

Soho Parish CE Primary School

Child Protection and Safeguarding Policy



*Our School Vision: Experiencing life in all its fullness, we grow to be
the best that we can be
(Based on Biblical Reference John 10:10)*

*This policy is reviewed annually and available on the school's
website*

Implementation date of revised policy: September 2025

Agreed policy: October 2025

Policy Amended: January 2026 (name changes only)

**Policy to be monitored and its effectiveness reported to the
Governing Body**

Lead Person: Kelly Fairhall Head of School

Committee: Full GB

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Key contacts

Name of school – Soho Parish CE Primary Westminster

Executive Headteacher

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Contact details: exechead@allsoulsprimary.co.uk

Designated safeguarding lead:

Name: Kelly Fairhall

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Deputy designated safeguarding leads:

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Name: Alix Ascough

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Designated LAC teacher:

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Nominated governor for child protection:

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Mental Health First Aider

Name: Alix Ascough

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Child Protection Lead Officer and Local Authority Designated Officer (LADO):

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Safeguarding and Child Protection Officer –

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NSPCC Whistleblowing Hotline - [0800 028 0285](tel:08000280285)

NSPCC Emergency Contact - [0808 800 5000](tel:08088005000)

Part A: Core operational policies and procedures

1 Purpose of policy

This policy sets out how Soho Parish will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. It is also based on legislation of The School Staffing Regulations of 2009 which sets out what must be recorded on the single central record and the processes for staff recruitment. The policy is also in line with the guidance set out in Keeping Children Safe in Education 2025, Working together to Safeguard Children 2023 and reflects the Ofsted Evaluation Inspection Framework and safeguarding guidance.

Soho Parish will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

2 Roles and responsibilities

2.1 Governing body

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school has the following policies in place (safeguarding, behaviour, anti-bullying, *including cyber bullying*, online safety, whistleblowing, prevent and equality) and that these are regularly monitored, reviewed and updated where necessary.
- Be aware of its obligations under the Human Rights Act 1988 and the Equality Act 2010.
- Safeguarding policies and procedures covering early help and child protection that are consistent with Local Authority Safeguarding Partner procedures and Westminster's internal policies and a reviewed annually.
- a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media.
- a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.

- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored. Where necessary the school will work closely with the Virtual Headteacher. The Virtual Headteacher has the responsibility to promote the education of children in care and those with a social worker.
- There is a nominated governor (please see key contacts for the named governor) with responsibility for liaising on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role.
- There is a designated teacher nominated to ensure of the mental and emotional well-being of staff and pupils is of the highest priority and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy. These policies are reviewed annually and are given to all staff at the start of each academic year. All staff sign an agreement sheet to say they have read and understood the policies.
- It is the responsibility of The Governing Body:
 - to make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness
 - Review the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards

- Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
 - Make sure that all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and in line with advice from the safeguarding partners
 - Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
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- Staff are confident that they can raise any issue with leaders where there are concerns (even those of a low-level concern) about safeguarding practice at the school and there are robust whistleblowing procedures in place.
 - Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures including those related to online safety.
 - Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
 - The school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
 - At least 1 member of the governing body has undertaken accredited safer recruitment training.
 - All staff receive safeguarding and child protection training annually and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation.
 - There is a robust job description in place for the DSL and that this is reviewed regularly.
 - Procedures in place to deal with allegations made against other pupils.

- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.
- All Governors will read Keeping Children Safe in Education in its entirety, annually.
- All new Governors will receive training about safeguarding and child protection (including online safety) at their induction.

2.3 Executive Head teacher and School Staff

The Executive Head teacher will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read KCSIE (2024) so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- Staff know how to identify, report and record possible or actual instances of abuse – *see section 4.*
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals both internally and externally to Children's Social Services. Staff understand that they should act upon their concerns immediately. This includes low level concerns.
- All staff will have a good understanding of harmful sexual behaviour.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.

- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of Designated Safeguarding Lead or in the case of safeguarding concerns around the Headteacher brought to the attention of the Chair of Governors.

2.4 Role of the designated safeguarding lead

The role of the designated safeguarding lead and their deputies is to take lead responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns.

Additional procedures

The day board contains information of who is taking the lead responsibility for safeguarding and child protection within the school on each given day.

