

Learning together in faith

Holy Cross Catholic

Multi Academy Company

Child Protection and Safeguarding

Christ the King Catholic Primary School

Responsible for Policy	Marina Kelly
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Child Protection and Safeguarding Policy

Christ the King Catholic Primary School

September 2026

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Head Teacher/Principal: Miss Jennifer Riach **Designated Safeguarding Lead: Miss Jennifer Riach – Headteacher** **Deputy Designated Safeguarding Lead:** Mrs Sue Horrocks (SEND Co and AHT), Mrs Sharon Kailey (AHT and EYFS Lead) and Mrs Tina Hagyard (Learning Mentor) **Named Governor for Safeguarding:** Matthew Cole **MAC Chair of Board of Directors: John Teahan** **Chair of Governors:** Mrs Claire Hackett **Vice Chair of Governors:** Mr Matt Cole **Designated Lead for Looked After and Previously Looked-After Children:** Mrs Sue Horrocks **Family Help Assessment Co-ordinator: Kerrie Holdback**
Local Authority designated officer: Nina Farrimond, Beki Habberley and Natasha Williams Lado@coventry.gov.uk **Safeguarding in Education Adviser: Sarah Olowo (Sarah.Olowo@coventry.gov.uk) and Charlotte Hegarty charlotte.hegarty@coventry.gov.uk** **Children and family initial response team: MASH@coventry.gov.uk (Due to change) or 024-76788555** **Children and family initial response service - Education Co-Ordinator :Claire McElroy claire.mcelroy@coventry.gov.uk** **Prevent: Prevent@coventry.gov.uk** **Emergency Duty Team: 024 7683 2222**

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1 Definitions

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

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

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of **Christ the King Catholic Primary school**.

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

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is a "**shared"** responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate ***Christ the King Catholic Primary school*'s** commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to ***Christ the King Catholic Primary school*'s** safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 ***Christ the King Catholic Primary school*** is committed to the following principles;

- All children have the right to be protected from harm.

- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of ***Christ the King Catholic Primary school***, in line with Keeping Children Safe in Education (**September 2026**) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ**A**+, **Gender questioning**, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in ***Christ the King Catholic Primary school*** understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- **Keeping Children Safe in Education (2026)**
- **Working together to Safeguard Children (2026)**

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

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in **Annex A of Keeping Children Safe in Education (September 2026).**

2.8 This policy should be read in conjunction with the following policies;

Anti- Bullying Policy - HCCMAC Anti- Bullying Policy

Attendance Policy - Attendance Policy

Behaviour Policy - Behaviour Policy

First Aid Policy - First Aid Policy

Medicine Policy - Medicine Policy

Allergy Policy - Allergy Policy

Packed Lunch Policy - Packed Lunch Policy

RSHE Policy - RSHE Policy

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of ***Christ the King Catholic Primary school***. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 **To avoid duplication, this policy reflects the principles and requirements of Keeping Children Safe in Education (2026). Christ the King Catholic Primary school will use this statutory guidance as the primary reference document for all safeguarding and child protection practice.**

3 Roles and Responsibilities

3.1 The Role of the MAC Directors:

3.1.1 Christ the King Catholic Primary school has a Local Governing Body and the Holy Cross Catholic MAC has a Board of Directors that delegated leadership responsibility for safeguarding to each individual school; the Local Governing Body and Board of Directors have an oversight of roles and responsibilities. The MAC Directors will:

- Adopt Coventry's Child Protection and Safeguarding Policy as the MAC-wide policy which will be adopted by each school in the MAC.
- Ensure up to date training is provided and legal compliance issues are met
- Ensure that a Single Central Record is maintained in each Holy Cross MAC establishments
- Ensure that all MAC Directors and Governors receive safeguarding training.
- Ensure that at least one Director on any recruitment panel has completed safer recruitment training.
- Monitor safeguarding practice across the MAC and take appropriate action where safeguarding practice is falling below the standards expected.

3.2 The Role of the Governing Body

3.2.1 Governing bodies **h**ave a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Matt Cole. Part 2 of Keeping Children Safe in Education (**September 2026**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for ***Christ the King Catholic Primary school*** safeguarding arrangements
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole ***school*** approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure Christ the King Catholic Primary school consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an

area within the local authority and the chief office of police for a police area within the local authority);

- Ensure Christ the King Catholic Primary school have an effective child protection policy, that it is published on Christ the King Catholic Primary school website **https://www.ctk.hccmac.co.uk/policies** and review this annually;
- Ensure Christ the King Catholic Primary school have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety and filters and monitoring processes) and this is regularly updated;
- Ensure Christ the King Catholic Primary school contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole ***school*** approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.3. The Role of the Headteacher

3.3.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead and Deputies' is explicit in the role-holder's job description including leading on filters and monitoring processes;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;

- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that Christ the King Catholic Primary school collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of Family Help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to **Christ the King Catholic Primary school** to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2026**).

3.4 The Role of the Designated Safeguarding Lead

3.4.1 The Designated Safeguarding Lead (DSL) for ***school name*** is Miss Jennifer Riach Our Deputy Designated Safeguard Lead (DDSL) in the DSL's absence is **Mrs Sue Horrocks, Mrs Sharon Kailey and Mrs Tina Hagyard.**

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring **and processes in place**);
- Liaise with the safeguarding partners and work with other agencies in line with **Working Together to Safeguard Children (2026);**
- Always be available during term time school hours for staff in ***Christ the King Catholic Primary school*** to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from **Family help;**
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's **Children and families initial response service** where children have been harmed o**r** are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Christ the King Catholic Primary school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed[1];
- Ensure all staff have read and understood **Part one** of Keeping Children Safe in Education and Annex A (KCSIE **September 2026**);, where they work directly with children.

- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child **leaves *Christ the King Catholic Primary school*;**
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Christ the King Catholic Primary school leadership team;
- Promote a 'culture of safeguarding', in which every member of ***Christ the King Catholic Primary school*** community acts in the best interests of the child;
- Ensuring ***Christ the King Catholic Primary school*** knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in ***Christ the King Catholic Primary school***; and be aware of the requirement for children to have an Appropriate Adult – PACE code C 2019
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health

3.4.2 Further details on the role of the Designated Safeguarding Lead can be found in **Annex B** of Keeping Children Safe in Education (**September 2026**).

3.5 The Role & Responsibilities of all Staff within School

3.5.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in ***Christ the King Catholic Primary school***;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; Christ the King Catholic Primary school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in ***Christ the King Catholic Primary school*** that support safeguarding and child protection;

- Will be provided annually with **Part One and Annex A of *Keeping Children Safe in Education* (September 2026) where they work directly with children** and will receive annual updated training on their safeguarding roles and responsibilities.
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the Family Help assessment process and understand their role in it;
- **Should be equipped to identify children who may benefit from Family Help and understand the indicators of need that may suggest a child requires targeted support or statutory intervention. Staff will discuss concerns with the Designated Safeguarding Lead or deputy DSL in the first instance and take appropriate action in accordance with this policy.**
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the **Children and families initial response team**), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the **Children and Families Initial response team** if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.6 Multi-Agency Working

3.6.1 Christ the King Catholic Primary school is committed to multi-agency working and operates under **Working Together to Safeguard Children (2026)** and local safeguarding arrangements.

