



Vision for life and learning at Oratory Primary

Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.

Our motto is not an idle one, it is the essence of our school:

We work together, we play together, we laugh together, we pray together:

In Faith: We provide an environment where children are enabled to build on and deepen their relationship with God. Opportunities for prayer, reflection, and liturgy allow pupils to live and grow together as Catholics.

In Community: We appreciate the expert knowledge that parents have of their children's strengths and needs and invite families to share that knowledge with us. A strong partnership between home and school is vital in ensuring children achieve their personal best.

In Learning: We recognise that all children have particular abilities and aptitudes to be nurtured and celebrated. We encourage our pupils to become independent thinkers, and reflective learners, secure in the knowledge that with focus, endeavour and support, they can achieve their academic and creative potential.

In Life: We give our pupils a safe environment in which to build skills for their futures. We encourage them to adopt healthy lifestyles, respect the environment and be responsible citizens.

In Love: We teach our pupils to show kindness, respect and forgiveness. We celebrate our place in God's family by supporting one another and facing challenges together.

Safeguarding and child protection policy Autumn 2023-Autumn 2024

Key Contacts in School:

- Alice Steinart, Headteacher and DSL
- Patrick Alton, Senior Teacher and Deputy DSL
- Anthony Jeffery, Safeguarding Governor

1. INTRODUCTION AND RATIONALE FOR POLICY

The governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. This is in line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, governors and school staff are committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working

effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

This policy is to be read in conjunction with the following appendices:

APPENDIX A: Child Protection, definitions and indicators of abuse

APPENDIX B: Procedures when a concern arises

APPENDIX C: Safeguarding Record Sheet

APPENDIX D: Ongoing Safeguarding Record Sheet

APPENDIX E: Child Protection Summary

APPENDIX F: Early Help

APPENDIX G: Management of Concerns

2. AIMS OF POLICY

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

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

- Legislative framework
- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect
- Sexual violence and sexual harassment
- Managing children who are missing education
- Action by person receiving or identifying a concern
- Action by designated person
- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

The governors will ensure that the principles identified below, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know:
 - information sharing should be based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).
 - 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.'
 - Keeping Children Safe in Education (2022) paragraph 118 (second bullet point) states: 'This includes allowing practitioners to share information without consent...'
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

4. RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD

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

- To ensure all staff are familiar with school and Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;

- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection, including attending central training;
- To be available to support and advise staff on child protection issues generally, and including issues specific to online safeguarding and the prevent agenda;
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).
- To maintain a culture of safeguarding within the school through systems for children to share concerns, clear procedures for staff, and through relevant safeguarding links within the curriculum

5. RESPONSIBILITIES OF SCHOOL STAFF

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:
 - Be able to identify signs and symptoms of abuse (Appendix A) including specific safeguarding issues outlined in Keeping Children Safe in Education;
 - Report concerns (including concerns about other staff/professionals) immediately to the Designated Lead or other senior staff members as appropriate (Appendix B);
 - Be aware of the relevant local procedures and guidelines;
 - Monitor and report as required on the welfare, attendance and progress of all pupils;
 - Keep clear written, dated, factual and confidential records of child protection concerns;
 - Respond appropriately to disclosures from children and young people: stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records (Appendix B and C).
 - Record all verbal conversations promptly in writing.
 - Concern forms can be found in the staffroom and on the staff drive. They should be handed directly to the DSL or Deputy DSL to be discussed further.
 - If the DSL or Deputy are not available, staff should speak to a member of SLT and/or take advice from children's social care at the Local Authority.

6. APPOINTMENT OF STAFF

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

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to enhanced DBS checks;
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school will maintain an accurate Single Central Record for all staff and adults in the school;
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the headteacher will carry out a risk assessment to decide whether an enhanced DBS check should be carried out.

7. ALLEGATIONS AGAINST STAFF

- a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. Governors further recognise that, regrettably, in some cases such accusations may be true. The governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff (Appendix H). This will initially mean a discussion with the designated teacher, headteacher and notification/consultation with the Local Authority Designated Officer (LADO).
- c. Where an allegation is made about the headteacher the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors.

