This applies to the whole school setting as well as the EYFS. Images may only be taken using school devices and for an

approved and legitimate purpose e.g. to record pupil achievement / progress. If there are exceptional circumstances for mobile devices other than the official school camera / equipment to be used, this may only be with the Headteacher's consent.

16.3 Appropriate consents for taking and displaying photographs must be obtained from parents where appropriate in line with the guidelines set out in the Online and Acceptable Use Policy 'Use of Digital Images'. Any images or recordings should only be taken, edited or stored on school computers. Photographs or recordings should only be made where there is a legitimate school purpose; a child's privacy and dignity must be preserved always. Images or recordings should not be transmitted to third parties without permission of the Headteacher or parents of the child involved.

16.4 The School's *Acceptable Use Policy* sets out the expectations for children and parents on the use of mobile phones and cameras whilst at the school. Staff should not use any other electronic device capable of capturing images of children other than that provided by the school. This is in line with the whole school policy on the use of mobile phones and cameras. The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school. For more details, please see the *Online and Acceptable Use Policy*.

17. **EYFS – Additional Requirements:**

17.1 The safeguarding policy which applies to the rest of the school also applies to the EYFS and details our procedures for safeguarding in the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 24 hours, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

18. **Disqualification (early years and later year's provision):**

18.1 While 'disqualification by association' has been abolished, 'disqualification' has not, but it now applies to the 'individual' and not those to whom they were or are associated. Under section 76(3) of the Childcare Act 2006, schools are prohibited from employing a disqualified person in connection with relevant childcare provision if they are found to have committed an offence that is included in the 2018 regulations, including:

- being convicted of a relevant offence;
- on or after 6 April 2007, being given a caution for a relevant offence;
- on or after 8 April 2013, being given a youth caution for a relevant offence.

A self-declaration form is incorporated into the appointments process and this is updated annually. These checks are recorded in the SCR.

19. **Induction and Ongoing Training for all staff, temporary staff, volunteers and the Headteacher and Governors / Trustees in line with LSCP advice (see separate Staff Induction Policy):**

19.1. Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with LSCP criteria, as required by KCSIE (DfE: 2024). All staff and governors are provided with copies of key documents which they are required to understand. For staff who cannot read English, our school takes steps to ensure that they understand key information. This includes the active promotion of British values and an understanding of extremism and radicalisation and child exploitation. All our staff are made aware of the systems which supports safeguarding in our school and these are explained to them, as part of their staff induction. This includes:

- the child protection policy (safeguarding policy); the identity of the DSL and Deputy DSL's and information about their roles (such as the implications for mental health and pastoral care and how to identify children at risk of radicalisation); online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;

- the staff code of conduct (which covers as a minimum, acceptable use of technologies, staff /child relationships and communications, including via social media and whistleblowing);
 - Part One of KCSIE (DfE: Sept. 2024) and 'Annex B' (which includes some types of abuse formerly mentioned in Part One of KCSIE) and copies of policies (behaviour management policy, anti-bullying policy, whistleblowing policy, Children missing in education and e-safety including cyber bullying);
 - ensuring all staff are sensitised to act when any incident may be referred to as bullying, tyrannize, terrorise, intimidate, harass, etc., even if the alleged person has no history of that behaviour.
 - It should be noted that Annex A can be given as an alternative to reading the full safeguarding policy, to a person involved in the School in a capacity that does not involve any regular contact with the children e.g. the cleaner who is not on site when the children are around.
 - All governors are provided with safeguarding training (including online safety) which equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and robust.
- 19.2. We assist staff in understanding and undertaking their roles and responsibilities as set out in Part One of KCSIE. This includes talking new staff through the content of Part One in a level and depth appropriate and proportionate to the person and/or to the particular role for which they are being inducted. There is also training and reminders in staff meetings. The DSL monitors the outcome of staff training through post-training discussions with staff, highlighting any gaps in staff knowledge or failings on procedures. All staff undertake prevent awareness training and are able to refer children to the DSL for further help. Staff are informed of arrangements to listen to children, helplines and other systems to gain views and insight. When relevant, we would work in partnership with our local Prevent co-ordinator. When available in our local authority for our children's age group, WRAP training will be provided for all staff.
- 19.3. In addition, all staff receive safeguarding and child protection updates (for example staff meetings) as required but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. Our Staff are also made aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- 19.4. Our staff receive annual e-safety training (including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), which looks at emerging technologies strategies to support online safety and highlighting key requirements from our *Online and Acceptable Use Policy*.
- 19.5. Our staff are made aware of the process for making referrals to MASH and statutory assessments under the Children Act of 1989 that may follow a referral, along with the role they might be expected to play in such assessments. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture. This applies not only to new staff but also those already in post.
- 19.6. All staff members and the Chair will undertake appropriate child protection training regularly i.e. every 3 years as a minimum for all staff (Saint Christina's provides an annual update to all staff), with the DSL and Deputy DSLs attending training every 2 years in line with requirements within KCSIE (DfE: September 2024), inter-agency working. Such training will include local inter-agency protocols and training in accordance with the Bi-Borough approach to Prevent duties. Prevent training is included at the beginning of school year INSET.
- 19.7. The governing body and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- 16 **Listening to the wishes of children and young people:** If Saint Christina's becomes aware that a child is at 'risk of harm' or 'in need', a referral to the MASH will be completed regardless of the child's or parent's wishes. We believe it is critical that our children have an adult who they can trust, and Saint Christina's ensures that there are appropriate systems so children know who they can turn to and that staff will listen to them. These include: The School Council (child Voice); Staff and therapists; Spiritual, Moral, Social and Cultural (SMSC) Curriculum and Helplines such as NSPCC and Child line (Contact numbers are at the end of this policy). Saint Christina's actively encourages a sensitive and open 'listening' environment in which staff and children may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school's

whistleblowing policy should they have any concerns about the handling of safeguarding matters either in general or in specific cases.

20. **Looked After Children:** The Governors will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority. School staff will always participate in looked after reviews and meetings. This includes the child's social worker and virtual Headteacher, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the child's legal status. In our school this person is the Deputy DSL who also functions as a Phase leader (Dan Burke for EYFS/KS1 and Louise Ellisdon for KS2).
21. **Child Mental Health:** Saint Christina's takes its responsibilities towards children that may be experiencing mental health difficulties seriously. We provide support including having links with therapists, psychiatrists and the NHS. The staff team being responsible for the safety and well-being of children, operate an 'open door' policy to encourage children to seek help themselves and for staff to refer any concerns so they are dealt with quickly and appropriately. We work closely with these professionals to maintain the child's safety within school and adhere to any advice and guidance we are given. We want to make sure our children are happy, healthy and thrive and understand we all need a little help from time to time with the busy and stressful lives we have today.
22. **Children Missing Education (CME) and Missing Children (see separate CME Policy):** Our staff will follow the school's procedures for dealing with children who go missing, particularly on repeat occasions (including unexplainable and/or persistent absences from education) as outlined in the separate **Children Missing Education Policy**. Understanding CME forms part of the Staff Induction Programme (please refer to the separate Staff Induction Policy). They should act to identify any risk of abuse, neglect and exploitation, including sexual abuse or exploitation. We have appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE. (DfE: September 2024).
23. **Admissions and Attendance Registers:**
- 23.1 Saint Christina's has an admissions register and an attendance register. We follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than one day of a child who is on a Child Protection Plan. Additionally, the DSL will notify the applicable local authority (within which the child resides) when not at Saint Christina's of any child who is going to be deleted from the admission register, where the child:
- has 10 days or more continuous absence from school without an explanation, or has been taken out of school by his/her parents and is being educated outside the school system e.g. home education; has ceased to attend Saint Christina's and no longer lives within reasonable distance of Saint Christina's, or has left school suddenly and the destination is unknown or has not taken up an allocated school place as expected;
 - has been certified by a doctor as unlikely to be in a fit state of health to attend Saint Christina's before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend our school after ceasing to be of compulsory school age;
 - is in custody for a period of more than four months due to a final court order and Saint Christina's does not reasonably believe he/she will be returning at the end of the period or, has been permanently excluded.
- 23.2 The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the child's name from the register. This will assist the local authority to fulfil its duty to identify children of compulsory school age who are missing in education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or exploitation.