The designated safeguarding lead (and deputy) will:

- liaise with and manage referrals to relevant agencies such as CSS, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the Executive Headteacher (DDSL) and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals;
- ensure the school's safeguarding and child protection policies are up to date and consistent with Westminster Safeguarding Children Board policies and that policies are reviewed annually;

- ensure all staff, including temporary staff, are aware of and understand policies and procedures including on line safety and are able to implement them;
- attend regular training, including Prevent awareness training, and the designated teachers' meetings hosted by Westminster in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- provide regular updates received from Westminster to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by Westminster at the designated teachers meeting and safeguarding trainers via weekly bulletins; designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);
- provide annual safeguarding training for all staff and termly safeguarding briefings including those on online safety for all staff to ensure all practice is current and informed.
- have an awareness of those children who may be in need, young carers and children who have special educational needs and liaise with the SENCO when considering any safeguarding action for a child with special needs;
- liaise with the designated teacher for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes;
- provide a link between the school and other agencies, taking part in inter agency meetings and ensure accurate and timely reports are provided when requested.
- ensure parents are fully aware of the school's policies and procedures and that they are kept informed and involved;
- will have a good understanding of harmful sexual behaviour.

- be aware of their responsibility if a child's person (see school's policy on this) or possessions need to be searched and being aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support the child on transfer.

2.5 Working with parents and carers

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school's website or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of the school policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

2.6 Multi-agency working

The school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2025.

The school recognises its vital role in safeguarding school-age children and will co-operate with the Local Authority Safeguarding Partners to ensure joint working with partner agencies in order to improve outcomes for children in Westminster.

3 Safeguarding children

The school will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment **within or outside the home, including online**
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- providing help and support to meet the needs of children as soon as problems emerge
- under taking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

The school will refer to Westminster's (or those of the child's residing borough) thresholds and eligibility criteria to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

All referrals for a children's social care service will be made by way of an e-CAF referral to Child and Family Contact team of the child's residing borough.

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where the child is at risk of significant harm.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

3.1 Early Help Cases

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 special educational needs
 - young carers
 - children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
 - children who are frequently missing/go missing from education, home or care;
 - children who are misusing drugs or alcohol;
 - 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 have returned home from care;
 - children who show early signs of abuse or neglect;
 - children at risk of radicalisation;
 - children who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - children who have a parent or carer in custody or are affected by parental offending
 - privately fostered children.
 - children with persistently low attendance
 - children with mental health needs
 - children who are (or perceived to be) lesbian, gay, bi or trans(LGBTQ+)
- Staff will be aware of what to look out for to identify children who need help or protection.
 - Where the child's extra needs require services, consideration will be given to what early help support can be offered 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 (via the Child and Family Contact team) 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.

- Where the child is receiving an Early Help service, the school will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.
- 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.

3.2 Referral for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy are most likely to have the most complete safeguarding overview. Following consultation, the designated safeguarding lead should decide on whether to make a referral to the LA's CSS via the Contact Service.

Where the referral raises concern that the child is at risk of significant harm, the case will be passed on to the LA's MASH team to gather relevant information from other agencies.

4 Child protection procedures

4.1 Role of school

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 2023*)
- What to do if you're worried a child is being abused (*DfE 2015*)
- What to do if you're worried a child is being abused - Publications - GOV.UK
- Local Authority Safeguarding Partners guidance
- Keeping Children Safe in Education (*DFE 2025*)

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

- identify those pupils where there are child protection concerns and make a referral to the LA's Children's Social Services (CSS)
- 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.

4.2 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse, neglect or exploitation and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to appendix 1 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 recorded on CPOMS. All child protection concerns and disclosures must be made to the DSL in person as well as being recorded on CPOMS. Advice should be sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from CSS on a no-names basis.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2. Details of any concerning incidents should also be recorded on this form and uploaded to CPOMS (the school's electronic safeguarding platform). Concerning incidents can also be recorded directly on to CPOMS.

4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying; be supportive
- allow the child to talk freely; allowing for pauses
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct or leading questions but allow the child to tell their story;
- not criticise the alleged perpetrator or make personal interpretations
- explain what you need to do next and why
- be clear about the steps that will need to be taken and who will need to be told
- make a formal record and pass this on to the designated safeguarding lead – see example in appendix 6. This must also be recorded on CPOMS.
- Formal records need to be made within 24 hours of the disclosure
- Staff must not leave school without speaking to the DSL or DDSL (or person acting up as safeguarding lead) about a safeguarding disclosure.

4.4 Referral

- Where possible, a decision on whether or not to refer a pupil to CSS 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 staff should inform the matter to a member of the senior leadership team. The designated safeguarding lead should be informed as soon as possible.
- Referrals should be in writing using the on-line referral system 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 on-line 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 must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated CSS social worker, the referral should be made directly to them. If the child is not already known to CSS, referrals should be made to the Child and Family Contact team. If the child lives outside Westminster, a referral should be made to their home local authority.
- 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 CSS/Early Help services via the designated safeguarding lead.