It is an allegation if the person* has:

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

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

Allegations should be reported to the LADO without delay. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

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

Low-level Concerns

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

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

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.
Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

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

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

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

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

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

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

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

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

8. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional conduct. The use of control and physical restraint is last resort and should only be considered in exceptional circumstances to keep the child/young person safe and /or those around them safe and will only be undertaken by staff trained to do so. A record will be made and parents informed.

9. WHISTLEBLOWING

The school fosters a culture of openness in line with the "Freedom to speak up" review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- RBKC's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;

- The following numbers can be used where there are issues regarding the school's overall procedures around safeguarding
 - Westminster Diocese Director of Education on 020 7798 9005
 - The Ofsted whistle-blowing line on 0300 123 3155
 - The NSPCC whistleblowing helpline on 0800 028 0285.

10. CHILD-ON-CHILD ABUSE

At Oratory there is a zero-tolerance approach to abuse, and it should never be passed off, for example, as "banter", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children; Although it is more likely that girls will be victims and boys' perpetrators, this is not necessarily the case, and all child-on-child abuse is unacceptable and will be taken seriously.

Child-on-child abuse can take a number of forms, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if: There is a large difference in power (for example age, size, ability, development) between the young people concerned; or the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

- PHSE, assemblies and clear behaviour guidelines minimise the risk of child-on-child abuse;
- Behaviour systems, such as the worry boxes, allow children to confidently report abuse, knowing their concerns will be treated seriously;
- Allegations of child-on-child abuse will be recorded, investigated and dealt with initially in line with the bullying policy and victims, perpetrators and any other children affected by child-on-child abuse will be supported through time to talk and support from our Designated Senior Lead for Mental Health
- Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported and so vigilance among staff is required at all times.

KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Sharing nudes and semi-nudes (previously known as 'sexting')

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

11. STAFF TRAINING AND SUPPORT

- a. Governors recognise the importance of child protection training for Designated Safeguarding Lead (every two years and refreshers annually) and for all other school staff who have contact with children (annual training and regular updates). The designated Governor for Child Protection will have specific training in their role, available from the Local Authority. Safer recruitment training is available from the Local Authority for those involved in the recruitment policy. At least one member of staff on a recruitment panel must have had safer recruitment training.
- b. Governors expect the Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Head is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

12. CURRICULUM

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

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.
- Developing an awareness of the safe use of the internet

13. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

- These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in managing or reporting these challenges
- At Oratory Primary we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example, nurture groups. More information can be found in our SEND policy.

14. EARLY YEARS

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

All safeguarding and child protection procedures listed in this policy will apply equally to children in Early Years settings so far as they are relevant to that age group.

15. MENTAL HEALTH

All staff at Oratory Primary are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

16. CHILDREN WHO HAVE A SOCIAL WORKER

At Oratory we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker and regularly meet with social workers to give updates and check in with pupils and parents.

17. PREVENT DUTY

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

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

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

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

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

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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

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

18. CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

19. COMMUNICATING POLICY TO PARENTS AND PUPILS

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

20. EVALUATING THE EFFECTIVENESS OF SCHOOL'S POLICY.

The governors require the Head to report to them termly on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding term. The staff governor will advise on the day to day working effectiveness of the policy.

21. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies such as Behaviour, anti-bullying, E-Safety, RSE, Whistleblowing, Educational Visits, the Staff Code of conduct.

CHILD PROTECTION: DEFINITIONS AND INDICATORS OF ABUSE

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect	
Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others