- 23.3 Children being withdrawn from School: If a child is withdrawn from the school, all efforts will be made to identify the school to which the child is being admitted; their confidential educational and child protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the Education Welfare Service (EWS), unless Saint Christina's has safeguarding concerns about the child in which case it will be MASH.
24. **Records and the sharing of information with relevant agencies:** All staff are aware that DPA and GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Written notes will be kept of all incidents relating to individual children. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept locked and separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared appropriately with the parents/guardians/carers in advance of any meetings. Referrals made to Saint Christina's are recorded on the Inter-Agency Referral form or as advised by them. All concerns, discussions and decisions made and the reason for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the DSL. As part of meeting a child's needs we recognise the importance of information sharing between our professionals and local agencies and we follow procedures set out in 'Working Together to Safeguard Children' (HM Gov: 2018). Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.
- 24.1 Where children leave the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The DSL will ensure secure transit, and confirmation of receipt should be obtained. This transfer will be separate from the main pupil file.
25. **Admissions form:** Our admissions form includes a request to determine if a child currently has or has had a social worker, the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
26. **School website safeguarding statement:** To ensure the privacy and safety of children where children are named, only their first names are given. Where a photograph is used, which shows a child, only a first name is displayed. When choosing photographs for the website, the school is mindful of the way children may appear in them and will not include images which are in any way inappropriate. Saint Christina's follows a policy of seeking parent, guardian or carer's permission before using images which show children on the website or in the local press. The list showing the children who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about children is published on the website such as surnames or contact details.
27. **Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour:** Guidance is provided in the Saint Christina's Staff Code of Conduct and Teachers' Standards on how adults can ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child (for example, in one-to-one tuition, sports coaching, conveying a child by car, engaging in inappropriate electronic communication with a child, and so on). The staff Code of Conduct is wide-ranging and covers staff / children relationships and communications including use of social media, "breach of trust" and expands on the whistle-blowing statement in this policy. In addition to this a range of policies amplify all of these areas. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of children at all times.
28. **Physical restraint:** Our policy on physical restraint is compliant with the Local Authority's 'Physical Restraint in Schools' guidance along with guidance from the DfE (*Use of Reasonable Force in Schools, 2013*). Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We understand that physical intervention, of a nature that causes injury or distress to a child, may be considered under child protection or disciplinary procedures. See ***Pupil Contact Policy***.

29. **Children who are particularly vulnerable:** Our School recognises that some children are more vulnerable to abuse, neglect and exploitation and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures, which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.
- 29.1 In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers; lack of access to a trusted adult or not being aware that what they are experiencing is abuse. Our staff are alert to all of our children, some of whom have longer-term medical conditions and some of whom have special educational needs or disabilities. Particular vigilance will be exercised in respect of children who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing).
- 29.2 If a child discloses that he/she has witnessed domestic violence, or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to MASH and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.
30. **Safeguarding Disabled children and children with Medical Conditions:** Our staff are aware that disabled children experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled children may be more vulnerable to abuse because they may have fewer outside contacts than other children; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication barriers and difficulties in managing or reporting challenges that they are facing; fear losing services; are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children (e.g. bullying, sexual assault, intimidation) and difficulties around cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so. Our staff are alert to the medical needs of children including those children with longer term medical conditions and understand that additional barriers can exist when recognising abuse, neglect and exploitation 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;
 - The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Any reports of abuse involving children with SEND will require close liaison with the DSL and the SENCO. Extra pastoral support and attention will be given in such circumstances along with appropriate support for communication.

31. **Whistleblowing:** Our separate Whistleblowing Policy is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have an open environment and culture of safety where staff feel free to raise concerns. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Saint Christina's has regard to KCSIE (September 2024) and as a result has clear processes for reporting and recording allegations

32. **Working in Partnership and Responding to Parents and Carers:** Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child’s class teacher or the Headteacher, who will notify the DSL in accordance with these procedures.
33. **Young carer:** A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).
34. Our school operates these safeguarding procedures in line with locally-agreed inter-agency procedures. Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references which have been used in formulating this policy along with the forms required to be completed when referring to Children’s Social Care and the LADO and the Proprietor’s annual Safeguarding Audit and Review.

Legal Status (statutory and best practice guidance)

- ISI Framework for the inspection of association independent schools (September 2023)
- The Children and Social Work Act (2017)
- Disqualification under the Childcare Act 2006 (updated 2018)
- Mental health and behaviour in schools (November 2018) and Counselling in schools: a blue print for the future (February 2016)
- What to do if you’re worried a child is being abused (HM Government: March 2015)
- Working Together to Safeguard Children 2023 (WTSC).
- Prevent’ Counter-Terrorism and Security Act 2015 (HM Government: 2015) inclusive of the Prevent Duty Guidance: for England and Wales (2023) (Prevent).
- This policy is consistent with Keeping Children Safe in Education (KCSIE) (DfE: 2024) incorporates the additional statutory guidance,) along with the Disclosure and Barring Service (DBS) Code of Conduct.

Specialist Organisation: Lucy Faithfull Foundation, NSPCC, Rape Crisis, UK Safer Internet Centre

Support for victims: Rape Crisis, Victim Support

Toolkits: NSPCC, Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire

Further information on confidentiality and information sharing: Gillick competency Fraser guidelines, Government information sharing advice, NSPCC: Things to know and consider

Further information on sexting: UKCCIS: sexting advice, London Grid for Learning- collection of advice

This policy has been compiled in conjunction with and reference to the following related documents which are:

- **Available on the Saint Christina’s website and/or also on request from the school office:** Anti-bullying, Behaviour Management including Discipline, Sanctions and Exclusions; Physical Restraint; Preventing Extremism and Radicalisation Policy; First Aid; Educational Visits and Off-site Activities; Online and Acceptable Use Policy; Personal, Social, Health and Economic Education (PSHE); Relationships and Sex Education (RSE); Special Education Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral, Social and Cultural (SMSC) Development; Whistleblowing, Staff Code of Conduct; *Keeping Children Safe in Education Information for all school and school staff* (DfE: September 2024).
- **Available within the Policy Library:** Safer Recruitment policies and procedures including the selection and appointment of staff; *Keeping Children Safe in Education. Statutory guidance for schools and school.* (DfE: September 2024); Appendix: – Safer Recruitment Flowcharts. All Staff existing and new are required to read Part 1 and Annex B of KCSIE September 2024 and sign to say they have understood it.

Confidentiality: We regard all information relating to individual child or adult protection issues as confidential and we only pass information on to appropriate persons. The School will co-operate with MASH and police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of 'Working together to Safeguard Children' (2023). Our staff know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. ChildLine: 0800 1111.

APPENDIX 1 - TYPES AND SIGNS OF ABUSE, NEGLECT AND EXPLOITATION INCLUDING POSSIBLE INDICATORS WHICH ARE IDENTIFIED IN KEEPING CHILDREN SAFE IN EDUCATION (DfE: SEPTEMBER 2024)

Types of Abuse, Neglect and Exploitation Including Specific Safeguarding Issues: We are aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another and could include:

Abuse, neglect and exploitation; Neglect (physical or emotional); Physical abuse; Emotional abuse; Peer abuse; Extremism/radicalisation; Domestic violence; Drug/alcohol abuse; Emotional abuse; Abuse of trust; Sexual abuse; Children who sexually abuse; Witnessing domestic abuse or violence; Child sexual exploitation (CSE); Child exploitation and e-safety; child sexual exploitation; child exploitation and e-safety; Female genital mutilation (FGM); Forced marriages; Fabricated or induced illness; Faith abuse; Safeguarding disabled children; Disability and vulnerability; Honour-based abuse vulnerable groups; Bullying including cyberbullying; Vulnerable children; Children in need; Child missing education (Children who run away or go missing); Child missing from home or care; Missing children and adults strategy; Young carers; Cared for children and significant harm; Gangs and youth violence; Gender-based violence/violence against women and girls (VAWG); Hate; Mental health; Private fostering; Preventing radicalisation; Teenage relationship abuse; Sexting; Trafficking. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and schools on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ and other government websites:

1. **PHYSICAL ABUSE: The nature of physical abuse:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.
 - 1.1. **Indicators of physical abuse/factors that should increase concern include:**
 - multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
 - marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
 - bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
 - recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.
2. **EMOTIONAL ABUSE:** Definition of emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
 - 2.1. **The nature of emotional abuse:** Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse, neglect and exploitation have emotional effects although emotional abuse can occur by itself. Witnessing someone harming

another person – as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

- 2.2. **Indicators of emotional abuse:** Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.
- 2.3. **Behavioural indicators of neglect include:** constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.
- 2.4. **Behaviour:** acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (‘I’m stupid, ugly, worthless etc.’); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.
- 2.5. **Social issues:** withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.
- 2.6. **Emotional responses:** extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.
3. **SEXUAL ABUSE:** The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation (CSE):

- 3.1. **CSE** is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. A list of indicators for CSE (and CCE as they often overlap) are included in the ‘Specific Safeguarding issues’ section.
- 3.2. **Indicators of sexual abuse: Physical observations include** damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.
- 3.3. **Sharing nudes and semi-nudes:** ‘Sharing nudes and semi-nudes’ means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s

AirDrop which works offline. The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include ‘dic pics’ or ‘pics’.