4.5 Attendance at case conferences and core groups

- The designated safeguarding lead will liaise with CSS to ensure that all relevant information held by the school is provided to CSS during the course of any child protection investigation.
- The designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:
 - The designated safeguarding lead or their deputy will attend
 - if no-one from the school can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

4.6 Monitoring

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead;
- all information will be recorded on the LA's child protection monitoring/incident form prior to each conference and core group meeting;
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings;
- the designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

4.7 Records

- Most safeguarding, welfare and behaviour concerns are logged on the school's CPOMS system. A member of the senior team will investigate these concerns and the outcomes of investigations will also be logged on CPOMS. Children who are identified as having a Child Protection Plan, Child in Need or on the school vulnerable pupils register will have a separate child protection file.
- Child protection records relating to pupils are highly confidential and will be kept in a designated child protection file separate to the pupil's education records. These records will be securely held within the Executive Headteacher's office.
- 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 log sheets 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 school.

- whether any follow-up action was taken;
 - how and why decisions were made.
- Any incidents, disclosures or signs of neglect, abuse or exploitation should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
 - whenever concerns arise or there is a serious incident **or**
 - where a child is being monitored, prior to a case conference or core group meeting.
- 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.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste. - See Data Protection Policy

4.8 Confidentiality and information sharing

- 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. If information needs to be shared it should be done in a timely manner.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers.
- Parents should normally be informed if a referral has been made to CSS or if the school has concerns about what a child has disclosed unless this would put the victim at greater risk.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with CSS and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by CSS.

- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, we should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Child and Family Contact team social worker on a “no names” basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect, abuse or exploitation, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school’s duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the Child and Family Contact team social worker.

5 Early Years settings within schools

5.1 Legal and policy framework

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.

We will ensure that children taught in nursery, pre-school and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

5.2 Safeguarding and child protection

All safeguarding and child protection policies listed in sections 3 and 4 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

- a policy on the use of mobile phones and cameras within the early years setting; recommended policies are:
 - parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
 - parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
 - staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
 - staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room and staff kitchen.

5.3 Suitable people

The school will follow the safer recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Westminster policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 6 of this document.

Where staff are taking medication that may affect their ability to care for children, this will be notified to the head teacher.

5.4 Staff training, skills and supervision

The school will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all policies set out in section 7 of this policy will apply equally to early years staff;
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
- all early years staff are able to communicate effectively in English both orally and in writing;

- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips;
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

5.5 Staff ratios

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

For nursery classes:

- there will be at least one member of staff for every 5 children
- one member of staff will be a qualified nursery nurse or teacher
- at least one member of staff will hold a full and relevant level 3 qualification (or the recognised equivalent)

For pre school classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified nursery nurse or teacher
- at least one member of staff will hold a full and relevant level 3 qualification (or the recognised equivalent)

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

5.6 Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

5.7 Health and safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

5.8 Managing behaviour

The school will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school's Positive Handling Policy.

5.9 Food, Drink and Safer Eating

Meals, snacks and drinks must be healthy, balanced and nutritious. Children eating MUST be within sight and hearing of an adult. There should be a designated area for food to be prepared hygienically.

There should always be a member of staff present with a valid paediatric first aid certificate while the children are eating, either in the EYFS unit or in the dinner hall. Information re special dietary requirements should be clearly displayed and systems put in place to avoid cross contamination of allergens. Staff should receive regular update training re allergies and anaphylaxis. Food should be prepared to prevent choking.

6 Safer recruitment

6.1 General principles

The school recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school/college are suitable do to so and do not pose any kind of risk to children.

The school will follow the *Keeping children safe in education* guidance (DfE 2025).

- The school will carry out extensive checks and enquiries on applicants for all positions these include on line checks, including voluntary and support roles and governors, in accordance with statutory requirements.
- No staff member, volunteer, governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.4).
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools

will take up the accredited safer recruitment training offered through the Bi-Borough Safeguarding Children Board or any other accredited training provider.

- Although the Executive Headteacher and Head of School will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.
- School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen. The school will also carry out an online search on shortlisted candidates.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- In schools, the Head of School/administrator will be responsible for keeping a single central record of all staff and volunteers who work at the school.
- The single central record should include details of all checks carried out and the outcome of these checks or any certificates obtained.
- Where staff are recruited via third parties such as employment agencies, the Executive Headteacher/Head of School /or the board of governors will:
 - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
 - request written confirmation of the outcome of all checks
 - request written confirmation that an enhanced DBS certificate has been received by the agency
 - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

6.2 Checks to be taken out

The school will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided. **Where available, a copy of the applicant's birth certificate will be required.**
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on TRA Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.
- 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.