3.6.2 Christ the King Catholic Primary school will work with Children's Services the Police, Health services, **Family Help** practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.6.3 We work closely with our Family Hubs to ensure children receive appropriate, co-ordinated Family Help Assessments . Through Coventry's Family Hub network, families can access early help, parenting support, health services, advice, and targeted interventions. Where additional support is needed, school staff work alongside Family Hub professionals and other agencies to identify needs, complete assessments, and develop a coordinated plan to help children and families thrive.

3.6.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, Christ the King Catholic Primary school is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse, neglect and exploitation

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and

neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of Christ the King Catholic Primary school/college, including the multi-faceted occurrence of factors causing emotional harm. **In many cases, abuse and other safeguarding risks occur concurrently both online and offline. We understand that children may experience multiple and overlapping forms of abuse at the same time. These harms can be interconnected, with abuse in one context increasing vulnerability to abuse in another.**

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse **(Taken from Keeping Children Safe in Education, 2026)**

Type of abuse	**Information**
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation,

	kissing, rubbing, and touching over clothing. Sexual abuse may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in **Appendix A.**

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the **Children and families initial response team**) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should always be available or **appropriate cover arrangements in place,** but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Christ the King Catholic Primary school recognises that any child can be the victim of abuse and may benefit from Early Help. However, Christ the King Catholic Primary school will be particularly vigilant to potential need for Family Help if a child;

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory
- Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple
- suspensions, is on a part-time timetable, is at risk of being permanently

- excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of 'honour' or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

- ***4.7 Christ the King Catholic Primary school*** recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if ***Christ the King Catholic Primary school*** believes that a child is at risk of or is the victim of;
- bullying, including cyberbullying, prejudice based and discriminatory
- child criminal exploitation and sexual exploitation including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- Honor or faith-based abuse; including FGM and forced marriage
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- child on child abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- **Harmful sexual behaviour**
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- trafficking and modern slavery.

4.8 Christ the King Catholic Primary school will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.8.1 **There are several circumstances that may have a detrimental impact on a child's welfare, safety and educational outcomes. We work with other agencies in line with Keeping Children Safe in Education (2026) to support children and families in the following circumstances;**

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;

- Children **who need, or have** a social worker.

4.9 Children potentially at greater risk of harm

4.9.1 ***Christ the King Catholic Primary school*** recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

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

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

4.10 Children absent from Education

4.10.1 ***Christ the King Catholic Primary school*** understands that children being absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines.

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

4.11 Elective Home Education

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

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

4.12 Children requiring Mental Health support

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

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

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

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

- Talking about wanting to die, feeling hopeless or having no reason to live.

- Expressing feelings of being trapped, worthless, isolated or a burden to others.
- Self-harming behaviours or evidence of self-injury.
- Significant changes in mood, behaviour, attendance, engagement or academic performance.
- Withdrawal from friends, family or activities previously enjoyed.
- Increased risk-taking or reckless behaviour.
- Changes in sleeping or eating patterns.
- Giving away possessions, saying goodbye to others or other behaviours that may indicate preparation for death.
- Persistent low mood, anxiety, distress or emotional dysregulation.
- Any disclosure relating to suicidal thoughts, plans or self-harming behaviours.

There are clear systems and processes in place for identifying, monitoring and responding to mental health concerns. If staff have concerns about a child's mental health, wellbeing or safety, they should follow Christ the King Catholic Primary school's procedures.

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

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

4.12.7 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should

Immediate Response and Initial Recording

•Any concern should be recorded promptly using Christ the King Catholic Primary school's CPOMS system

•Staff should record factual observations (changes in behaviour, mood, attendance, academic performance, or social interaction) rather than assumptions.

•Where there is an immediate risk of harm, staff must contact the Designated Safeguarding Lead (DSL) without delay.

Support and Referral Pathways

•If needed, the DSL will make a referral to Christ the King Catholic Primary school's Mental Health Leads or to an external agency such as:

- School counsellor
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Local authority Family Help services
- GP or other health professionals

•Parents/carers will be informed and involved, unless doing so would put the child at further risk of harm.

Accountability and Monitoring

•All actions and decisions must be logged on CPOMS.

•The DSL is responsible for ensuring appropriate follow-up, communication with relevant staff, and reviewing the effectiveness of support.

•Where external services are involved, the DSL (or nominated staff member) will remain Christ the King Catholic Primary school's point of contact to ensure accountability and continuity of care.

Ongoing Support

•Staff directly working with the child will be provided with relevant strategies and guidance (while maintaining confidentiality).

•The child's wellbeing will be reviewed regularly in pastoral and safeguarding meetings, and adjustments to support will be made where necessary.

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

At Christ the King, we recognise the importance of promoting positive mental health and wellbeing for all members of our school community. We have a designated Senior Mental Health Lead who is responsible for overseeing Christ the King Catholic Primary school's approach to mental health and wellbeing, ensuring that this is embedded across our policies, curriculum, and daily practice. In addition, we have trained Mental Health First Aiders within the staff team who are available to provide immediate support, guidance, and signposting for pupils, staff, or parents who may be experiencing difficulties. This provision is part of our wider commitment to creating a safe, supportive, and nurturing environment in which every child can flourish.

4.13 Children who are Lesbian, Gay, Bi (LGBTQA+) or may be gender questioning children

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

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

4.13.3 As such, when supporting a gender questioning child, we should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Any decision will be made with the child's best interests as the primary consideration whilst also considering the impact on other children where relevant. We should have regard to KCSIE and any local authority guidance relating to gender-questioning children when deciding how to proceed

4.13.4 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. The Designated Safeguarding Lead should be involved in any decision-making relating to support for a gender-questioning child.

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

4.13.6 Schools should clearly record decisions, the rationale for those decisions and any agreed support arrangements, and review these regularly.

4.13.7 LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

4.14 Young Carers

4.14.1**Christ the King Catholic Primary school** recognises that young carers may face additional safeguarding and welfare needs. Caring responsibilities can have a significant impact on a child's attendance, achievement, behaviour and emotional wellbeing**.**

4.14.2 Staff should be aware that some children may have caring responsibilities which can impact on their attendance, attainment, behaviour and wellbeing. Any concerns that a pupil may be undertaking a caring role, or that their caring responsibilities are affecting their welfare, should be shared with the Designated Safeguarding Lead (DSL). Christ the King Catholic Primary school will seek to identify young carers at an early stage and ensure they receive appropriate support, including referrals to external services where required.

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicated that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;

- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the **Children FIRST (Children and Family Initial Response and Safeguarding Team)**.
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Family Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if ***Christ the King Catholic Primary school*** is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but Christ the King Catholic Primary school believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's "Effective support for Children and Families in Coventry" guidance, which is used by ***Christ the King Catholic Primary school*** to make decisions about protecting children, please visit (Insert link to effective support document).

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

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

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

5.9 ***Christ the King Catholic Primary school*** have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or Christ the King Catholic Primary school are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people

from being drawn into terrorism. See Appendix B for further information on **Christ the King Catholic Primary school's** Prevent duty.

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

5.12 Child on Child Abuse

5.12.1 Christ the King Catholic Primary School understands that abuse can be perpetrated by both adults and children and can occur inside and outside of school, online or face-to-face. We recognise that children can abuse other children (child-on-child abuse) and that this can happen even amongst younger children. All concerns are taken seriously and responded to promptly and appropriately.

Child-on-child abuse can take many forms, including bullying (including cyberbullying, prejudice-based and discriminatory bullying), physical abuse, abuse within intimate personal relationships between children, sexual harassment, sexual violence, online abuse, sharing of consensual and non-consensual self-generated indecent images and/or videos, including AI-generated imagery and deepfakes, upskirting, initiation or hazing-type violence and rituals, coercive or controlling behaviour, and behaviours linked to misogyny or harmful attitudes towards women and girls.