- 3.4. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:
- Children and young people find nudes and semi-nudes online and share them claiming to be from a peer
 - Children and young people digitally manipulate an image of a young person into an existing nude online
 - Images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame
- 3.5. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. Nude or semi-nude images, videos or live streams may include more than one child or young person. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex. There are also a range of risks which need careful management from those working in education settings. Although the production of such images will likely take place outside of education settings, sharing can take place and issues are often identified or reported in schools. Education settings need to be able to respond swiftly and confidently to make sure children and young people are safeguarded, supported and educated. Although the production of such images will likely take place outside of education settings, sharing can take place and issues are often identified or reported here. Education settings need to be able to respond swiftly and confidently to make sure children and young people are safeguarded, supported and educated.
- 3.6. In order to ensure an appropriate and proportionate response to an incident of nudes and semi-nudes being shared, Saint Christina’s will follow the guidance advice and use the Finkelhor and Wolak’s typology of youth-produced imagery cases to define and assess incidents according to motivations.

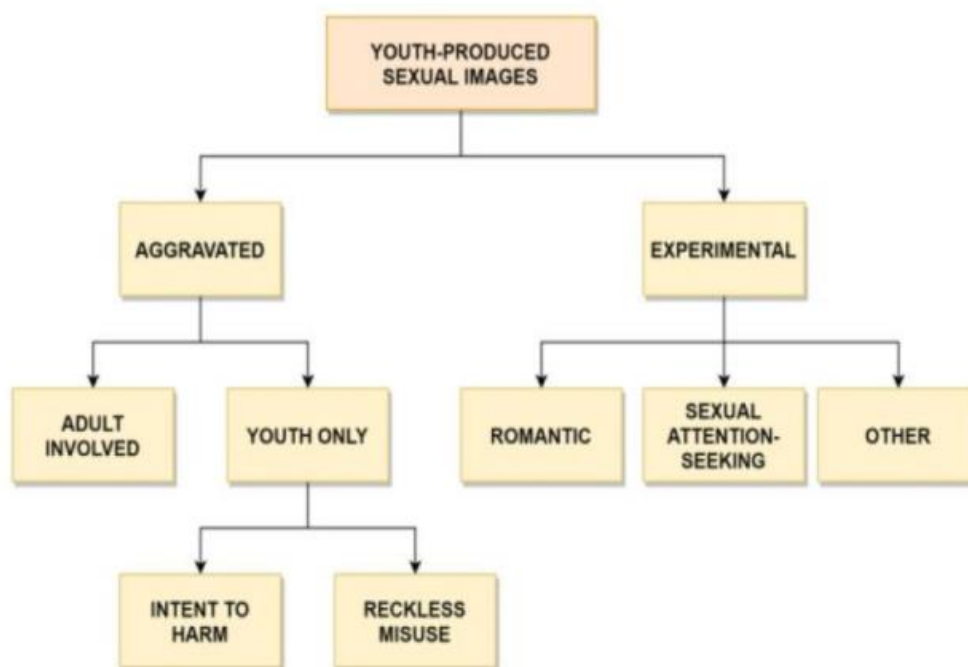


Fig 1: Sexting, a typology (Finkelhor and Wolak)

- 3.7. All incidents of this nature should be treated as a safeguarding concern and in line with the guidance ‘Sharing Nudes and semi-nudes advice for education settings’
- 3.8. When an incident involving nudes and semi-nudes comes to the attention of any member of staff:

- the incident should be referred to the DSL (or equivalent) as soon as possible. If applicable, the member of staff should confiscate any device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.
 - the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
 - there should be subsequent interviews with the children or young people involved (if appropriate)
 - parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
 - a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process
- 3.9. An immediate referral to police and/or children's social care through the MASH or equivalent should be made if:
- The incident involves an adult.
 - There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
 - What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
 - The images involves sexual acts and any pupil in the images or videos is under 13.
 - You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.
- 3.10. If none of the above applies, then the DSL will consider if;
- There is a significant age difference between the sender/receiver;
 - There is any coercion or encouragement beyond the sender/receiver;
 - The imagery was shared and received with the knowledge of the child in the imagery;
 - The child is more vulnerable than usual i.e. at risk;
 - There is a significant impact on the children involved;
 - The image is of a severe or extreme nature;
 - The child involved understands consent;
 - The situation is isolated or if the image been more widely distributed;
 - There are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
 - The children have been involved in incidents relating to youth produced imagery before.
- 3.11. If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.
- 3.12. The UKCCIS has issued guidelines, 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'. The DSL should use the full advice in dealing with incidents and not the abbreviated summary designed for teachers and other school staff. The latest version of these guidelines will be found through the following search on the UKCCIS website: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'. An overview on how to deal with these matters for teaching and non-teaching staff is attached as Appendix 12.
- 3.13. **Removal of sexual images/videos:** If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the [Internet Watch Foundation \(IWF\)](#). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.
4. **NEGLECT** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate

food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

4.1. **Indicators of neglect:** The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

4.2. **Physical indicators of neglect include:** constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

SPECIFIC SAFEGUARDING ISSUES

Our staff are aware of safeguarding issues - some of which are listed below. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Our staff are aware safeguarding issues manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Our staff are clear as to the school or school's policy and procedures with regards to child-on-child abuse.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse may be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become

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pregnant.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

COUNTY LINES: County lines is a form of Child Criminal Exploitation (CCE) and 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 be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. 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.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Where a child has been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim, this may be an indication of County Lines.

If a child is suspected to be at risk of becoming, has been or is actively involved in county lines, a safeguarding referral should be considered alongside consideration of the availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society County Lines Toolkit For Professionals

<https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Modern Slavery and the National Referral Mechanism: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime: Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

MENTAL HEALTH: Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse

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childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. More information can be found in the Mental health and behaviour in schools guidance, <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>, colleges may also wish to follow this guidance as best practice.

FEMALE GENITAL MUTILATION (FGM): This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Circumstances / symptoms that may point to FGM happening:

- A child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; Difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

Mandatory reporting duty: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure / identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18). The mandatory reporting duty is a personal one. Government guidelines ('Mandatory Reporting of FGM – procedural information', 2020) indicates that a report should be made within 24 hours – or by the close of the next working day. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining children, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still discuss any such case with the school or school's designated safeguarding lead and involve children's social care as appropriate. This is particularly important in a School which has a significant number of girls. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

HONOUR-BASED ABUSE (HBA): So-called '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. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators of Honour-based abuse: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and schools) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions if HBA is suspected: If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. In the social context of the school or school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child

(adult's words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. **We become concerned if the child or young person** is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

SERIOUS VIOLENCE

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

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

FORCED MARRIAGE: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines (link below), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

[The right to choose: government guidance on forced marriage.](#)

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

PRIVATE FOSTERING ARRANGEMENTS: A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Saint Christina's recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Children's Services of the circumstances.

DOMESTIC ABUSE: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent 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 government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. 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. Experiencing domestic abuse 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. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

BULLYING - Please also refer to our anti-bullying policy which sets out our procedures in order to prevent bullying and to deal with it if and when it occurs within the school. This may be defined as deliberate, often (but not exclusively) repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring
- Racial: taunts, graffiti and gestures; Religious / cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the child has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

RADICALISATION:

Preventing radicalisation *Note: preventing radicalisation section of KCSIE 2024 remains under review, following the publication of a new definition of extremism on the 14 March 2024.*

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our school's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, 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 a deputy) making a Prevent referral.

The Prevent duty

The school is subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty. The Prevent duty is part of our wider safeguarding obligations.

The school seeks to discharge its duty by ensuring that all staff are alert to such a possibility occurring through regular training. We seek to educate and build up the resilience of pupils to radicalisation through assemblies, class discussions and the teaching of PSHE alongside the active promotion of fundamental British values within all that we do.

Where there is a suspicion that a child is being radicalised or drawn into any form of extremist group or regimen, the same procedure that is used where any form of abuse is suspected will be followed and the appropriate authorities alerted.

As with managing other safeguarding risks, 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 professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. This may be done in discussion with parents and pupils but is **not** dependent on their consent where there are reasonable grounds that a child may be at risk.

The School has a specific Risk Assessment in place to assess the risk of children being drawn into terrorism.

Channel: Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

FURTHER GUIDANCE FOR STAFF: INDICATORS OF SIGNIFICANT HARM

The following guidance is set out here within this policy to aid staff and supplement the specific guidance given in the section above. It is not a comprehensive guide, nor does the presence of one or more factors prove that a child is being abused, but it may indicate that further enquiries should be made.

The following factors should be taken into account when assessing risks to a child. It is not an exhaustive list.

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- a) an unexpected delay in seeking treatment that is obviously needed;
- b) an unawareness or denial of any injury, pain or loss of function;
- c) incompatible explanations offered or several different explanations given for the child's illness or injury;
- d) a child reacting in a way that is inappropriate to his/her age or development;
- e) reluctance to give information or failure to mention previous known injuries;
- f) frequent attendance at Accident and Emergency Departments or use of different doctors and Accident and Emergency Department;
- g) frequent presentation of minor injuries(which if ignored could lead to more serious injury);
- h) unrealistic expectations/consistent complaints about the child;
- i) alcohol misuse or other substance misuse;
- j) a parent's request to remove a child from home or indication of difficulties in coping with the child;
- k) domestic violence;
- l) parental mental ill health;
- m) the age of the child and the pressures of caring for a number of children in one household;
- n) homelessness - does the child have a secure family home and setting to return to each day;
- o) the court system - is the child subject to any court proceedings or within the 'court system';
- p) does the child have members of family in prison?