Schools/colleges should be aware of the following central government guidance:

[Criminal records checks for overseas applicants - Publications - GOV.UK](#)

[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- The school will keep copies of the following documents on staff personnel files:
 - documents used as proof of identity such as passports or driving licences;
 - a summary of the DBS certificate **recorded on the SCR** (but all other documents relating to the DBS check must be destroyed);
 - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 References

- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers, and who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.
- All references will be taken up prior to interview and will be requested directly from the referee, including references for internal candidates. Referees will be contacted to resolve any issues that emerge from the references provided.
- References will be taken up from current employers only; if the applicant is not currently employed, verification of will be sought from their previous employer as to the dates the applicant was employed and the reasons for leaving the post.

6.4 DBS checks

In order to ensure that people who work in the school/college are suitable to do so and are not barred from working with children, the school/college will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care
- regular volunteering

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school/college or unpaid volunteers who regularly work unsupervised at the school and whose work means they have an opportunity for regular contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this.

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

DBS checks are only renewed if there has been a gap in the member of staff's employment history.

6.5 Volunteers

The Head of School will ensure that the following checks are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check.

- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
 - the nature of the role
 - what information is already known about the volunteer
 - what references from work or volunteering activity the volunteer has provided regarding suitability
 - whether the role is eligible for an enhanced DBS check.
- The school will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All regular volunteers will be fully inducted in relation to all school policies and procedures.

6.6 Governors

The school will take out an enhanced DBS check and a Section 128 check on governors but a barred list check will only be taken out if the individual governor will be carrying out a regulated activity within the school.

6.7 Alternative education provision

Whenever the school places a pupil with an alternative education provider, the school will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.

7 Staff practice and conduct

7.1 Induction and training

- The Head of School will ensure that all staff are fully inducted, are made aware of all key policies relating to safeguarding and that staff are fully aware of their role in implementing these.
- Staff will be asked to confirm in writing that they have received and read all relevant staff policies.
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on an annual basis.
- The Head of School will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training provided by the Bi Borough Safeguarding Children Partners at the relevant level.
- As well as basic safeguarding training, the designated safeguarding lead and their deputies will receive specific training on their role and other relevant multi-agency training courses.
- Where appropriate, school staff will also receive training on the use of the Common Assessment Framework assessment and referral process as part of their safeguarding training.
- School staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

7.2 Conduct and safe teaching practice

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- Low level concerns about staff behaviour must be addressed immediately with the head teacher. If the concern is about the head teacher then the Chair of Governors must be contacted – also see staff code of conduct. If there is any doubt as to whether a concern meets the harm threshold the LADO will be contacted.
- If a staff member's conduct outside of school where their behaviour indicates that they may not be suitable to work with children, the headteacher must be notified or in the case of the headteacher's behaviour, the Chair of Governors. If there is any doubt as to whether a concern meets the harm threshold the LADO will be contacted.
- The head teacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF "*Guidance for safer working practice for adults working with children & young people*" (2019).
- Staff will be expected to follow the school's social media guidelines for schools in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. All staff and volunteers will sign an acceptable use agreement before being given access to the school/college computer system.

7.3 Providing intimate or personal care to pupils

Soho Parish staff (in particular EYFS staff, staff working within the Village and those working with SEN pupils may need to provide intimate or personal care to younger pupils – please see separate 'Intimate Care' policy. Staff who take pupils swimming and supervise changing should also be aware of this policy and its detail.

7.4 Behaviour management, physical intervention and restraint

The school will put in place a behaviour management policy in line with government guidance and any use of physical intervention and restraint will be linked to the implementation of the school behaviour policy.

The school will use physical intervention and restraint only in line with the school's Positive Handling Policy.

7.5 Music tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken*
- *Only ever contact the child's parent/carer to arrange tuition/exam sessions. Tutor should never contact a pupil directly.,*
- *never travel alone with children in a car*

The school should:

- *carry out a risk assessment around providing music tuition. This should include:*
- *providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it*
- *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *let parents know when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*

7.5 Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, the school/college will follow the schools, *“Guidance for the management of an allegation against a member of staff”*.

The board of governors should appoint the Executive Headteacher as the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the board of governors.

7.6 Whistleblowing

Soho Parish 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’s 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’s, staff and volunteers may report concerns to the following;

- Westminster’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
 - the Ofsted whistle-blowing line on **0300 123 3155**

- the NSPCC whistleblowing helpline on **0800 028 0285**.
- The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

7.7 When a pupil transfers to another school

- If a pupil is subject to a child protection plan, their social worker will be contacted by the designated teacher and informed of the transfer.
- When the child changes schools within the authority, child protection records will be passed on to the designated teacher at the receiving school and a confirmation of receipt obtained. This information should be made available in a timely manner ideally before the new pupil starts school.
- When the child is moving to another local authority information will be passed onto the next school's designated leader. Case conference minutes are not transferred but the date, name of chair, local authority and outcome will be included on the records transferred.