We also recognise that safeguarding concerns may arise through children's use of technology, including the misuse of social media, online gaming platforms, live streaming, group messaging services, artificial intelligence (AI) tools and image-generating applications. Christ the King Catholic Primary School understands that safeguarding issues can manifest as child-on-child abuse and is committed to creating a culture where all children feel safe to report concerns, knowing they will be listened to, supported and taken seriously.

5.12.2 All members of staff will be made aware of Christ the King Catholic Primary school's policy and procedures with regards to child-on-child abuse. Staff will receive safeguarding training that includes recognising, responding to, recording and reporting child-on-child abuse. ***Christ the King will ensure staff understand what is meant by child-on-child abuse and Christ the King policy on child-on-child abuse by***

Policy Dissemination

- Providing all staff with access to the *Child Protection and Safeguarding Policy*, including the specific section on child-on-child abuse, as part of their induction.
- Ensuring staff confirm they have read and understood the policy through signed acknowledgment forms.

Training and CPD

- Delivering regular safeguarding and child protection training that explicitly covers the different forms child-on-child abuse can take (including bullying, sexual violence, sexual harassment, physical abuse, initiation/hazing, upskirting, emotional abuse, and online abuse).
- Embedding refresher training within the annual CPD programme and providing updates when statutory guidance (e.g., *Keeping Children Safe in Education*) is revised.
- Offering additional targeted training for pastoral staff, DSLs, and those with specific safeguarding responsibilities.

Practical Guidance and Procedures

- Equipping staff with clear procedures for recognising, reporting, and responding to concerns of child-on-child abuse through safeguarding briefings, staff handbooks, and pastoral meetings.

- Reinforcing expectations that all concerns, no matter how small, must be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.
- Ensuring staff know how incidents will be recorded, investigated, and followed up, and how support will be provided to both victims and alleged perpetrators.

Culture and Accountability

- Promoting a whole-school culture of vigilance, openness, and responsibility where staff feel confident to challenge and report inappropriate behaviours.
- DSLs and the Senior Leadership Team will monitor staff compliance with safeguarding procedures and hold staff accountable for following reporting routes consistently.
- Staff will be reminded regularly that failure to follow safeguarding procedures may be treated as a disciplinary matter.

Ongoing Review

- Christ the King will regularly review the effectiveness of staff training and awareness through staff surveys, safeguarding audits, and case reviews.
- Lessons learned from incidents will be fed back into staff development sessions to strengthen practice.

5.12.3 ***Christ the King will work to prevent child on child abuse by***

- Creating a Safe and Inclusive Culture
- Curriculum and Education
- Staff Training and Vigilance
- Student Voice and Participation
- Supervision and Environment
- Partnership with Parents and Carers
- Monitoring, Review and Accountability

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, ***Christ the King Catholic Primary school*** will investigate this. *Christ the King will ensure that the immediate safety and wellbeing of all pupils is prioritised. Victims will be listened to carefully, reassured, and taken seriously, with steps taken to protect them from further harm, including separating them from the alleged perpetrator where appropriate.*

Pastoral and emotional support will be made available to all children involved, including access to Christ the King Catholic Primary school's pastoral team, counselling services, or a trusted adult, alongside regular wellbeing check-ins.

Victims will be provided with an individual support plan tailored to their needs, which may include adjustments to their timetable, access to safe spaces, or additional mentoring, and their parents or carers will normally be informed unless doing so would place the child at greater risk.

Alleged perpetrators will also be supported, recognising that they may themselves be vulnerable, and offered interventions such as mentoring, behaviour support, or pastoral care, with parents engaged where appropriate.

Other children who may have been affected, including friends, peers, or bystanders, will be offered support as needed through group or individual sessions. Where incidents meet

safeguarding thresholds, referral to the Multi-Agency Safeguarding Hub (MASH) will be considered, and Christ the King Catholic Primary school will work closely with external agencies such as social care, police, or CAMHS to ensure children receive the right level of protection and intervention.

All actions, decisions, and outcomes will be recorded in line with safeguarding procedures under the oversight of the Designated Safeguarding Lead, and support plans for all children involved will be regularly reviewed to ensure they remain effective.

5.12.5 Christ the King Catholic Primary school recognises that child-on-child abuse may indicate the alleged perpetrator requires support, intervention or safeguarding assessment. If an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by Christ the King Catholic Primary school's safeguarding team through appropriate pastoral support, risk assessments, restorative and educational interventions where appropriate, access to counselling or wellbeing services, regular monitoring, communication with parents/carers (where appropriate), and referral to external agencies where additional support is required, and referral to the Children and Families Initial Response Team will be considered.

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

5.12.8 Christ the King Catholic Primary school will adhere to guidance set out in Keeping Children Safe in Education (**2026**) when responding to incidents of child-on-child abuse. Children will be provided with clear, accessible and promoted routes to report concerns and abuse.

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

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

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

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

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

5.13.3 Christ the King Catholic Primary school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced, staff are required to be aware that it is not possible for a child to give

informed consent to engage in criminal or other exploitative activity and that a child cannot consent to their own exploitation.

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

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

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

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

5.14.1 "Sharing of consensual or non-consensual nude and semi-nude images or videos including those generated using AI." refers to any sharing of self- generated intimate images and/or videos of between children. This includes;

- A person under the age of 18 creating and sharing self- generated intimate images and/or videos of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 Christ the King Catholic Primary school has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. ***Online Safety Policy - Online Safety Policy*** **RSHE Policy** - RSHE Policy

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

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

- Referrals to the Children's and families initial response team in regard to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (Current July 2022);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos including those generated using AI' involving the following will result in a Request for support referral and sometimes a Police referral;

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

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

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

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

5.15 Domestic Abuse

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

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

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in ***Christ the King Catholic Primary school***.

5.16.2 Christ the King Catholic Primary school adheres to 'Searching, Screening and Confiscation: Advice for Schools **(January 2022).**

5.13.3 Please see searching, behaviour policy for further information - behaviour policy

5.17 Online Safety

5.17.1 Christ the King Catholic Primary school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from **Keeping Children Safe in Education 2026:**

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories,
- contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes,
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying, and
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

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

5.17.3 Christ the King has also established robust mechanisms to identify, intervene in, and escalate any concerns highlighted through our SENSO filtering and monitoring systems, which apply to both staff and students. These systems filter and monitor online activity, blocking access to harmful or inappropriate content such as extremist material, pornography, gambling sites, and other categories identified in Christ the King Catholic Primary school's Online Safety and Safeguarding policies. Where concerning activity is flagged, alerts are automatically sent to the Designated Safeguarding Lead (DSL) and the Network Manager/IT Team for review. The DSL (or deputy) will assess the concern in line with safeguarding procedures and decide on next steps, which may include speaking with the student, contacting parents/carers, or making a referral to external agencies such as the Multi-Agency Safeguarding Hub (MASH) or police where appropriate. All incidents and actions are logged securely and followed up to ensure accountability. The effectiveness of this monitoring and filtering system is reviewed regularly, with staff trained on both the technical measures in place and the processes for escalating concerns promptly to the DSL.

5.18 Serious violence – All staff should be aware of the indicators and risk factors which may signal that a child is at risk from, or involved in, serious violence. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, signs of self-harm or a significant decline in wellbeing, unexplained gifts or possessions, and involvement in antisocial behaviour or criminal activity. Children may also be at risk through criminal exploitation, including county lines activity.