Further Indicators of Significant Harm: The NSPCC outlines specific indicators which might point to possible signs of abuse. Children develop and mature at different rates. So what's worrying for a younger child, might be normal behaviour for an older child. If a child looks or acts a lot older or younger than their age, this could be a cause for concern. However, if a child develops more slowly than others of a similar age and there's not a cause such as a physical or learning disability, it could be a sign that they are being abused.

Signs for all age groups:

- Talks of being left home alone or with strangers.
- Poor bond or relationship with a parent, also known as attachment.
- Acts out excessive violence with other children.
- Lacks social skills and has few if any friends.

Signs for under 5s:

- Doesn't cry or respond to parent's presence or absence from an early age.
- Reaches developmental milestones late, such as learning to speak, with no medical reason.
- Significantly underweight but eats well when given food.

Signs for 5-11 year olds:

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.

Signs for 11-16 year olds:

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.

- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for sports etc.

APPENDIX 2 – MAIN RESPONSIBILITIES OF THE DSL, DEPUTY DSL, TRUSTEES AND THE HEADTEACHER:

Designated Safeguarding Lead (DSL) and Deputy DSL: They are members of the school’s senior leadership (SLT) with the status and authority to carry out the duties of the posts of DSL/Deputy DSL and /Deputy Prevent Officers. The Deputy DSL will act as DSL in the absence of the DSL and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below

The core responsibility of the DSL, who is a member of the SLT, is to take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place), maintaining an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This is explicit in the job description. The DSL, who has the status and authority within the school to carry out the duties of the post is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable, these duties will be carried out by the Deputy DSL:

Managing Referrals includes: The DSL is expected to:

- Refer cases of suspected abuse to the local authority children’s social care as required;
- Support staff who make referrals to local authority children’s social care and the Channel programme;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel Programme;
- To liaise with the Chair for Safeguarding Issues and all Trustees along with informing SLT and key staff, alongside the LADO, via weekly SLT meetings, staff updates where applicable;
- Keep staff aware of child protection procedures and ensure staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.
- Refer cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the police as required.
- **Work with others:**

The designated safeguarding lead is expected to:

- Act as a point of contact with the safeguarding partners;
- liaise with the Headteacher to inform him of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019. Additionally, the DSL will liaise with the local authority in order to obtain ‘early help’ and support for children in accordance with Section 17 Children Act 1989. [PACE Code C 2019](#)
- As required, liaise with the “case manager” (as per part four) and the LADO at the local authority for child protection concerns in cases which concern a staff member; and
- liaise with staff (especially pastoral support staff, school nurses; IT technicians, SEN staff etc) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake training: the DSL and deputy DSLs undergo training specific to be updated every 2 years. In addition, they refresh their knowledge and skills in order to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special needs and young carers;

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- Understand relevant data protection and regulations, especially the Data Protection Act 2018 and the general Data Protection Regulation;
- Understand the importance of information sharing, both within the school, and within the three safeguarding partners, other agencies, organisations and practitioners;
 - are able to keep detailed, accurate, secure written records of concerns and referrals, 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
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness, which includes:

- ensuring the school's child protection policies are known, understood and used appropriately;
- ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensuring the child protection policy is publicly available and parents are aware of the fact that referrals about suspected abuse, neglect or exploitation may be made and the role of the school in this;
- linking with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policy of safeguarding;
- help promoting educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker or have had a social worker are experiencing, or have experienced, with teachers and school leadership staff.

Child protection File:

- Where children leave our school, we ensure their child protection file is transferred to the new school as soon as possible, and **within 5 days** for an in-year transfer or with the **first 5 days** of the start of a new term. This will be transferred separately from the main child file, ensuring secure transit and a confirmation of receipt should be obtained. The sharing of information with a new school may be done in advance of a child leaving Saint Christina's if it would mean that ongoing support at the point of transfer may be maintained or put in place in advance where this is critical.
- Where a child joins Saint Christina's the DSL will advise of any safeguarding information and ensure key staff are informed such as the Headteacher, DDSLs and the SENCO as required.

Availability:

During term time the DSL should always be available during School hours, for staff to discuss any safeguarding concerns. 'Available' can include being contactable on the phone or digitally (e.g. Skype / Zoom).

During the holidays, the School is invariably manned allowing for contact to be made with the DSL or the DDSLs / Headteacher at need.

Governors/Trustees): The Governors/Trustees, who receive from the DSL / Headteacher a safeguarding report at each meeting has a corporate responsibility for all safeguarding matters relating to the children of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, the Governors will:

- liaise with the senior leadership of the school, the DSL and Deputy DSLs, holding them to account on matters relating to safeguarding and also liaise with the SSCB and LADO as and when required by this policy;

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- with the DSL, jointly produce the written annual review and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols; monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSLs who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out, on each visit to the school, if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHE;
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (WT) (HM Government: 2023) through effective communication and cooperation with local agencies.

The Headteacher (DSL trained) will:

- ensure that the safeguarding and child protection policy and procedures adopted by the Governors are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of children is dealt with in accordance with the school's Whistleblowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith; ensure that child's safety and welfare are addressed through the curriculum and
- be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.

In addition to these responsibilities, where an allegation is made against a member of staff the Head / DSL will act in line with the separate **Allegations Against Staff Policy** which defines the detailed procedures and set of responsibilities in these instances. These are taken entirely from KCSIE (2024). For clarity these actions will include:

- The Headteacher (DSL in his absence) will refer, child protection allegations / cases of suspected abuse which concern a member of staff or volunteer to the LADO in line with the **Allegations Against Staff Policy**.
- The Headteacher (DSL in his absence) will refer the Disclosure and Barring Service where a person is dismissed / removed (or would have been) or left due to risk/harm to a child and/or the police if a crime may have been committed.
- Where the school, dismisses or ceases to use the services of a teacher because of **serious misconduct**, or might have dismissed them or ceased to use their services had they not left first, the Headteacher must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002, who will then determine if there is a case to answer and refer to the TRA (Teacher Regulation Agency) as necessary (see 'Allegations Against Staff Policy'.

APPENDIX 3 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO) / LADO referral form

The role of the LADO is set out in *Working Together to Safeguard Children (2023)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and SSCB Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has: behaved in a way that has harmed or may have harmed a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation: These are a police investigation of a possible criminal offence; enquiries and assessment by children's social care about whether a child is in need of protection or in need of services and consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies; ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made. Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

LADO Consultation / REFERRAL Form

This form is the initial method of contact with the Local Authority Designated Officer (LADO). This form must be filled out before a telephone consultation is held. The Duty LADO will call you back on receiving the referral or at least within 24 working hours. After a discussion with the referrer, a decision will be made as to LADO threshold or not, and guidance will be given about next steps.

All information will be kept confidential and secure by the LADO team. The information may be shared with Senior managers on a need to know basis.

Please complete as much of the form as you can, we appreciate that some parts may need to be completed later.

It is important that you do not delay the referral process due to lack of all the information, we would welcome you sharing all the information you have at this time.

We would advise that you do not start an internal investigation until you have discussed the possible concerns/ allegation with the LADO.

If you are of the view that a child/ children are at immediate risk of significant harm, then a call to the Police and or Children Services must be made Straight away.

Consultation Box: If LADO threshold is met you will be asked to complete the rest of the form with full details.

Name of Referrer	
Name and address of organisation	
Contact email and phone number	
Brief summary of Concern/ Allegation (you can use initials on this form to explain who is the staff or child)	

Referral of concerns about an adult who works with children (LADO Referral)

Referral Date:	Borough
----------------	---------

<i>The PROFESSIONAL or VOLUNTEER who is the subject of the allegation</i>	
Surname	First name
Date of Birth	gender
Home address	
Borough of residence	
Details of any children at home address	
Other known contacts with children or vulnerable adults	
Date of last DBS (CRB) check and disclosure number	
What information (if any) has been shared with this person at this point?	

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Employment Details
Job title
Professional or volunteer
Name and address of organisation or school
Type of setting, i.e. primary school, residential, foster carers.
If AGENCY worker please provide <ul style="list-style-type: none">• Name of Organisation• Contact (name, number and email)
Local Authority, private or voluntary sector
Category
Have there been any previous allegations or concerns about this person? Dates and details:
Details of referrer
Name of person dealing with this allegation <ul style="list-style-type: none">• Title• Name• contact number• Email address
HR contact <ul style="list-style-type: none">• Organisation• Name and Contact number• Email address

Details of the child / children who have made the disclosure / who are the subject of concern	
For each child:	
Name	
Address	
Date of birth	gender
Ethnicity	
Name and address of parents/ carers	
Borough of residence	
Is the child aware of this referral?	If not why not?
Are the parents/ carers aware of the referral?	If not why not?
Other relevant information re the child /family	
Known to children's services? <ul style="list-style-type: none">• Fwi / KCICIS number	

<ul style="list-style-type: none"> Brief outline
Has the child /family made any previous allegations?