8 Health and safety and risk assessments

8.1 Responsibility for health and safety

The governing body and head teacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the school will be based on the government guidance and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

Name: Alun Germain Designation: Premises Manager

8.2 Risk assessments

The school/college will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole;
- for all school trips;
- for all work-based learning or work experience placements;
- when a pupil who has been excluded for risky or violent behaviour is returning to the school;
- whenever there are any changes to the school environment or school practices;
- following any serious incident.

8.3 Working with aggressive and violent parents

Where schools are working with families who are known to CSS and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the head teacher and the designated safeguarding lead and the information shared with CSS.

If there are high levels of risk involved in contact with parents, CSS may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

8.4 Site security and visitors

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The Executive Headteacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Head of School will request written confirmation that relevant checks have been carried out for that individual.

- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to provide proof of identity
 - expected to wear a name-badge or carry some form of identification at all times when on the school/college premises;
 - suitably supervised by school staff at all times;
 - made aware of school health and safety and safeguarding procedures.
- The Executive Headteacher and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.
- Visitors to the school who are visiting in a professional capacity will not be asked to show their DBS certificate if the organisation sending them has already provided prior written confirmation at the appropriate level of DBS check has been carried out.

8.6 Monitoring and review

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Executive Headteacher/ and the board of governors will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and governing body;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;

- staff are aware of their responsibility to record accidents and incidents;
- the head teacher has an overview all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

9. Communicating and Monitoring the Policy

9.1 Sharing the Policy with Parents

Parents have access to the Safeguarding and Child Protection policy via our website. For those parents who do not have access to the internet, we have paper copies available on request.

9.2 Monitoring and Evaluating the Policy

The Governing body and Headteacher are responsible for ensuring that this policy is reviewed annually using the audit tool in Appendix 5. The Governor Committee responsible is the Well Being Committee (WB)

- As part of staff induction, all staff are expected to read this policy, alongside all other policies relating to safeguarding. All staff sign a document to say they have read it.
- If necessary, amendments will be made in year, should issues arise which require further clarification during the year. This is the responsibility of the Headteacher and Designated Safeguarding Lead.

Once the policy has been ratified by Governors, the Chair of the Governing Body will sign the safeguarding policy log, to say the policy has been agreed and that this agreement has been recorded in the minutes. Staff are given the opportunity to discuss and comment on the policy prior to review. Their comments will be acknowledged during the review process.

Part B: Additional safeguarding policies and procedures

B.1 Non-collection of children from school

The school have put in place the following policy regarding handing over children to adults who are not their parent or known carer at the end of the school day:

Parents will be asked to provide the details of the person who will normally collect the child via the alternative collection form, giving details of the person authorised to collect the child. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with CSS:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- If no contact can be made with the parent by 5pm, the school will contact the Children and Families Contact Service who will arrange for a social worker to collect the child or make arrangements for the child to be transported to the CSSW office.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.

- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Education Welfare Service. If there are also child protection concerns, a referral should be made to CSS.

B2 Children who are missing from education or home educated

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Parents should be asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- *The Education Welfare Service must be notified of all decisions.*
- *If the child is already known to CSS, their allocated social worker should be notified immediately.*
- *If the child is not known to CSS, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to CSS.*

B3 Child on Child abuse

Where a pupil's behaviour is likely to cause significant harm to other pupils, for example through bullying, cyberbullying, physical violence or initiation rites, the child will be referred to the Designated Safeguarding Lead and appropriate steps will be taken.

Soho Parish has a zero tolerance approach to abuse and will never be passed off as 'banter' or children 'just having a laugh'. Child on child abuse should be reported and recorded following the school safeguarding procedures. All incidents of child on child abuse will be taken seriously and fully investigated in line with the school's behaviour policy. Children who are the victims or perpetrators of child on child abuse will be fully supported in line with the school's procedures.

The school recognises that child on child abuse can take place in many forms. These can include: *(this list is not exclusive)*

- Sexual violence and harassment – all staff have completed training on identifying, recording and dealing with cases of sexual harassment as well as preventing sexual harassment and avoiding a victim blame culture (Sept 21)
- Physical abuse – hitting, kicking, shaking, biting, hair pulling
- On-line abuse
- Sharing nudes and semi nudes

The school recognises that even if there are no reported cases of child on child abuse it may still be taking place.

The school also recognises that some pupils groups - those with SEND and those children who are or perceived to be lesbian, gay, bi, trans can be at greater risk of being targeted by other children.

B4 Harmful sexual behaviour, sexual violence and harassment

Policy

- The school recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. School behaviour management and anti-bullying policies will reflect the school's approach and staff and pupils will be made aware of the standard of expected behaviour and the likely responses to any incidents of sexual violence and harassment.
- The school will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.
- The school will take all necessary steps to put in place a planned PHSE curriculum including the teaching of Relationships and Sex Education, to convey the school policy for preventing harmful sexual behaviour and to promote respectful behaviour between pupils with regards to sexual conduct.
- The school will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the school and appropriate referrals made to the police and CSS.