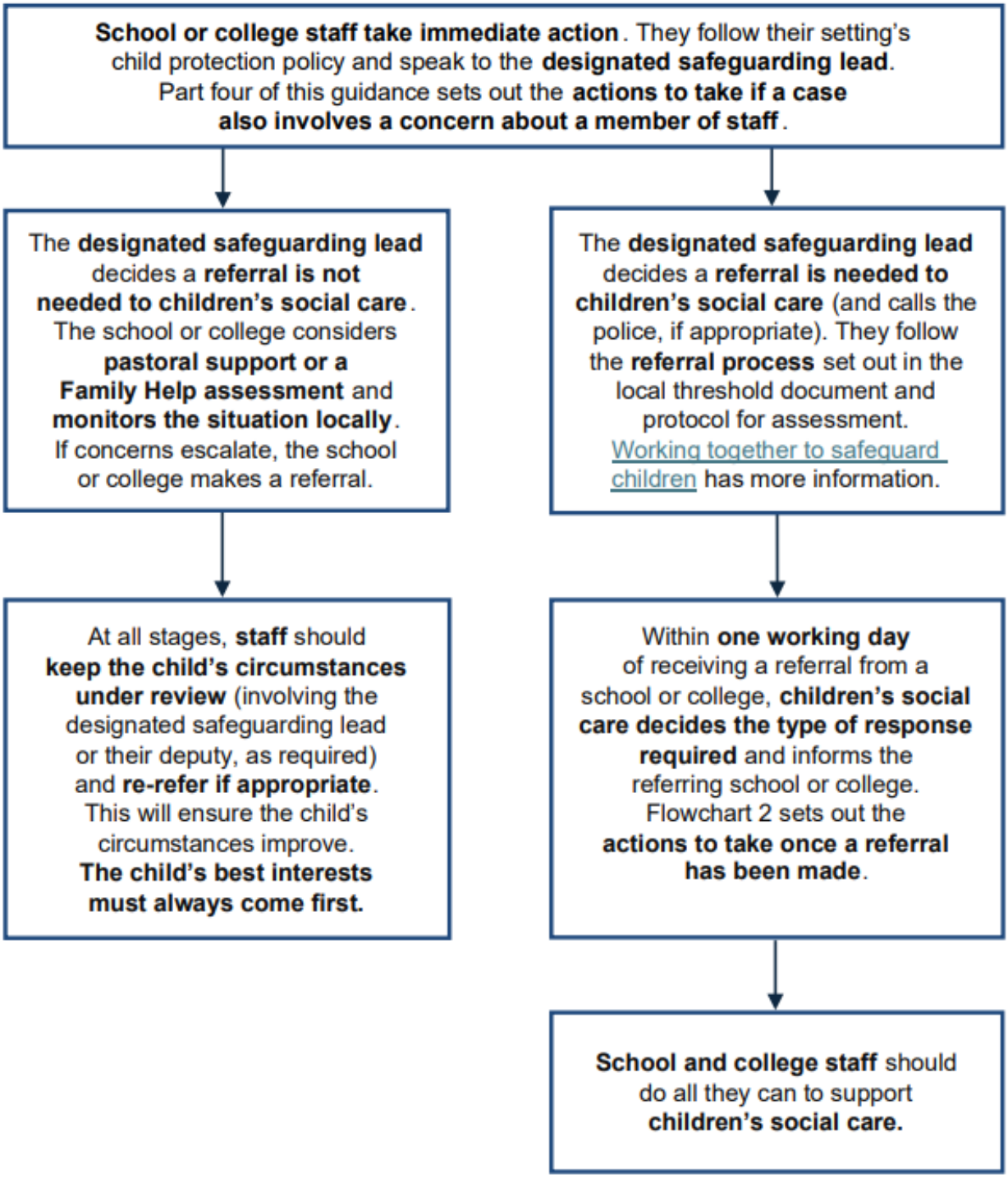
Where concerns about serious violence are identified, Christ the King Catholic Primary school will respond in accordance with its safeguarding procedures. This may include speaking with the child, undertaking an assessment of risk, working with parents/carers where appropriate, and making referrals to Children's Social Care, the police, or other relevant agencies. Christ the King Catholic Primary school recognises that children involved in serious violence may be both victims and perpetrators and will ensure that appropriate safeguarding support is provided.

5.18.1 Staff will be alert to indicators that a child may be at risk of or involved in serious violence and will report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

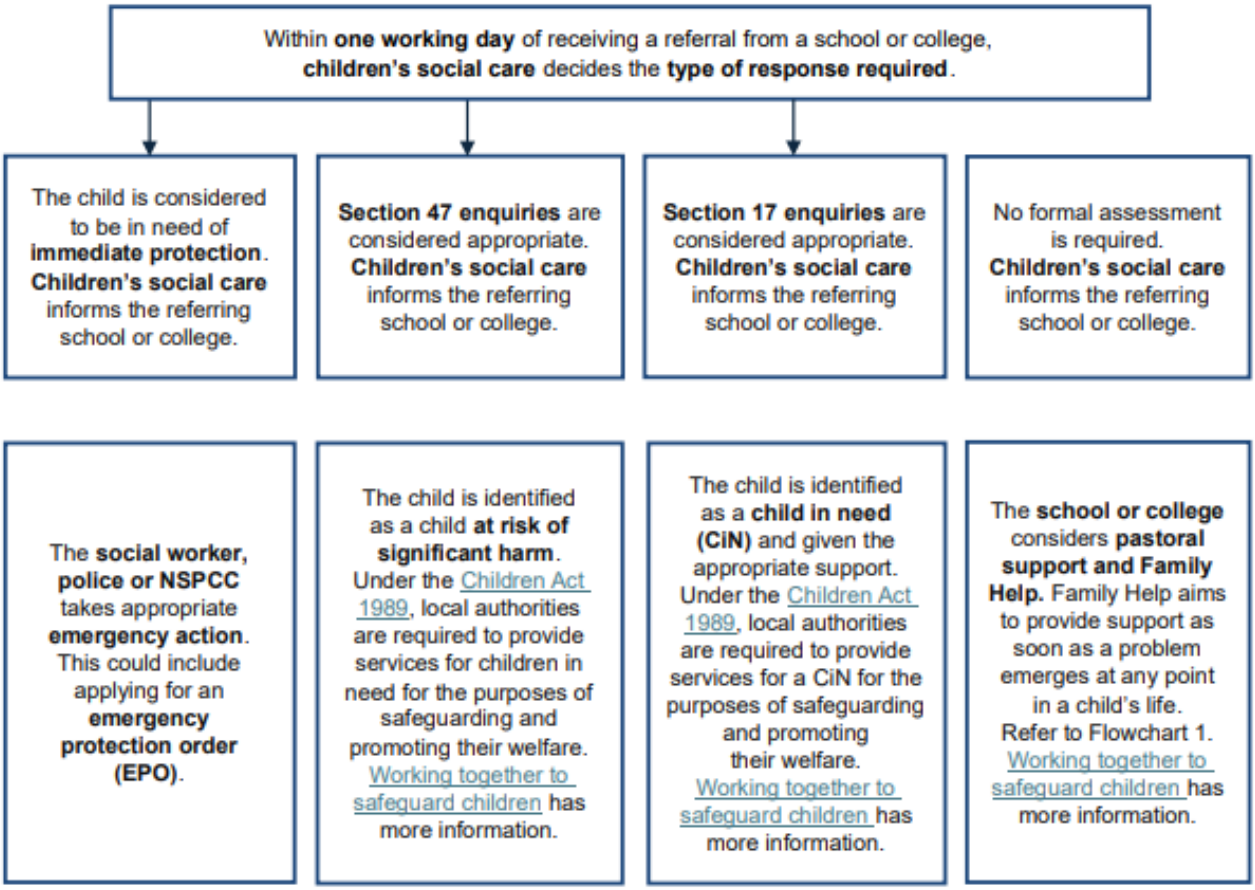
5.18.2 Any concerns regarding a child carrying, using, or expressing an intention to use a weapon will be treated seriously and reported without delay. The DSL will assess risk and take appropriate action, including referrals to external agencies where required.