DETAILS OF THE ALLEGATION OR CONCERN				
<i>Category of Abuse</i>				
Physical	Emotional	Neglect	Sexual	Other (give details)
Please give specific details of the allegation and what has been done so far to include <ul style="list-style-type: none"> When the incident took place Where the incident took place Who made the allegation Were there any witnesses Has there been any injury / have parents been informed / has the child been seen by a medical professional 				
Did an allegation of physical abuse follow an authorised restraint?				

<p>What safeguards have been put in place so far?</p> <ul style="list-style-type: none"> For the child / children For the adult For the family of the adult

<p>Who reported the concern/ Allegation</p> <ul style="list-style-type: none"> Name Title and team Connection to child Connection to alleged person Telephone and email contact

Whilst it will not be necessary to convene a Strategy Meeting with Social Care and the Police on every case, every incident should be recorded on this form and reported to the Local Authority Designated Officer

Please return this form to the LADO inbox - Email:

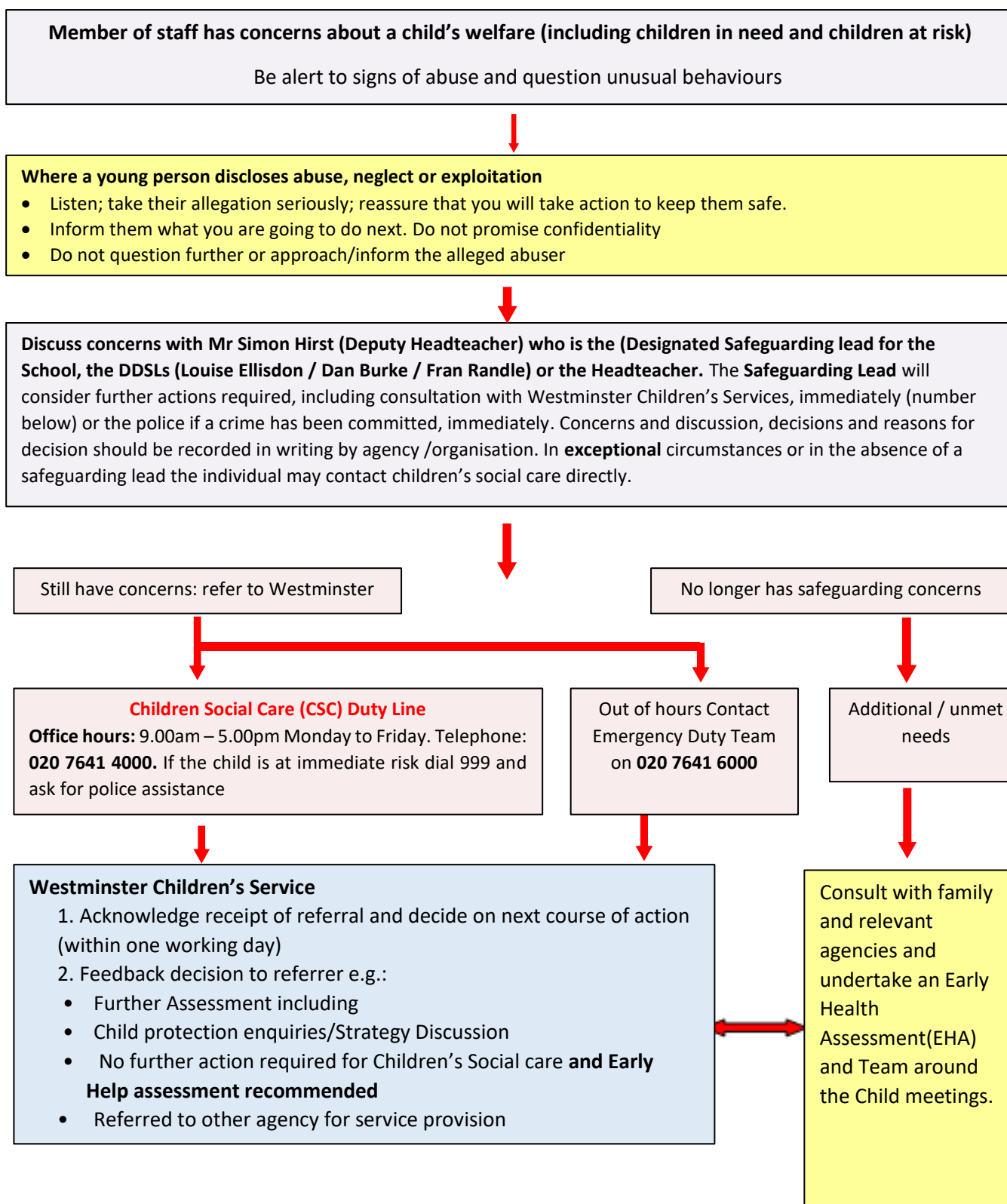
LADO@westminster.gov.uk

KCLADO.Enquiries@rbkc.gov.uk

For official LADO use only

Consultation only and guidance given to referrer. - Date
Meets LADO threshold and guidance given to referrer about next steps. -Date
No further action from LADO/ feedback to referrer and signed posted if relevant. - Date

APPENDIX 4 - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED, NEGLECTED OR EXPLOITED



MAKING A DECISION

Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at: Telephone: 020 8753 3914 or in writing to LSCP c/o 3rd Floor, (Pink Zone), Kensington Town Hall, Horton Street, London, W8 7NX. Website: <https://www.westminster.gov.uk>

IF YOU HAVE ANY DOUBT ABOUT MAKING A REFERRAL OR SEEKING ADVICE IMMEDIATELY TELEPHONE: Westminster Duty Line – 020 7641 4000 Out of hours – 020 7641 2388 020 7641 4000 Out of hours – 020 7641 2388

APPENDIX 5 - ALLEGATIONS AGAINST ADULTS/ STAFF/VOLUNTEERS

Risk of Harm to children

If you become aware that a member of staff/volunteer may have:

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



Report immediately to Headteacher

Any concern or allegation against the DSL or Governors will be reported to the LADO Aqualma Daniel, Safer Organisations Manager and LADO | Aqualma.Daniel@rbkc.gov.uk on 020 7361 3013 unless there is clear evidence to prove that the allegation is incorrect. In cases where the allegation is not against the DSL/Headteacher/Trustee/Governor the Headteacher must:



Report the allegation within one working day to the Local Authority Designated Officer (LADO) team:

The Royal Borough of Kensington and Chelsea duty line is: 0207 361 3013

The Westminster duty line is: 020 7641 7668

The Head of Safeguarding is Sarah Mangold who can be contacted on 07950 808 142.



The LADO will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.



If the allegation threshold is NOT met, the LA Designated Officer will agree with you an appropriate response

(e.g. for the agency to undertake further enquiries or undertake an internal investigation)



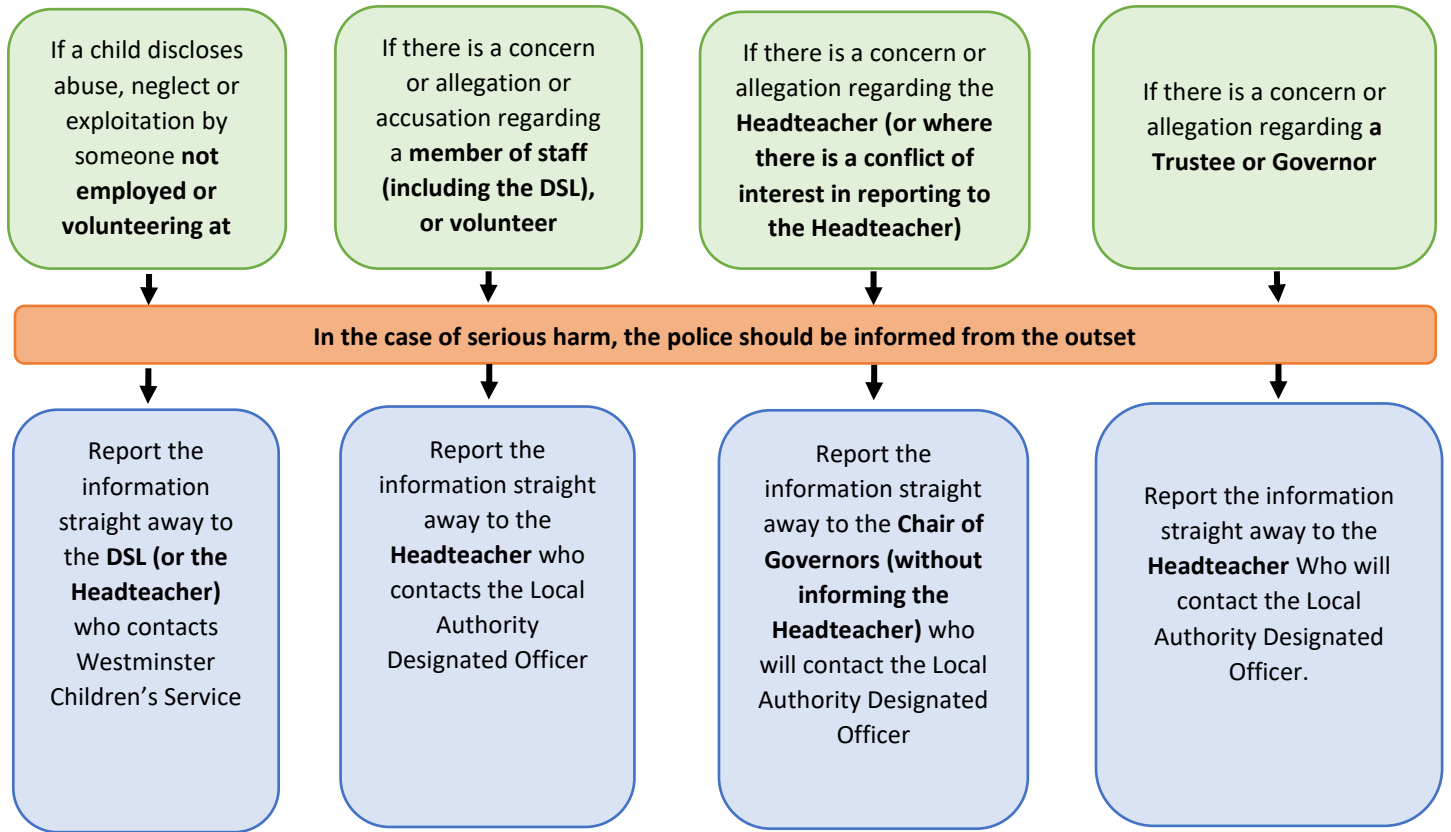
If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the LA Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed –e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