- The school will ensure that staff and governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.
- The school will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Procedures

- The school will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the *Keeping children safe in education* statutory guidance.
- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school environment.
- Where the allegation involves material posted online, the school will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance *Searching, screening and confiscation advice for schools updated September 2022*. *This can only be carried out by the Executive Headteacher or the Head of School*. A report must be completed after all searches of property regardless of whether anything was found or not.
- The member of staff and designated safeguarding lead will write up a record of the investigation that will set out how the school will respond to the incident.
- The designated safeguarding lead may take advice from MASH social workers before making a decision. Possible outcomes include referral to Early Help Services, CSS or the police, or managing the matter internally under school behaviour policies.
- Where a referral will be made to CSS or the police under the protocol, the designated safeguarding lead will discuss the issue with the relevant agency and following this

discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.

- The school will take any necessary action to continue to safeguard the victim and other pupils within the school environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and CSS investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.
- Where necessary and appropriate, the school will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf under the *Harmful sexual behaviour* protocol. The school recognises that children displaying harmful sexual behaviour have often experienced their own abuse and trauma.
- The school will support children who have witnessed sexual violence and will do all it can to make sure the victim, alleged perpetrator and witnesses are not bullied or harassed.

Sexual violence is defined as any act which is an offence under the Sexual Offences Act 2003, including rape, assault by penetration or sexual assault without the consent of the victim.

Sexual harassment is defined as unwanted sexual conduct likely to violate the victim's dignity and/or make them feel intimidated, degraded or humiliated or create a hostile, offensive or sexualised environment. This includes making sexual comments or jokes, physical contact such as touching or interfering with clothing or displaying sexual images. It also includes online harassment.

When dealing with incidents, the school/college should ensure that the written report of the incident contains objective facts and sets out clearly the next steps to be taken, with the views of the victim clearly recorded.

Schools/colleges should be aware of their equality duty as victims of sexual violence and harassment are more likely to be female but should follow the same procedures and ensure the same level of response for incidents involving male pupils or incidents where victim and perpetrator are the same sex.

Cases may be managed internally by the school/college under without referral to other agencies where the incident involves low-level concerns and is a “one-off” occurrence where there is no further risk to the victim or other pupils

Schools/ should give careful thought to the day to day management of risk and support for the victim, taking into account the victim’s views when considering practical issues such as separating the victim and perpetrator. However schools/colleges must be able to justify any measures taken and that they do not interfere with the educational opportunities of either party.

Schools may wish to consider developing specific policies around responding to incidents of sexual violence and harassment towards staff members.

Schools need to ensure that staff and governors are able to take up training and support offered by the Bi borough around relationships and peer on peer abuse and how these messages should be delivered within the PSHE curriculum. Sexual violence and harassment will also be addressed in general, whole-school safeguarding training delivered by the Bi borough, Safeguarding partners, with designated safeguarding leads receiving more intense training in view of their role.

B5 Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. This could be a one-off or a series of incidents over time. It can happen online or in person.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

Signs to look out for include:

- Unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Changes in emotional wellbeing or school performance
- Signs of assault or unexplained injuries

- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or not taking part in school
- (Child sexual exploitation) Having older boyfriends or girlfriends
- (Child sexual exploitation) Having sexually transmitted infections or getting pregnant

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit external signs of this abuse.

B6 Upskirting

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

If a child reports an incident of upskirting the DSL must be informed immediately to enable appropriate procedures to follow in a timely manner.

B7 Prevention of radicalisation

Radicalisation is defined as the act or process of a person legitimising support for, or use of, terrorist violence. Extremism is defined as the holding of extreme political or religious views.

The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, positive promotion of our school values, especially Respect: “We treat everyone as we would like to be treated” equips our pupils with the skills to reject violence in all its forms.

Aim of this section

The main aim of this policy section is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues could not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. Our work will be concerned with prevention¹.

Actions to prevent radicalisation

- Pupils are encouraged to adopt and live out our School Values. These reflect the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the PSHE curriculum, assemblies and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.

Additional procedures

Refer to the school’s Prevent Policy.

B8 Mandatory reporting of Female Genital Mutilation

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place or may have already taken place, can be found in appendix 3 along with how to proceed.

All Staff have received training in how to identify possible cases of FGM and know that FGM disclosures MUST be reported to the police as well as the school’s LADO (this is a mandatory duty).

B9 Honour Based Violence

HBV encompasses crimes which have been committed to protect or defend the honour of the family including FGM, forced marriages and practices of breast ironing.

All forms of HBV are abuse and should be handled and escalated as such.