5.18.3 Christ the King Catholic Primary school recognises that children involved in serious violence may also be victims of abuse, exploitation or other safeguarding concerns and will ensure appropriate support is provided.

Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care



5.18 To raise concerns about children, members of staff should contact the Coventry's children's and family initial response service by telephone to discuss the referral. They should then complete the online Request for support form" and submit this, Christ the King Catholic Primary school will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

The Children and Family Initial Response Service telephone number: 02476 788 555

Children and family initial response service: Children's Responsive Services

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to the Children and Family Initial Response Service (awaiting updated email)- needs updating (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.18.1 If a child's situation does not appear to be improving following a referral, Christ the King Catholic Primary school may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

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

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

6.3 ***Christ the King Catholic Primary school*** keeps all safeguarding files electronically, **using a system called Child Protection Online Management System (CPOMS)**

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

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in-year transfers). Once received by the new school, this school will not retain the information.

6.6 Christ the King Catholic Primary school will seek to hold at least two emergency contacts for every child.

6.7 All personal information processed by **Christ the King Catholic Primary school** will be managed in accordance with applicable data protection laws, including the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025.

Christ the King Catholic Primary school recognises that data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Where appropriate, information will be shared with relevant agencies and professionals to safeguard and promote the welfare of children. Please see the following policies for additional information;

See policy page for privacy notices - https://www.ctk.hccmac.co.uk/policies

6.8 Further information regarding information sharing and data protection in relation to safeguarding can be found within Keeping Children Safe in Education and Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins ***Christ the King Catholic Primary school*** and updated annually.

7.2 Parents can withdraw consent at any time and must notify ***Christ the King Catholic Primary school*** if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

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

8 Family Help Assessment

8.1 ***Christ the King Catholic Primary school*** is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through Family Help than

reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. ***Christ the King Catholic Primary school*** **i**s committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

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

- is disabled or has certain health conditions and/or specific additional needs
- has special educational needs and disabilities (SEND), whether or not they have a statutory Education, Health and Care (EHC) Plan
- has a mental health need or is experiencing emotional wellbeing difficulties
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, serious violence, exploitation by organised crime groups or county lines activity
- is frequently missing, absent or goes missing from education, home or care
- has experienced multiple suspensions, permanent exclusion, is in alternative provision, or is at risk of disengaging from education
- is at risk of, or experiencing, child criminal exploitation (CCE), child sexual exploitation (CSE), modern slavery, trafficking or other forms of exploitation
- is at risk of being radicalised or drawn into extremism
- is vulnerable to online harms, including online grooming, sexual abuse, coercion, cyberbullying, harmful content, the sharing of self-generated indecent images, and AI-enabled abuse such as deepfake imagery
- has a parent or carer in custody, is affected by parental offending, or is impacted by the criminal justice system
- is living in challenging family circumstances, including domestic abuse, parental substance misuse, adult mental ill health, parental conflict or family breakdown
- has experienced abuse, neglect, domestic abuse, bereavement, trauma or adverse childhood experiences
- is at risk of honour-based abuse, including forced marriage or female genital mutilation (FGM)
- has experienced discrimination, prejudice-based bullying, or hate incidents
- is adopted, in kinship care, a private fostering arrangement, a looked-after child, or a previously looked-after child
- is experiencing homelessness, housing instability, poverty or other forms of family hardship

8.3 ***Christ the King Catholic Primary school*** works within the Coventry Safeguarding Children Partnership's effective-support-for-children-and-young-people framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, ***Christ the King Catholic Primary school*** has committed to training staff throughout the academic year. All staff members will be made aware of ***Christ the King Catholic Primary school*****'s** safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 of Keeping Children Safe in Education **(September 2026)**
- School procedures for Children Absent from Education

- Christ the King Catholic Primary school Behaviour Policy

9.2 Staff at Christ the King will receive safeguarding and child protection training not only at induction in September but throughout the academic year to ensure knowledge remains current and practice is effective. Training will be ongoing, responsive to local and national safeguarding priorities, and tailored to the needs of different roles within Christ the King Catholic Primary school. This will include:

- **Annual statutory safeguarding and child protection training** for all staff, volunteers, and governors, covering updates to *Keeping Children Safe in Education (KCSIE)* and local safeguarding procedures.
- **Half Termly DSL-led safeguarding briefings** for all staff to share updates, reinforce reporting procedures, and highlight emerging risks.
- **Mental health training** to help staff identify, understand, and support children with social, emotional, and mental health needs.
- **Online safety training**, including safe use of technology, responding to online harms, and training on Christ the King Catholic Primary school's filtering and monitoring systems.
- **Prevent and radicalisation awareness training**, updated in line with local authority guidance.
- **Local authority safeguarding partnership training** opportunities, ensuring staff are up to date with local risks, referral pathways, and procedures.
- **E-bulletins and safeguarding newsletters** circulated to all staff to provide updates on emerging safeguarding issues and changes in guidance.
- **Specialist DSL training**, including attendance at local safeguarding network meetings and termly briefings to ensure the Designated Safeguarding Lead and deputies remain fully informed.
- **Governor safeguarding training**, ensuring governors understand their statutory responsibilities and can provide effective oversight and challenge.
- **Volunteer safeguarding induction and refresher training**, tailored to the level of contact volunteers have with children.

The training programme is regularly reviewed by the DSL and the Senior Leadership Team to ensure it remains relevant, evidence-based, and aligned with statutory requirements

9.3 **Christ the King Catholic Primary school** recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas to be able to further recognise if a child is at risk of harm.

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

10 Safer Recruitment

10.1 ***Christ the King Catholic Primary school*** is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required);
- online search on shortlisted candidates as part of its due diligence checks**;** and
- A health declaration and any necessary occupational health checks will be undertaken in accordance with the Equality Act 2010

10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. ***Christ the King Catholic Primary school*** reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

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

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

10.7 All safer recruitment practices at ***Christ the King Catholic Primary school*** comply with Keeping Children Safe in Education (**September 2026**). See Part 3 of Keeping Children Safe in Education (**September 2026**) for further information. ***Safer Recruitment policy for further details - Safer Recruitment***

11 Allegations of abuse against staff

11.1 ***Christ the King Catholic Primary school*** takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including trainee teachers, agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education **(September 2026)** and the CSCP Guidance, **'Allegations Against Staff and Volunteers'.**

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or

- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against a member of the Local Governing Body, Board of Directors or MAC Central Team, it must be immediately reported to the CEO (Marina Kelly).

11.4 If a concern or allegation of abuse arises against the Chief Executive Officer or Chair of the Board of Directors, it must be immediately reported directly to the Lado

11.5 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors *Mrs Claire Hackett* and Chief Executive Officer (CEO) Marina Kelly) **.**

11.6 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay, who will report it to the Chief Executive Officer.