Keeping Children Safe in Education (DfE: September 2024) **makes it clear that anybody can make a direct referral to Children's Social Care (CSC) including the LADO and other external agencies.**

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APPENDIX 6 - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD
A FLOWCHART FOR ALL STAFF, VOLUNTEERS AND GOVERNORS/TRUSTEES

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has or may have harmed a child; possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.



Keeping Children Safe in Education (DfE: September 2024) makes it clear that anybody can make a direct referral to Children's Social Care including the LADO and other external agencies.

Co-operation with the Local Authority: We cooperate entirely with any investigation carried out by the Local Authority, including those involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE (DfE: September 2024).

Availability: During term time, the DSL (or deputy DSL) should always be available during school hours for staff to discuss any safeguarding concerns. Our school will organise adequate and appropriate cover arrangements for any out of hours/out of time activities and also during school holidays.

APPENDIX 7 – WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, A FLOW CHART FOR ALL STAFF, VOLUNTEERS AND GOVERNORS

The following sequence of events should be adhered to:

Create a safe environment

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.



Listen

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise confidentiality. Do not make promises you cannot keep or ask leading questions. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.



Talking to the child

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure over and over.



Record

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record the child's name, address and date of birth along with the child's behaviour, emotional state. Make your record as soon after the disclosure has been made to preserve accuracy.



Do not take responsibility

- Only tell those people that it is necessary to inform.
- Do not try to investigate the allegation yourself.
- Immediately consult the DSL in the first instance or the DDSLs or Headteacher (DSL trained) if the DSL cannot be contacted, so that any appropriate action can be taken to protect the child if necessary.
- The Designated Safeguarding Lead will consider the information and decide on the next steps.
- Do not approach or inform the alleged abuser.

APPENDIX 8 - A CHILD PROTECTION GUIDE - CUE CARD

A Child Protection Guide - A Cue Card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designed Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else:

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Refer the matter to the DSL and create a record of the disclosure using the 'child's own words. Do not investigate the issue yourself and do not interrogate the child. Accept the disclosure and ensure that any comments you make as a natural part of that conversation are objective and not 'leading' in nature.

You receive an allegation about a member of staff or yourself:

1. Immediately inform the Headteacher of the allegation (unless the allegation is about the Headteacher in which case, inform the Chair of Governors).
2. Record and date the details of the allegation in writing.

Creating an appropriate culture and staying safe:

Do treat everyone with respect

Do provide an example of behaviour you wish others to follow

Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others

Do respect a young person's right to personal privacy

Do provide access for young people to talk to others about any concerns they may have.

Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties

Do encourage young people with disabilities and learning difficulties

Do encourage children and adults to point out attitudes and behaviour that they do not like

Do avoid inappropriate physical or verbal contact with young people

Do remember that someone else might misinterpret your actions

Do respect the cultural, religious and ethnic backgrounds of others

Do recognise that caution is required even in sensitive moments of counselling

Do avoid situations that compromise your relationship with young people

Do NOT permit abusive peer activities (e.g. bullying racism or others)

Do NOT judge or jump to conclusions about others

Do NOT show favouritism to any individual

Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums

Do NOT make inappropriate remarks or gestures

Do NOT rely on good reputation

Do NOT believe 'it could never happen to me' or in our school because it can

Do NOT interview or meet with children in private or outside of school

Do NOT let concerns or allegations of abuse go unrecorded

Do NOT play physical contact games with young people.

APPENDIX 9 - REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family, of exposing the child to further abuse, or breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences;
- Fear of reprisals to yourself/your children/family, or presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation. Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK. Assuming one parent/carer will protect
- Believing the child is fantasising/lying. Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure; not understanding procedures

WHY CHILDREN CAN'T SPEAK ABOUT ABUSE

- Threats from abuse – withdrawal of 'favour or physical threats – may be implicit, derived from abuse of power
- Threats from peers also involved in abuse and may think s/he is to blame and fear arrest.
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser.
- May have compartmentalised abuse
- Thinks that they won't be believed having a low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal, not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilty about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell. Lack of appropriate language skills.

WHY REFER?

- Children have the right to be safe. Adults have a responsibility to protect children because abuse is damaging.
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw.
- Children rarely lie about abuse.
- An abuser may well abuse many other children who also have a right to protection.

APPENDIX 10 - SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR LCSP WESTMINSTER AND KENSINGTON & CHELSEA
(WHICH EXPANDS ON THOSE ABOVE ON PAGES 3, 4 AND 15 THE APPENDICES)

As taken from the LCSP website in August 2024: [LCSP - useful safeguarding contacts professionals](#)

To report a concern about a child or young person	<p>Kensington and Chelsea Duty Line</p> <p>Telephone: 020 7361 3013</p> <p>Out of hours: 020 7361 3013</p>
Multi Agency Safeguarding Hub (MASH)	<p>Karen Duncan, Tri-borough MASH Business Support Officer</p> <ul style="list-style-type: none"> • Telephone: 020 7641 3991 • Email: kduncan1@westminster.gov.uk <p>Dhruva Vashee, Tri-borough MASH Business Support Officer</p> <ul style="list-style-type: none"> • Telephone: 07866 077169 • Email: dvashee@westminster.gov.uk <p>Menna Emmanuel, Specialist Community Public Health Nurse:</p> <ul style="list-style-type: none"> • Telephone: 020 7641 5498 • Email: menna.emmanuel@nhs.net <p>Debra Cox, Specialist Health Practitioner in MASH:</p> <ul style="list-style-type: none"> • Telephone: 020 7641 3485 • Email: Debra.Cox@nhs.net
For case consultations, advice, guidance from the Safeguarding Teams in Children's Social Care	<p>For case consultations or follow-up enquiries please contact the Duty Child Protection Adviser in the first instance telephone 020 7361 3013.</p> <p>Sharon Lawrence, Family Support and Child Protection Adviser</p> <ul style="list-style-type: none"> • Mobile: 07929 822 2840 • Email: Sharon.Lawrence@rbkc.gov.uk <p>Anna Richards, Family Support and Child Protection Adviser</p> <ul style="list-style-type: none"> • Mobile: 07974 613 180 • Email: anna.richards@rbkc.gov.uk <p>Sarah Mangold, Interim Service Manager for Safeguarding, Bi-Borough</p> <ul style="list-style-type: none"> • Mobile: 07984 016 841 • Email: sarah.mangold@rbkc.gov.uk
Safeguarding, Review and	<p>Angela Flahive, Head of Safeguarding, Review and Quality Assurance</p> <ul style="list-style-type: none"> • Telephone: 020 7361 3467