Any concerns should be raised with the DSL. The DSL will inform the LADO and the police.

B10 Online safety

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online – see school's Online Safety Policy

B11 Sharing nudes and semi nudes (previously known as sexting)

This is the sending or posting of sexually suggestive images, including nude or semi-nude photographs via mobile phones or over the internet. Creating and sharing sexual photos or videos of under 18s is illegal.

Although the production of such imagery is likely to take place outside of school these issues can manifest themselves in school and schools need to be able to respond swiftly and confidently to ensure children are safeguarded, supported and educated.

Procedures for dealing with Youth Produced Sexually Imagery

All staff should respond to a sexting disclosure as they would any other safeguarding disclosure: promptly and professionally.

Staff should NOT view the youth produced sexually imagery unless there is good and clear reason for doing so. Where possible responses to incidents should be based on what the DSL has been told about the imagery.

All members of staff are made aware of how to recognise and defer any disclosures of incidents involving youth produced sexual imagery through regular safeguarding training. Pupil are provided with opportunities to learn about the issues of youth produced sexual imagery as part of the PSHE curriculum 'Being Share Aware'.

B12 Looked after and previously looked after children and care leavers

The school recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The school's designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

The school will also work with the virtual schools to promote the education achievement of LAC or previous LAC pupils and to ensure their needs as identified in their personal education plans are met.

B13 Children with special education needs or disabilities (SEND)

The school is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be up to three times more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help.

Additional procedures

See the school's SEND policy for further information

B14 Safeguarding vulnerable groups

The school is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, CSS or other agencies in order to overcome problems or keep them safe.

B15 Mental Health

Mental Health is explicitly included in the definition of safeguarding, which says that safeguarding includes “preventing impairment of children’s mental and physical health or development”.

The school is aware that mental health needs can be an indicator that a child has suffered abuse, and can put them at risk of abuse. Traumatic events can also have a lasting impact on a child’s mental health, behaviour and education.

Whilst the school recognizes and acknowledges that only trained professionals can diagnose mental health problems. School staff are well-placed to spot signs that a child may be experiencing a mental health problem or may be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, you must follow the school’s safeguarding procedures.

B16 Domestic Abuse

The school is aware that children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn’t physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

Soho Parish is part of the Operation Encompass scheme this means if police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The school's DSL will provide support for any pupil known or believed to be affected by domestic abuse. They will be responsible for monitoring this support and updating records about the child's circumstances.

Some children may not be ready or know how to talk about domestic abuse, they may not recognise their experience as harmful. This should not stop staff from raising any concerns with the DSL.

B17 Contextual safeguarding for young people

The school is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school/college or from their own peer group.

The school will adhere to the following policies whenever there are concerns that young people are at risk from any of these issues:

- School's own Child Sex Exploitation Policy
- Young people at risk from gang activity (including county lines) or serious youth violence. Schools should be especially aware of pupils who go missing from school or home and are subsequently found in areas away from their own. Furthermore, to be aware of children who have been the perpetrator or alleged perpetrator of serious violence (eg knife crime), as well as the victim.

Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK

B17 Other relevant safeguarding policies

Schools can access guidance on the following policies at www.nspcc.org.uk and [Department for Education - GOV.UK](http://www.gov.uk/government/publications/alternative-provision)

Alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

Anti-discrimination & harassment

Attendance

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

[https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)

Behaviour and discipline

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Bullying (including cyberbullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

Children missing from school

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf

Complaints

Drugs/substance misuse

[Drugs: advice for schools - Publications - GOV.UK](#)

Educational visits

Equality and diversity

Exclusion of pupils

<https://www.gov.uk/government/publications/school-exclusion>

Fabricated or induced illness

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

First aid and administration of medicines

Supporting children with medical conditions

[Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

No smoking (EYFS)

Mental health

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Physical intervention

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

Private fostering

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

SRE

Sexting

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4.pdf

Gender-based violence/teenage relationship abuse

Trafficking https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Appendix 1:

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect, abuse or exploitation. 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, neglect or exploitation

Neglect	• 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	• 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	• 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	• Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	• 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	• Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

Appendix 2: Safeguarding children monitoring/incident form

Name of school:

Name of child:

DOB:

Status: ☐ monitoring due to concerns ☐ subject to child protection plan

Concerns/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

Views of child and parents

Outcomes of monitoring

- ☐ continue monitoring ☐ carry out CAF ☐ referral to CSSW
- ☐ referral to health services ☐ referral for education support services
- ☐ referral for behavioural support ☐ referral on behalf of parent/carer

Action taken

Name of staff member:

Date

APPENDIX 3

FEMALE GENITAL MUTILATION – CHILD PROTECTION AWARENESS AND PROCEDURES

Introduction

Since the Female Genital Mutilation Act 2003, it is a criminal offence to subject a girl or woman to FGM in the UK; to assist a girl to perform it on herself; for UK nationals or permanent residents to perform FGM abroad; or to assist anyone to perform FGM abroad.