11.7 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.8 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold as outlined in Working Together to Safeguard Children (2023) guidance indicating that a person in a Position of Trust has:

11. 9 If they feel the criteria is met then they should refer into Coventry LADO using the online referral form on:

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

The Headteacher or Chair of Governors can also seek guidance/advice if unsure by emailing lado@coventry.gov.uk.

11.10 A low-level concern is any concern, no matter how small, and even if no more than a sense of unease or a nagging doubt, that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work; and/or
- does not meet the harm threshold or is otherwise not considered serious enough to refer to the Local Authority Designated Officer (LADO).

A low-level concern does not mean that the behaviour is insignificant. Such concerns should always be shared with the Headteacher (or Chair of Governors where the concern relates to the Headteacher) and recorded appropriately. Recording and reviewing low-level concerns enables the school to identify patterns of concerning, problematic or inappropriate behaviour that may require further action.

Examples of low-level concerns may include, but are not limited to:

- being overly friendly with children or young people;
- having favourites or showing preferential treatment;
- taking photographs or videos of pupils on a personal mobile phone or personal device;
- communicating with pupils through personal social media accounts, personal email addresses or messaging services;

- engaging with a child on a one-to-one basis in a secluded area, behind a closed door or outside agreed professional boundaries;
- giving personal contact details to pupils;
- excessive texting, messaging or contact with a pupil outside school hours;
- inappropriate use of social media that could undermine professional boundaries;
- using inappropriate language in the presence of pupils;
- being dismissive of a child's views or concerns;
- humiliating, intimidating or belittling pupils;
- failing to maintain appropriate professional boundaries;
- sharing excessive personal information with pupils;
- transporting a pupil in a vehicle without appropriate authorisation;
- allowing a situation to develop that could be misinterpreted by others;
- failing to follow safeguarding procedures or school protocols;
- any conduct which could be perceived as grooming behaviour, even where there is no intention to cause harm.

Low-level concerns should be reported as soon as possible after the incident occurs. Staff should feel confident to self-refer where they believe their own behaviour may have fallen short of expected standards. The school aims to create an open and transparent culture in which all concerns about adults working with children are identified, shared, recorded and addressed appropriately.

The school will ensure that all low-level concerns are dealt with promptly, recorded securely and reviewed to determine whether a pattern of behaviour exists that may indicate a more serious safeguarding concern.

The contact details for the Local Authority Designated Officer (LADO) can be found at the front of this policy. Where a concern meets the allegations management threshold, the matter will be referred to the LADO without delay.

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

11.12 If a child has suffered or may have suffered abuse or harm, a request for support form referral will also be made.

11.13 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to ***Christ the King Catholic Primary school*** in managing the allegation.

11.14 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.15 Supply Teachers and all contracted staff

11.15.1 Although Christ the King Catholic Primary school does not directly employ supply teachers and contractors, Christ the King Catholic Primary school will ensure that any

concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.15.2 Christ the King Catholic Primary school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.15.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.15.4 Christ the King Catholic Primary school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. Christ the King Catholic Primary school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.16. Governors

11.16.1 **If an allegation, safeguarding concern or low-level concern is raised about a Governor or any individual undertaking governance responsibilities, Christ the King Catholic Primary School will follow local safeguarding procedures and the statutory guidance set out in Keeping Children Safe in Education (KCSIE).**

Concerns about a Governor will be reported to the Chair of Governors. Where the concern relates to the Chair of Governors, it should be reported directly to the Local Authority Designated Officer (LADO) and the Diocese as appropriate. The Headteacher should also be informed unless doing so could compromise any investigation.

The school will seek advice from the Coventry LADO without delay where there is an allegation that a Governor has:

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

Where concerns do not meet the allegations management threshold, they will be considered under the school's low-level concerns procedures and managed appropriately. Records will be maintained in accordance with statutory guidance and data protection requirements.

The school recognises that Governors and Trustees have a strategic responsibility for safeguarding and must adhere to the same safeguarding expectations, professional standards, code of conduct and safer working practices as all adults working with children. Any investigation will be undertaken in accordance with KCSIE, local Coventry safeguarding arrangements, advice from the LADO, and where appropriate, guidance from the Diocese and relevant regulatory bodies.

Throughout the process, the welfare of the child will remain paramount, and appropriate support will be provided to all parties involved.

11.17. Volunteers

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

11.18. Whistleblowing

11.18.1 ***Christ the King Catholic Primary school*** operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or ***Christ the King Catholic Primary school*'s** safeguarding processes to the senior leadership team.

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

11.18.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

11.19. Complaints Procedure

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

11.19.2 Complaints from staff are dealt with under Christ the King Catholic Primary school's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

11.19.3 Complaints which escalate into a child protection concern will automatically be managed under Christ the King Catholic Primary school's child protection procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 ***Christ the King Catholic Primary school*** recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Christ the King will teach children about safeguarding, including online safety, as part of a broad and balanced curriculum. Safeguarding themes are embedded across the **Relationships, Sex and Health Education (RSHE) curriculum**, **Computing**, **Personal, Social, Health and Economic (PSHE) education**, and wider school activities such as assemblies, tutor time, themed safeguarding weeks, and enrichment opportunities. Pupils are taught how to recognise unsafe situations, how to build healthy relationships, and how to keep themselves safe both in the real world and online.

The **online safety curriculum** specifically addresses responsible use of technology, digital resilience, managing online relationships, recognising and reporting harmful content, cyberbullying, online exploitation, and the risks associated with mobile and smart technology, including social media, gaming, and live streaming platforms. Children also learn about privacy, data protection, and the importance of critical thinking in evaluating information they encounter online.

Safeguarding education is age-appropriate, progressive, and tailored to meet the needs of all learners, including those with additional vulnerabilities. It is reinforced through partnerships with external agencies such as the local police, local authority safeguarding teams, and specialist organisations who deliver targeted workshops and awareness sessions. Parents and carers are also engaged through workshops and communication to ensure a consistent message about safeguarding and online safety is reinforced beyond school.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Christ the King Catholic Primary school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by Christ the King Catholic Primary school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE) (RSHE curriculum details

12.4 Children at ***Christ the King Catholic Primary school*** will receive the following as part of our promotion of safeguarding across the curriculum:

- **Relationships, Sex and Health Education (RSHE/SRE)** lessons, covering healthy relationships, consent, personal boundaries, emotional wellbeing, and recognising and reporting abuse.
- **PSHE (Personal, Social, Health and Economic Education)** lessons, promoting personal safety, resilience, decision-making, and protective behaviours.
- **Online Safety Education** within the Computing curriculum and through assemblies or workshops, addressing responsible use of technology, cyberbullying, social media risks, online exploitation, and digital wellbeing.
- **Safeguarding Assemblies**, including awareness campaigns, themed weeks (e.g., Anti-Bullying Week, Safer Internet Day), and workshops from external experts such as police or local safeguarding teams.
- **Protective Behaviours and Wellbeing Initiatives**, supporting pupils to recognise feelings of safety and risk, develop coping strategies, and access support when needed.
- **Parental Engagement Sessions**, including workshops and communications on safeguarding, online safety, and protective strategies, to reinforce learning at home.
- **Cross-Curricular Integration**, where safeguarding themes are embedded into subjects such as English (exploring scenarios in literature), Science (health and safety), and Drama (role-play to practice assertiveness and safe responses).
- **Targeted Support Programs**, including mentoring, Thrive interventions, counselling, and small group work for pupils identified as vulnerable or in need of additional support.