Quality Assurance	<ul style="list-style-type: none"> • Mobile: 07971 320 888 • Email: angela.flahive@rbkc.gov.uk
Local Authority Designated Officer (LADO / Management of Allegations)	<p>Kensington and Chelsea Please contact duty LADO for consultations and referrals</p> <ul style="list-style-type: none"> • Telephone: 020 7361 2120 • Email: KCLADO.Enquiries@rbkc.gov.uk <p>Aqualma Daniel, Safer Organisations Manager & Local Authority Designated Officer</p> <ul style="list-style-type: none"> • Telephone: 07870 481 712 • Email Aqualma.Daniel@rbkc.gov.uk <p>Sally Smith, LADO Manager</p> <ul style="list-style-type: none"> • Royal Borough of Kensington and Chelsea / City of Westminster • Tel: 07967 764 794 • Email: Sally.Smith@rbkc.gov.uk
Safeguarding Lead for Schools and Education	<p>Elaine Campbell, Bi-borough Safeguarding Lead for Schools and Education</p> <ul style="list-style-type: none"> • Telephone: 020 7361 3000 • Mobile: 07712 236 508 • Email: elaine.campbell@rbkc.gov.uk
Child Exploitation Lead	<p>Sarah Stalker, Child Exploitation Lead, (Monday, Tuesday, Wednesday and Thursday)</p> <ul style="list-style-type: none"> • Telephone: 020 7598 4640 • Mobile: 07971 322 482 • Email: sarah.stalker@rbkc.gov.uk
Prevent (Radicalism and Extremism)	<p>Contact the LBHF/ RBKC Prevent team on:</p> <ul style="list-style-type: none"> • Telephone: 020 8753 5727 • Email: prevent@lbhf.gov.uk
Education and Attendance	<p>Wendy Anthony, Bi-borough Head of Admissions and Access to Education</p> <ul style="list-style-type: none"> • Telephone: 020 7745 6440 • Email: wendy.anthony@rbkc.gov.uk
ICB Designated Nurse for Safeguarding Children	<p>Emelia Bulley</p> <ul style="list-style-type: none"> • Mobile: 07867185726 • Email: ebulley@nhs.net
ICB Named GP for safeguarding children	<p>Dr Neera Dholakia</p> <ul style="list-style-type: none"> • Mobile: 07917 001950 • Email: neeradholakia@nhs.net • ICB working day Tuesday

ICB Designated Nurse, Looked After Children	<p>Corina Christos</p> <ul style="list-style-type: none"> • Mobile: 07824 300 619 • Secure Email: corina.christos@nhs.net
Child Death Review Team	<p>If you are a professional seeking to report a child death you should do so via the ECDOP online portal. You do not need an account. Please complete with the information you have available and do not worry if there are questions you cannot answer – fill in what you can.</p> <p>North West London Child Death Review Team Email: nhsnw.cdr@nhs.net Telephone: 0203 350 4044</p> <p>Interim CDR Manager Tanya Nanuwan Email: t.nanuwan@nhs.net</p> <p>CDR Team webpage: Child Death Reviews: North West London ICS (nwlondonicb.nhs.uk)</p>
School Nursing Teams	<p>Central and North West London Foundation Trust (CNWL)</p> <ul style="list-style-type: none"> • Telephone: 020 3317 4460 • Email: cnw-tr.kandcshs.cnwl@nhs.net
CNWL Named Nurse for safeguarding children	<p>Central and North West London Foundation Trust (CNWL)</p> <p>Susan Bray, Named Professional for Safeguarding Children. Currently on secondment</p> <p>Joanna Payne</p> <ul style="list-style-type: none"> • Email: joanna.payne@nhs.net <p>Abigail Skeel. CNWL Named Professional for Safeguarding Children, Child and Adolescent Mental Health Services</p> <ul style="list-style-type: none"> • Email: abigail.skeel1@nhs.net
Health Visiting Teams	<p>Central London Community Healthcare NHS Trust (CLCH)</p> <ul style="list-style-type: none"> • Telephone (select option 2): 0208 200 2500 • Email: CLCHT.ChildHealthInformationHubkcwf@nhs.net
Named Nurse for safeguarding children	<p>Catherine Hunter, Named Nurse for Safeguarding</p> <ul style="list-style-type: none"> • Mobile: 07876 313 939 • Email: catherinehunter4@nhs.net
Mental Health Trusts	<p>Central and North West London Foundation Trust (CNWL)</p>
Acute Hospital	<p>Chelsea and Westminster Hospital NHS Foundation Trust</p> <p>Safeguarding Team Email: caw-tr.safeguardingchildren.chelwest@nhs.net</p> <p>Named Nurse: Faye Mitchison</p> <ul style="list-style-type: none"> • Email: f.mitchison@nhs.net • Telephone: 0203 315 2751

	<ul style="list-style-type: none"> • Mobile: 07388 998 373 • Tel: 020 3315 1000 Bleep 4241 <p>Named Doctor: Paul Hargreaves</p> <ul style="list-style-type: none"> • Email: Paul.Hargreaves@nhs.uk • Telephone: 0203 315 3112 (PA) <p>Maternity Lead</p> <ul style="list-style-type: none"> • Named Midwife Safeguarding Children: Wendy Allen • Telephone: 0203 315 2114 • Email: wendy.allen1@nhs.net • Team inbox: maternity.safeguardingchelwest@nhs.net <p>Imperial Hospital NHS Healthcare Trust</p> <ul style="list-style-type: none"> • Email: Imperial.safeguarding.children@nhs.net and Imperial.safeguarding.maternity@nhs.net <p>Head of Safeguarding/Consultant Nurse for Safeguarding: Nicci Wotton</p> <ul style="list-style-type: none"> • Telephone: Tel: 0203 312 5173 • Mobile: 07917 374 795 • Email: nicci.wotton@nhs.net <p>Named Doctor: Kati Malbon</p> <ul style="list-style-type: none"> • Email: k.malbon@nhs.net <p>Named Midwife Safeguarding: Rebecca Heorton</p> <ul style="list-style-type: none"> • Email: rebecca.heorton1@nhs.net
LSCP Business Managers	<p>Emma Biskupski</p> <ul style="list-style-type: none"> • Telephone: 07779 348 094 • Email: Emma.biskupski@rbkc.gov.uk

Westminster

Safeguarding, Review and Quality Assurance	<p>Angela Flahive, Head of Safeguarding, Review and Quality Assurance</p> <ul style="list-style-type: none"> • Telephone: 020 7361 3467 • Mobile: 07971 320 888 • Email: angela.flahive@rbkc.gov.uk
Local Authority Designated Officer (LADO /	<p>Please contact duty LADO for consultations and referrals</p> <ul style="list-style-type: none"> • Telephone: 020 7361 2120 • Email: LADO@westminster.gov.uk

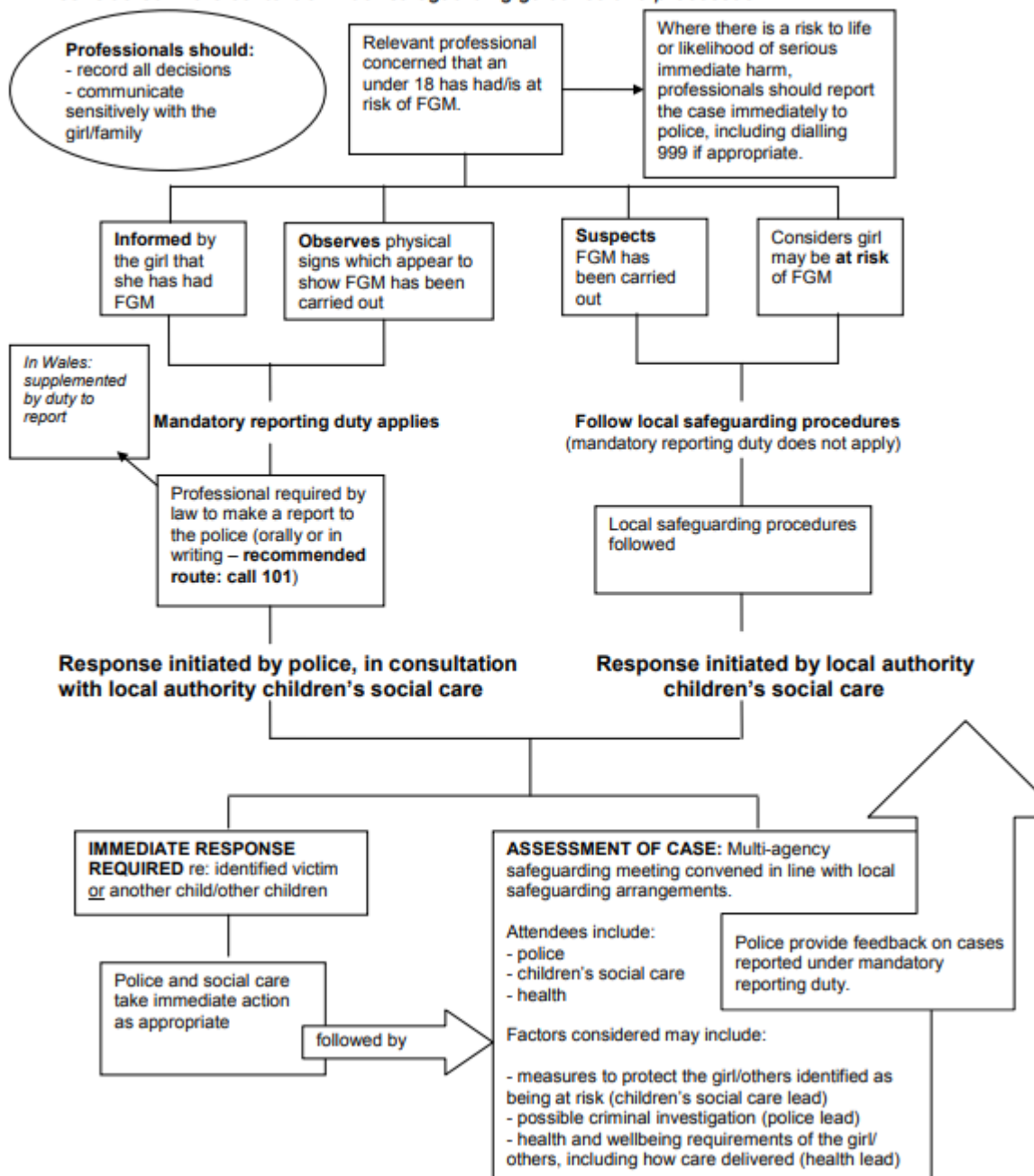
Management of Allegations)	<p>Aqualma Daniel</p> <ul style="list-style-type: none"> • Safer Organisations Manager & Local Authority Designated Officer • Tel : 07870 481 712 • Email Aqualma.Daniel@rbkc.gov.uk <p>Sally Smith LADO Manager</p> <ul style="list-style-type: none"> • Royal Borough of Kensington and Chelsea / City of Westminster • Tel: 07967 764 794 • Email: Sally.Smith@rbkc.gov.uk
Safeguarding Lead for Schools and Education	<p>Elaine Campbell, Bi-Borough Safeguarding Lead for Schools and Education</p> <ul style="list-style-type: none"> • Tel: 020 7361 3000 / Mobile: 07712 236 508 • Email: elaine.campbell@rbkc.gov.uk
Child Exploitation Lead (Children's Services)	<p>Emily Harcombe, Child Protection Adviser</p> <ul style="list-style-type: none"> • Email: eharcombe@westminster.gov.uk
Prevent (Radicalism and Extremism)	<p>Kiran Malik</p> <ul style="list-style-type: none"> • Prevent Programme Manager, Westminster enquiries only • Telephone: 020 7641 5071 • Email: kmalik@westminster.gov.uk
Education and Attendance	<p>Wendy Anthony</p> <ul style="list-style-type: none"> • Bi-Borough Head of Admissions and Access to Education • Telephone: 020 7745 6440 • Email: wendy.anthony@rbkc.gov.uk
ICB Designated Nurse for Safeguarding Children	<p>Emelia Bulley</p> <ul style="list-style-type: none"> • Mobile: 07867185726 • Email: ebulley@nhs.net
ICB Named GP for safeguarding children	<p>Dr Saral Anand</p> <ul style="list-style-type: none"> • Mobile: 07770 704 486 • Email: saral.anand@nhs.net • ICB working day: Tuesday
ICB Designated Nurse, Looked After Children	<p>Corina Christos</p> <ul style="list-style-type: none"> • Mobile: 07824 300 619 • Secure Email: corina.christos@nhs.net