	<ul style="list-style-type: none"> • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals
Signs and symptoms of child sexual exploitation	<ul style="list-style-type: none"> • Acquisition of money, clothes, mobile phones etc without plausible explanation; • Gang-association and/or isolation from peers/social networks; • Exclusion or unexplained absences from school, college or work; • Leaving home/care without explanation and persistently going missing or returning late; • Excessive receipt of texts/phone calls; • Returning home under the influence of drugs/alcohol; • Inappropriate sexualised behaviour for age/sexually transmitted infections; • Evidence of/suspicious of physical or sexual assault; • Relationships with controlling or significantly older individuals or groups; • Multiple callers (unknown adults or peers); • Frequenting areas known for sex work; • Concerning use of internet or other social media; • Increasing secretiveness around behaviours; and • Self-harm or significant changes in emotional well-being.
Child Criminal Exploitation	<p>CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.</p> <p>The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.</p> <p>Some of the following can be indicators of CCE:</p> <ul style="list-style-type: none"> • children who appear with unexplained gifts or new possessions; • children who associate with other young people involved in exploitation; • children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol; • children who go missing for periods of time or regularly come home late; and • children who regularly miss school or education or do not take part

	in education.
County Lines	<p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.’</p> <p>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.</p> <p>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.</p>
Domestic Abuse	<p>In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.</p> <p>Definition: The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:</p> <ul style="list-style-type: none"> (a) physical or sexual abuse; (b) violent or threatening behaviour; (c) controlling or coercive behaviour; (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and (e) psychological, emotional or other abuse. <p>People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.</p> <p>The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.</p> <p>Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.</p> <p>The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.</p>
Female Genital Mutilation (FGM)	<p>Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.</p>

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

Risk factors for FGM include:

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

Symptoms of FGM

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

Indications that FGM may have already taken place may include:

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

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

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

	<u>suspected cases.</u>
Honour based abuse	<p>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.</p> <p>Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.</p>
Children missing in education	<p>We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.</p> <p>In response to the guidance in Keeping Children Safe in Education (2022) the school has:</p> <ol style="list-style-type: none"> 1. Staff who understand what to do when children do not attend regularly 2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions). 3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage. 4. Procedures to inform the local authority when we plan to take pupils off-roll when they: <ol style="list-style-type: none"> a. leave school to be home educated b. move away from the school's location c. remain medically unfit beyond compulsory school age d. are in custody for four months or more (and will not return to school afterwards); or e. are permanently excluded <p>We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.</p> <p>When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.</p> <p>A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.</p>

	<p>Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.</p> <p>Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.</p> <p>Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.</p> <p>On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.</p>
<p>Online Safety</p>	<p>When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. They are also supported to learn the safer internet practices through the schools' computing curriculum.</p> <p>The '4Cs'</p> <p><u>Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information</u></p> <p>Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. The school works with parents to stress the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.</p> <p><u>Content: age-inappropriate or unreliable content can be available to children</u></p>

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. The school works with parents to stress that children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.

Contact: children can be contacted by bullies or people who groom or seek to abuse them

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. The school works with parents to stress that regularly reviewing friends lists and removing unwanted contacts is a useful step. Privacy settings online also allow you to customise the information that each friend is able to access. If staff have concerns that a child is, or has been, the subject of inappropriate sexual contact or approach by another person, they should report it to the DSL.

Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. The school works with parents to encourage children to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

APPENDIX B

PROCEDURES WHEN A CONCERN ARISES

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (*DfE 2018*)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- What to do if you're worried a child is being abused (*DfE2015*)
[What to do if you're worried a child is being abused - Publications - GOV.UK](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)

- The London Safeguarding Children Board child protection procedures
[London Safeguarding Children Board: Child Protection Procedures](https://www.london.gov.uk/childrens-services/child-protection-procedures)

- Keeping children safe in education (*DFE 2022*)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

In line with these policies and procedures, the school will:

- identify those pupils where there are child protection concerns and make a referral to Social Services where necessary
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to Appendix A for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the social worker on a no-names basis.
- Details of any concerning incidents should also be recorded on the form at Appendix C
- Concerns may be monitored over time by the Designated Safeguarding Lead and recorded on the monitoring/incident form shown at Appendix D.

Dealing with disclosures

If a pupil discloses something concerning to a member of staff, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to CSSW;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record (Appendix C) and pass this on to the designated safeguarding lead to add to any ongoing record (Appendix D).