All safeguarding education is age-appropriate, progressive, and responsive to the needs of Christ the King Catholic Primary school community. It is reinforced through Christ the King Catholic Primary school's Behaviour Policy, Anti-Bullying Policy, Acceptable Use Policy, and wider pastoral support systems to ensure children have multiple avenues to learn, practice, and access help regarding their safety and wellbeing.

12.5 Education at home and remote education

When children are learning at home or through alternative methods outside the classroom, Christ the King continues to operate under the same safeguarding principles and procedures as when children are on site, in line with this policy and statutory guidance, including *Keeping Children Safe in Education (KCSIE)* and *Working Together to Safeguard Children (WTSC)*. Remote learning is delivered using approved platforms such as Microsoft Teams which is monitored and managed in accordance with Christ the King Catholic Primary school's Online Safety Policy and Acceptable Use Policy. Staff, pupils, and parents are reminded of safe use practices for technology, including safeguarding reporting routes, supervision of online interactions, and appropriate conduct during live lessons.

Safeguarding considerations during remote learning include ensuring that all contact between staff and pupils is professional, that pupils are not placed at risk through unsupervised online activity, and that any concerns are reported immediately to the Designated Safeguarding Lead (DSL) following the usual school procedures. Additional guidance is provided through Christ the King Catholic Primary school's Remote Learning Policy, Online Safety Policy, and Behaviour Policy to ensure clarity on expected behaviours, monitoring processes, and how support and intervention will be provided if concerns arise. Christ the King ensures that pupils remain able to access pastoral support, counselling, and any other safeguarding services while learning remotely, and that staff receive ongoing training and updates to manage safeguarding effectively in a home-learning environment.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. ***Christ the King Catholic Primary school*** recognises that children looked after may have additional vulnerabilities by virtue of this. **The Designated Lead for Looked-After and Previously Looked-After Children is Sue Horrocks.**

13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been Previously Looked-After.

13.3 Christ the King Catholic Primary school will work with Personal Advisors when children leave care (where applicable).

13.4 ***Christ the King Catholic Primary school*** is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1 As outlined in **Keeping Children Safe in Education (2026**), ***Christ the King Catholic Primary school*** is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and

- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

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

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

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

15 Use of reasonable force and restrictive intervention

15.1Christ the King Catholic Primary school will seek to avoid the use of restrictive interventions wherever possible. There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate, necessary and in the best interests of protecting pupils and/or others from harm.

15.2 There may be occasions when staff are required to use reasonable force to safeguard children, prevent injury, prevent serious damage to property or maintain good order and discipline. Any use of force will be lawful, reasonable, proportionate, necessary and for the minimum time required to achieve a legitimate aim. Staff will not use any more force than is necessary in the circumstances.

15.3 Christ the King Catholic Primary school adopts Team Teach principles and staff receive appropriate training in behaviour support, de-escalation and, where required, positive handling strategies. De-escalation techniques will always be considered before any restrictive intervention is used unless there is an immediate risk of harm.

15.4 Particular consideration will be given to the needs of pupils with SEND, medical conditions or other vulnerabilities. Where appropriate, risk assessments and individual behaviour support plans will identify preventative strategies and agreed responses.

15.5 Any significant incident involving the use of reasonable force or other restrictive intervention will be recorded promptly in accordance with school procedures. Records will include the circumstances leading to the incident, de-escalation strategies used, the nature of the intervention, the outcome and any follow-up actions.

15.6 Parents/carers will be informed of significant incidents involving the use of force as soon as reasonably practicable, unless there are safeguarding reasons not to do so.

15.7 Further information can be found in Christ the King Catholic Primary school Behaviour Policy, Physical Intervention/Positive Handling Policy and the DfE guidance *Use of Reasonable Force and Other Restrictive Interventions in Schools (2026)*.

There may be occasions when staff are required to use reasonable force to safeguard children. Christ the King staff will only use the minimum force necessary and proportionate to the situation, and always as a last resort. Reasonable force may be used to prevent a child from hurting themselves or others, causing damage to property, or committing a criminal offence.

Christ the King employs **Safer Handling techniques** as part of its approach to behaviour management and safeguarding. Staff trained in Safer Handling are able to apply physical

interventions safely, using strategies designed to de-escalate challenging behaviour and reduce the need for restraint wherever possible. De-escalation techniques may include verbal guidance, redirection, distraction, and the use of calm, non-confrontational communication to manage incidents before they escalate.

All incidents where reasonable force is used are **recorded immediately and accurately** in Christ the King Catholic Primary school's behaviour and safeguarding logs, detailing the context, actions taken, and the rationale for using force. Parents/carers are informed as soon as possible following an incident, and the Designated Safeguarding Lead (DSL) reviews each case to ensure compliance with policy, staff accountability, and pupil safety.

Staff receive regular training in behaviour management, de-escalation strategies, and Safer Handling techniques, and only trained staff are expected to carry out physical interventions. Christ the King regularly reviews the effectiveness of its policies and practices in line with statutory guidance (*KCSIE*, paragraph 162; Annex D and E) and ensures that all staff are aware of their responsibilities and legal powers regarding the use of reasonable force.

16 Work Experience/ Alternative Provision

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

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

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

17 Use of School Premises for non-school activities

Christ the King Catholic Primary school may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this and Christ the King Catholic Primary school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with Christ the King Catholic Primary school on these matters were appropriate. This applies whether the children in attendance are on Christ the King Catholic Primary school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, Christ the King Catholic Primary school will follow its own policy including informing the LADO.

18 Children staying with host families

18.1 Christ the King Catholic Primary school recognises its responsibility to safeguard children who stay with host families as part of exchange visits, educational visits or other school-arranged activities.

18.2 Where Christ the King Catholic Primary school arranges host family accommodation, appropriate suitability and safeguarding checks will be undertaken in line with KCSIE requirements. Any safeguarding concerns identified before, during or after the placement will be manage. Where Christ the King Catholic Primary school arranges host family accommodation, appropriate suitability and safeguarding checks will be undertaken in line with KCSIE requirements. Any safeguarding concerns identified before, during or after the placement will be managed

18.3 Where arrangements meet the definition of private fostering, Christ the King Catholic Primary school will notify the relevant local authority and work with partner agencies to promote the child's welfare and safety.

19 Boarding schools and Residential settings

The boarding school and residential setting requirements contained within *Keeping Children Safe in Education (KCSIE) 2026* are not applicable to Christ the King Catholic Primary School, as the school does not provide boarding accommodation, residential care, or any residential educational provision.

Residential trips

19.1 Christ the King Catholic Primary school recognises that children living in boarding or residential settings require robust safeguarding arrangements to ensure their safety, welfare and wellbeing.

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

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

20 Summary

20.1 Christ the King Catholic Primary school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact Christ the King Catholic Primary school.