Child Death Review Team	<p>If you are a professional seeking to report a child death you should do so via the ECDOP online portal.</p> <p>North West London Child Death Review queries: nwlccgs.cdr@nhs.net Phone: 0203 350 4044</p> <p>Interim CDR Manager Tanya Nanuwan</p> <p>Specialist Nurse (for Hammersmith and Fulham Kensington and Chelsea and Westminster): Duduzile Hlatshwayo, 0782 454 8633</p> <p>Interim CDR Specialist Nurse: Audrey Warren</p>
School Nursing Teams	<p>Central and North West London Foundation Trust (CNWL)</p> <ul style="list-style-type: none"> Telephone: 020 7758 0736 Email: cnw-tr.westminstershs.cnwl@nhs.net
CNWL Named Nurse for safeguarding children	<p>Central and North West London Foundation Trust</p> <p>Susan Bray, CNWL Named Professional for Safeguarding Children. Currently on secondment</p> <p>Joanna Payne, CNWL Named Professional for Safeguarding Children.</p> <ul style="list-style-type: none"> Email: joanna.payne@nhs.net <p>Abigail Skeel, CNWL Named Professional for Safeguarding Children, Child and Adolescent Mental Health Services</p> <ul style="list-style-type: none"> Email: abigail.skeel1@nhs.net
Health Visiting Teams	<p>Central London Community Healthcare NHS Trust (CLCH)</p> <ul style="list-style-type: none"> Telephone (select option 2): 0208 200 2500 Email: CLCHT.ChildHealthInformationHubkcwf@nhs.net
Central London Community Healthcare NHS Trust (CLCH)	<p>CLCH Named Nurse for safeguarding children</p> <p>Catherine Hunter, Named Nurse for Safeguarding</p> <ul style="list-style-type: none"> Mobile: 07876 313 939 Email: catherinehunter4@nhs.net
Mental Health Trusts	<p>Central and North West London Foundation Trust (CNWL)</p> <p>Susan Bray, CNWL Named Professional for Safeguarding Children. Currently on secondment</p> <p>Joanna Payne, CNWL Named Professional for Safeguarding Children. Email: joanna.payne@nhs.net</p> <p>Abigail Skeel, CNWL Named Professional for Safeguarding Children, Child and Adolescent Mental Health Services. Email: abigail.skeel1@nhs.net</p>
Acute Hospital Trusts	<p>Chelsea and Westminster Hospital NHS Foundation Trust</p> <p>Named Nurse: Faye Mitchison</p> <ul style="list-style-type: none"> Email: f.mitchison@nhs.net Telephone: 0203 315 2751

	<ul style="list-style-type: none"> • Mobile: 07388 998 373 • Telephone: 020 3315 1000 Bleep 4241 <p>Named Doctor: Paul Hargreaves</p> <ul style="list-style-type: none"> • Email: Paul.Hargreaves@nhs.uk • Telephone: 0203 315 3112 (PA) <p>Maternity Lead</p> <p>Named Midwife Safeguarding Children: Wendy Allen</p> <ul style="list-style-type: none"> • Telephone: 0203 315 2114 • Email: wendy.allen1@nhs.net • Team inbox: maternity.safeguardingchelwest@nhs.net <p>Imperial College Hospital NHS Healthcare Trust including St Mary's Hospital</p> <ul style="list-style-type: none"> • Safeguarding Team Email: Imperial.safeguarding.children@nhs.net and Imperial.safeguarding.maternity@nhs.net <p>Head of Safeguarding/Consultant Nurse for Safeguarding: Nicci Wotton</p> <ul style="list-style-type: none"> • Telephone: 0203 312 5173 • Mobile: 07917 374 795 • Email: nicci.wotton@nhs.net <p>Named Nurse for Safeguarding Children: Fiona Menzies</p> <ul style="list-style-type: none"> • Telephone: 07825935576 • Email: fiona.menzies@nhs.net <p>Named Doctor: Kati Malbon</p> <ul style="list-style-type: none"> • Email: k.malbon@nhs.net <p>Named Midwife Safeguarding: Rebecca Heorton</p> <ul style="list-style-type: none"> • Email: rebecca.heorton1@nhs.net
LSCP Business Manager	<p>Emma Biskupski</p> <ul style="list-style-type: none"> • Telephone: 07779 348 094 • Email: Emma.biskupski@rbkc.gov.uk

APPENDIX 11 – FGM MANDATORY REPORTING PROCESS MAP

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



APPENDIX 12 – Sharing nudes and semi-nudes: how to respond to an incident (overview)

As noted in the policy DSL's should use the full 2020 guidance from the UK Council for Internet Safety (UKCIS), *Sharing nudes and semi-nudes: advice for education settings working with children and young people*

Sharing nudes and semi-nudes: how to respond to an incident

An overview for all staff working in education settings in England

**UK Council for
Internet Safety**

This document provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), ***Sharing nudes and semi-nudes: advice for education settings working with children and young people*** and should **not** refer to this document instead of the full guidance.

What do we mean by sharing nudes and semi-nudes?

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**¹
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

For further information

Download the full guidance, *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (UKCIS, 2020) at www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people.

List of Appendices

- Appendix 1 - Types and Signs of Abuse, Neglect and Exploitation including possible indicators
- Appendix 2 - Main Responsibilities of the DSL, Deputy DSL, Proprietor and Headmaster
- Appendix 3 - The role of the Local Authority Designated officer / LADO referral form
- Appendix 4 - What to do if you are worried a child is being Abused or Neglected
- Appendix 5 - Allegations against Adults/School Staff/Volunteers
- Appendix 6 - Safeguarding Concerns or Allegation of Abuse on a Child; Co-operation with Local Authority;
- Appendix 7 - When a Young Person Discloses Abuse, Neglect or Exploitation; Other Contacts
- Appendix 8 - A Child Protection Guide - Cue Card
- Appendix 9 - Referral Guidance;
- Appendix 10 - Bi-Borough Contacts for Safeguarding and Child Protection
- Appendix 11 – FGM Mandatory Reporting Process Map
- Appendix 12 – Sharing nudes and semi-nudes: how to respond to an incident (overview)