Referral

- Where possible, a decision on whether or not to refer a pupil to Social Services should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and any member of staff may make a referral if this is necessary but the designated safeguarding lead should be informed as soon as possible.
- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with the Child and Family Contact team social worker to obtain advice on how to proceed.
- Parental consent should be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent should not be sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. The DSL will keep a record of referrals.
- All referrals will be acknowledged by the Child and Family Contact team manager within 24 hours and the referrer informed of what action will be taken.
- If the school does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with Social Services via the designated safeguarding lead.

Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil’s education records. These records will be securely held within the school.

- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.
- Records should show:
 - what the concerns were;
 - what action was taken to refer on concerns or manage risk within the school;
 - whether any follow-up action was taken;
 - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
 - Where a child who is subject to a child protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school.
 - All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent unless there are safeguarding concerns that need to be shared with other agencies and seeking consent would place the child at further risk.

APPENDIX C



The
ORATORY
RC PRIMARY
School

Safeguarding Record Sheet

Child's Name
& Year Group

Detail of concern

Please include as much detailed information in this section as possible. Remember - the quality of your information will inform the level of intervention initiated. Please continue overleaf if necessary.

Date of concern

Concern reported on:
Concern reported by:
Signed:
Signed as received by Designated Safeguarding Lead:
DSL notes on reporting:

APPENDIX D

Ongoing Safeguarding Record Sheet		
Child:	DOB:	Page: _____ of _____
Event	Outcome/Action	item number & date

APPENDIX E

CHILD PROTECTION SUMMARY

This summary sheet is for staff, visitors and other volunteers who work in the school to support our children. Ensuring such staff and adult helpers read this sheet contributes to the school's commitment to safeguarding and promoting the welfare of pupils.

As an adult working in this school you have a duty of care towards all pupils. This means you should act at all times in a way that is consistent with their safety and welfare.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead, Mrs Alice Steinart or the deputy DSL who is Mr Patrick Alton.

The following is not an exhaustive list but you might become concerned as a result of

- seeing a physical injury which you believe to be non-accidental
- observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
- witnessing behaviour which gives rise to concern
- a pupil telling you that s/he has been subjected to some form of abuse

In any of these circumstances you should write down what you observed or heard, date and sign the account and give it to the DSL or deputy.

If a pupil talks to you about (discloses) abuse you should

- listen carefully without interruption, particularly if s/he is freely recalling significant events
- only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil in any way so should only ask 'open' questions
- make it clear you are obliged to pass the information on, but only to those who need to know
- tell the DSL or deputy DSL without delay
- write an account of the conversation as soon as you are able (definitely the same day), date and sign it and give it to the DSL.

Do not ask the pupil to repeat the disclosure to anyone else in school, ask him/her or any other pupil to write a 'statement', or inform parents. You are not expected to make a judgement about whether the child is telling the truth.

If the behaviour of another adult in the school gives rise to concern you should report it to the Headteacher.

Remember – share any concerns, don't keep them to yourself.

A copy of the full child protection policy can be found on the school website.

APPENDIX F

EARLY HELP

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with SEN
 - young carers
 - children showing early signs of being drawn into anti-social behaviour
 - children who frequently go missing from home, school or care;
 - children at risk of exploitation through modern slavery and trafficking;
 - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - children who show early signs of abuse or neglect;
 - children at risk of radicalisation;
 - privately fostered children.
- Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by the school.
 - If the child requires an early help service from another agency, the school will make a referral to the Early Help service for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
 - Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given making a referral for a statutory social work service.
 - Parents can also refer themselves to Early Help



All families will face difficulties at certain times. Early help offers families support promptly so they can build on their strengths, acquire new skills and find solutions.

020 7598 4608
www.rbkc.gov.uk/earlyhelp



What is Early Help?

Early Help is a way of getting extra support when your family needs it. We aim to help families when difficulties first begin so that we can support you with finding solutions quickly and preventing things getting worse.

We provide one practitioner that can meet with you on a regular basis and work directly with you and your family.

How would my family be supported?