FGM includes any mutilation of a female's genitals, including the partial or total removal of the external genitalia for so-called cultural or other non-medical reasons. FGM is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is illegal and is a child protection issue.

FGM can be practised at any age, however the majority of cases take place between the ages of 5 and 8 years old. It is estimated that in the UK there are approximately 20,000 girls under the age of 15 at risk of FGM each year. People from African countries as well as parts of the Middle East and Asia are more likely to practise FGM than other communities. Whilst not all people from these regions will practise FGM, and indeed there are many people in these communities in the UK who are working to eradicate this harmful and abusive practice, professionals should be aware of this issue for girls from these regions. It should also be remembered that FGM is not practised for any religious reasons and indeed it is known to pre-date the religions within which FGM is prevalent.

Safeguarding girls at risk of harm through FGM poses specific challenges because the families involved may give no other cause for concern with regard to their parenting responsibilities or relationships with their children. However, there remains a duty for all professionals to act to safeguard girls at risk of FGM under Working Together 2013. Anyone who has information that a child is potentially or actually at risk of significant harm should inform social care or the police. The London FGM procedures state that “any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family”.

Role of the Local Authority

The Local Authority will make enquiries to safeguard a girl’s welfare under section 47 of the Children Act 1989 if it has reason to believe that a girl is likely to be subjected to, or has been subjected to, FGM. For further information see the London Safeguarding Children Partner’s FGM resource pack and procedures here: <http://www.londonscb.gov.uk/fgm/>.

Professionals also have a responsibility to ensure that individuals, families and communities know that FGM is illegal and that agencies are actively tackling FGM and supporting communities not to practise it. This knowledge alone may deter families from having FGM performed on their children, and safeguard girls and women from

Indicators that a girl maybe at risk of FGM

- ❖ She has a parent from a practicing community (see local authority map)
- ❖ She and her family have a low level of integration into the community
- ❖ The mother or any sisters have experienced FGM
- ❖ She has talked about, or you know about, the arrival of a female family elder
- ❖ She talks about it to other children
- ❖ She refers to a ‘special procedure’ or ‘special occasion’ or the fact she is to ‘become a woman’
- ❖ She is out of the country for a prolonged period
- ❖ She is taking a long holiday to her country of origin or another country where the practice is prevalent (parents may talk about it too)

Indicators that a girl may have experienced FGM

- ❖ A girl has problems walking/standing/sitting
- ❖ She spends a lot of time in the bathroom/toilet
- ❖ She has bladder or menstrual problems
- ❖ She has prolonged or repeated absences from school
- ❖ She has a reluctance to undergo medical examinations
- ❖ She is asking for help but giving a lack of explicit information

School's Duty to Safeguard Pupils

Safeguarding girls at risk of harm of FGM poses specific challenges because the families involved may give no other cause for concern, for example with regard to their parenting responsibilities or relationships with their children. However, there still remains a **duty for all professionals to act to safeguard girls at risk** – with four key issues to consider:

1. An illegal act being performed on a female, regardless of age.
2. The need to safeguard girls and young women at risk of FGM.
3. The risk to girls and young women where a relative has undergone FGM.
4. Situations where a girl may be removed from the country to undergo FGM.

Safeguarding leads in schools should also be aware of the practice and have the ability to deal with suspected cases of FGM.

School Procedures if you are worried about a girl who may be at risk if FGM

School staff are to report any concerns (verbally and then in writing using CPOMS) to the designated Child Protection Lead (Alix Ascough – Headteacher or in her absence Jo Plesniak, Kate McCarter or Carwyn Morris *Deputy Leads*). The Designated Lead will take one or more of the following actions:

- Contact the LA Safeguarding Lead. Call her to discuss any worries, suspicions or questions you have. This can be in the form of a pre-referral consultation if you are not sure whether the case requires a referral or not.
- Call the Police on 999 if you have concerns that a child is at immediate risk of harm (such as a girl telling you that FGM is occurring that evening/the next day etc). For advice from the Police contact the Metropolitan Police, Child Abuse Investigation Command, Project Azure (02071612888).
- Contact the NSPCC FGM Helpline on 0800 028 3550 or email them fgmhelp@nspcc.org.uk.
- Make a referral to Children's social care

Prevention

- ❖ Attend training courses on FGM. All Designated Leads (Alix Ascough, Jo Plesniak, Kate McCarter) will have received training on FGM.
- ❖ Read the UK government [multi-agency practice guidelines](#) on fighting and preventing female genital mutilation. These are to be shared through staff training
- ❖ If appropriate, raise awareness through work with pupils.