Appendix A

Christ the King Catholic Primary school's safeguarding policy is intended to be used in conjunction with the following policies;

Christ the King Catholic Primary school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- Allegations Against Staff or Volunteers **(CSCP)**
- Allegations Against Members of Staff
- Allergy Policy - Allergy Policy
- MAC Anti – Bullying Policy
- MAC Anti-Discrimination and Harassment Policy
- MAC Model Attendance Policy - CTK Attendance Policy
- MAC Behaviour Principles Statement HCCMAC Behaviour Principles
- Medicine & First Aid Policy - Medicine
- Children Missing in Education Procedures
- MAC Complaints Policy
- MAC Critical Incident Plan MAC Business Continuity Plan - CTK Lockdown Plan
- MAC Data Protection Policy and Privacy Notice
- Drugs and Alcohol Policy – MAC Staff Code of Conduct - CTK School Behaviour Policy
- MAC Equalities Policy
- Managing Professional Disagreements (**CSCP**)
- MAC Information Security Policy
- MAC Health & Safety Policy
- HR & Governance Policy
- MAC Online Safety Policy
- Intimate Care Policy – posted on school website
- MAC ICT and Internet Acceptable Use Policy
- MAC Lone Working Policy
- MAC Home Visits Policy
- Primary-Secondary Transition Policy
- PSHE Policy RSHE Policy
- MAC RSHE Policy
- MAC Safer Recruitment Policy
- Site Security Policy (School Policy) HCCMAC Premises Policy
-
- MAC SEND Policy - CTK SEND Report and Policy
- MAC Staff Code of Conduct
- MAC Trips and Visits Policy - HCCMAC trips and visits
- Self-harm/Mental Health Policy School Policy **-** posted on school website
- MAC External Speaker Policy
- MAC Code of Conduct Parents, Carers and Visitors)
- MAC Whistleblowing Policy (BDES Policy adopted by MAC)

Appendix B – Further Safeguarding Information
Types of Abuse

As outlined in paragraph 4.4, Christ the King Catholic Primary school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2026), Annex A.**

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Include school-specific statements about your stance/policy under each issue. See below for example to replicate for other areas. You don't need to add the definitions, this is about your own stance on these issues, what you do to prevent it and how you will respond.

Bullying, including cyber- or online-bullying

Christ the King Catholic Primary school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See link to curriculum here:

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

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Christ the King takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our RSHE/ PSHE curriculum.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child Criminal Exploitation (including involvement in county lines)
All staff receive training on Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE). Staff must report concerns if a child is believed to be in immediate danger. An appropriate adult supports the child, and children are informed about services such as Childline and NSPCC. Referrals are made where required.

Domestic Abuse – Operation Encompass

Christ the King is part of the Operation Encompass scheme and receives notifications regarding domestic incidents. Records are added to CPOMS, and referrals are made as required to ensure support and protection.

Fabricated or Induced Illness

Attendance and reasons for absence are monitored, and evidence of medical appointments may be requested from parents. Concerns are logged on CPOMS, and referrals or advice from the Family Help Advisor are sought as needed.

Faith-Based Abuse

Through the Ten Ten RSHE curriculum, pupils are taught about healthy relationships and that they have the right to say no. Staff are trained to recognise signs and symptoms of abuse, and referrals are made where required.

Female Genital Mutilation (FGM – a form of so-called 'honour-based' abuse)

Staff are trained to recognise signs of FGM during annual safeguarding training and refresher sessions. Concerns are reported to a safeguarding team member and logged on CPOMS, with referrals made where required.

Forced Marriage (a form of so-called 'honour-based' abuse)

Through RSHE and PSHE curricula, pupils are taught about healthy relationships and legal age limits for marriage and other responsibilities. Staff are trained to recognise the signs of forced marriage, and referrals are made as needed.

Gangs or Youth Violence

All staff receive training and must report concerns if a child is at immediate risk. An appropriate adult supports targeted children. Pupils are informed about support services such as Childline and NSPCC, and referrals are made as required.

Gender-Based Violence

Staff receive appropriate training and report concerns if children are at risk. An appropriate adult supports affected pupils, and referrals are made as necessary.

Hate

Staff are trained to recognise hate-related incidents, report concerns promptly, and support targeted pupils. Referrals are made as required. Online safety education addresses safe internet use, digital footprint, and responsible social media use.

Homelessness
Christ the King promotes open communication with parents and carers. The Learning Mentor supports families in contacting the correct local authority housing services and promotes local charitable initiatives such as Coventry Foodbank and hygiene support campaigns.

'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)

This includes FGM and Forced Marriage, as outlined above. Staff receive training, report concerns, and ensure appropriate support and referrals are provided.

Radicalisation and Extremism

Staff are trained in Prevent Duty. Any concerns regarding radicalisation are reported to the safeguarding team, and referrals to Channel are made where appropriate.

Relationship Abuse

RSHE and PSHE curricula teach children about healthy relationships. Pupils develop knowledge of the NSPCC No Pants Rule and Protective Behaviours. Concerns are reported to the safeguarding team and logged on CPOMS, with referrals made as required.

Serious Violence

Staff are trained to recognise the signs of serious violence. Any concerns are reported, pupils are supported by an appropriate adult, and referrals are made as required.

Sexual Violence or Sexual Harassment (including peer-on-peer abuse)

RSHE and PSHE sessions educate pupils about healthy relationships and protective behaviours. Concerns are reported to the safeguarding team, logged on CPOMS, and referrals are made as required.

Sharing of Consensual or Non-Consensual Nude Images and Videos

Children are educated on risks through RSHE and PSHE lessons. Staff receive training, report concerns to the safeguarding team, and all disclosures are logged on CPOMS. Referrals are made as required.

Trafficking and Modern Slavery

Staff receive training, report concerns to the safeguarding team, and log incidents on CPOMS. In cases of immediate risk, adults contact emergency services (999). For non-immediate risks, referrals are made to the police via 101 or the Modern Slavery Helpline, or through online referral forms.

Domestic abuse – ***Include Operation Encompass***

Radicalisation and Extremism – ***Include detail around Prevent Duty, refer to paragraph in main body of policy and outline procedure when there is a concern around Prevent. Include that referrals to Channel will be made where this is a concern.***

Children absent from education, home or care

Christ the King Catholic Primary school will also take action to protect;

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

Children Absent from Education

Christ the King Catholic Primary School recognises the critical importance of consistent school attendance for the safety and well-being of our pupils. We adhere to statutory guidance and local authority protocols to monitor and respond to children who are absent from education.

Statutory Guidance

We follow the Department for Education's statutory guidance on children missing education, which outlines the responsibilities of schools and local authorities in identifying and supporting children who are not receiving suitable education.

Attendance Policy

Our Attendance & Punctuality Policy sets clear expectations for attendance and outlines procedures for monitoring and addressing absences. Attendance & Punctuality Policy.

Safeguarding Procedures

In line with statutory guidance and our Attendance Policy, we implement the following safeguarding procedures for children absent from education:

- First Day Absence Response: If a child is absent without prior notification, we will contact the parent or carer on the first day of absence to ascertain the reason.
- Ongoing Absence Monitoring: For continued unexplained absences, we will continue to make reasonable enquiries to establish the child's whereabouts and ensure their safety.
- Referral to Local Authority: If a child is absent for a prolonged period without a known reason, we will notify the local authority to assist in locating the child and ensuring they receive suitable education.
- Record Keeping: All actions and communications regarding pupil absences are documented in CPOMS, our safeguarding and child protection software, to maintain accurate records and facilitate timely interventions.
- Collaboration with Agencies: We work closely with local authorities, social services, and other relevant agencies to support children who are missing education and address any underlying issues contributing to their absence.

By following these procedures, we aim to ensure that all children at Christ the King Catholic Primary School are safe, supported, and receiving the education they deserve.

Children Missing from home or care

Christ the King Catholic Primary School recognises the heightened vulnerability of children who go missing from home or care. We are committed to safeguarding these children by adhering to statutory guidance and implementing robust procedures to ensure their safety and well-being.

Statutory Guidance

We follow the Department for Education's statutory guidance on children who run away or go missing from home or care, which outlines the responsibilities of local authorities and their partners in preventing children from going missing and protecting those who do.

Private Fostering

Christ the King Catholic Primary school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through the Children and family initial response service referral process. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in
- physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Christ the King Catholic Primary school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.