If you live in the Royal Borough of Kensington and Chelsea and have children aged 0-19yrs we can provide support tailored to your needs and what you identify as being your goals for change. We will agree a plan with you and this could include:

- > Parenting Techniques
- > Wellbeing support
- > Support to increase school attendance
- > Support with a child behaviour concern
- > Accessing local networks and activities
- > Building your confidence
- > Supporting school transition
- > Identifying and supporting young carers

How to find out more

If you would like to make a referral you can download our referral form from www.rbkc.gov.uk/earlyhelp

Please email the form to earlyhelp@rbkc.gov.uk and someone will contact you regarding the help we could offer.

If you would like to talk to someone please call Early Help on 020 7598 4608

PROCEDURE FOR MANAGING CONCERNS ABOUT ADULTS WHO WORK WITH CHILDREN



Procedure for managing concerns about adults who work with children

Introduction and Purpose

Despite all efforts to recruit safely there will be occasions when allegations of abuse against children are raised, or where concerns arise about the conduct of an adult working with children.

It is important that all staff know how to recognise and report concerns; this policy should be read in conjunction with the Whistle blowing policy and guidance on safe working practice in the staff handbook.

When this policy should be used

This policy is used in respect of all cases in which it is alleged that a teacher or member of staff (including a volunteer) has:-

- behaved in a way that has harmed a child, or may have harmed a child (see Child Protection Policy for definition of harm);
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

These behaviours should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). These include concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (see ss16-19 **Sexual Offences Act 2003**);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (see s15 **Sexual Offences Act 2003**);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);
- Possession of indecent photographs / pseudo-photographs of children.

If an allegation or concern arises about a member of staff, outside of their work with children, and this may present a risk of harm to child/ren for whom the member of staff is responsible, the general principles outlined in these procedures will still apply.

In some cases, an allegation of abuse against someone closely associated with a member of staff (e.g. partner, member of the family or other household member) may present a risk of harm to child/ren for whom the member of staff is responsible. In these circumstances, a strategy meeting / discussion should be convened to consider:

- The ability and/or willingness of the member of staff to adequately protect the child/ren;

- Whether measures need to be put in place to ensure their protection;
- Whether the role of the member of staff is compromised.

How allegations will be managed

If you have a concern about any adult who works with children this must be immediately reported to the headteacher and in her absence, the deputy headteacher. If the concern regards the headteacher, the Chair of Governors should be contacted.

You are reminded:

- Not to investigate or ask leading questions
- Make assumptions or offer alternative explanations for action
- Promise confidentiality to the victim – but do offer assurance that information will only be shared on a need to know basis

The headteacher will seek advice from the Local Authority Designated Officer (LADO), the police and or children's social care about how much information should be disclosed to the accused person who, subject to any restrictions imposed, be informed of the nature of the allegation and how enquiries will be conducted and the possible outcome.

If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by the school, they should report the matter to the LADO directly

Initial consideration by the designated senior manager and the LADO

There are up to three strands in the consideration of an allegation:

- A police investigation of a possible criminal offence;
- Social care enquiries and/or assessment about whether a child is in need of protection or services;
- Consideration by an employer of disciplinary action.

The LADO will advise the employer whether or not informing the parents of the child/ren involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the employer should inform the parent/s. In some circumstances, however, the parent/s may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The accused member of staff will be treated fairly and honestly and helped to understand the concerns expressed and the processes involved. S/he will be kept informed of the progress of the investigation and the implications of any disciplinary or related process

Such restrictions remain in place unless or until the teacher is charged with a criminal offence, though they may be dispensed with on the application to the Magistrates' Court by any person, if the court is satisfied that it is in the interests of justice to do so, having regard to the welfare of:

- a) the person who is the subject of the allegation, and
- b) the victim of the offence to which the allegation relates.

There is a right of appeal to the Crown Court.

This restriction will apply to allegations made against any teacher who works at a school, including supply and peripatetic teachers. 'School' includes academies, Free Schools, independent schools and all types of maintained schools.

There is a new offence of publishing any information in breach of these restrictions. Publication includes any communication, in whatever form, which is addressed to the public at large or any section of the public.

Further information

- http://www.londoncp.co.uk/consultation/alleg_staff.html#record
- [Guidance for Safe Working Practice for Adults who work with Children and Young People](#) and [Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings](#)