



Chase Side Primary School

Child Protection Policy

**ADOPTED BY THE GOVERNORS OF CHASE SIDE PRIMARY
SCHOOL ON THE 26TH MARCH 2026**

TO BE REVIEWED MARCH 2027

As for all policies we adhere to at Chase Side Primary School, the Child Protection Policy must fit with the ethos, values and vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together !

Introduction

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Behaviour policy
- Staff Code of Conduct
- Safeguarding response to children who go missing from education
- The identity and role of the designated safeguarding lead and deputies

All staff and Governors are made aware of systems within our school which support safeguarding and are set out in the policies and documents set out above. They are committed to providing a calm, caring, positive, safe and stimulating environment, which promotes the social, physical, mental and moral development of the individual child. The atmosphere within our school is one that encourages all children to do their best and express their feelings and concerns. We respect our children and provide opportunities that enable them to take and make decisions for themselves.

The Definition of Safeguarding and promoting the welfare of children is as follows:

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

Aims

- To ensure that all our staff are clear about the necessary actions with regard to a child protection issue.
- To support the child's development in ways that will foster security, confidence and independence
- To raise whole staff awareness of the need to safeguard children.
- To ensure staff are aware of their responsibilities in identifying and reporting possible cases of abuse – developing an ongoing culture of vigilance.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To identify pupils who may benefit from 'Early Help'.
- To take an active role in multi-agency safeguarding arrangements and statutory cooperation with safeguarding partners
- To ensure effective communication between all staff on child protection issues.
- To maintain a structured procedure which is followed by all members of the school community where abuse is suspected.
- To ensure clear procedures for reporting concerns are in place.
- To understand the wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- To emphasise the need for good levels of communication between all members of staff.
- To develop and promote effective working relationships with other agencies, especially our safeguarding partners the local authority (Executive Director -Enfield), NHS Enfield Clinical commissioning group and the Metropolitan Police Service - Haringey & Enfield.
- To ensure that all adults within our school who have access to children have been checked as to their suitability as part of the recruitment and selection process, including supply staff and visitors.

Procedures

- Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional

needs of children are identified and contributing to interagency plans which provide additional support (through a Child in Need (CIN) or a Child Protection plan (CP)).

We will also ensure that:

- We have designated members of staff who undertake regular training every two years.
- All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every year.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All staff will have read Part One of the Government Guidance Keeping Children Safe in Education (Updated September 2023) and Annex A.

This policy contains references to specific safeguarding issues and provides links to further information as well as providing further information on child sexual exploitation, child criminal exploitation, female genital mutilation, preventing radicalisation, children missing from education, so-called 'honour-based abuse', forced marriage and mental health.

All staff will have read the school Safeguarding and Child Protection Policy and signed that they have understood it. It is the responsibility of senior leaders and Chair of Governors to ensure all staff can access and understand the document Keeping Children Safe in Education: Part One (Updated September 2024) and that all procedures are regularly reviewed and up-dated and Annex A (Updated September 2024). All new members of staff will be given a copy of our child protection procedures and of the Government Guidance Keeping Children Safe in Education: Part One and Annex A (Updated September 2024) as part of their induction into the school.

All staff will sign to say they have read and received these documents. We provide "refresher sessions" each September to remind staff about key issues and school protocols. Careful records of staff training will be kept and filed within the school's safeguarding file.

Early Help and Prevention

All staff are responsible for identifying a child who may benefit from 'Early Help'. 'Early Help' means providing support as soon as a problem emerges at any point or stage of development of a child's life. Staff should discuss 'Early Help' requirements with the Designated Safeguarding Lead (DSL). Staff may be required to contribute in an 'Early Help' assessment. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos and culture of protection. All staff need to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different 4 forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is called Contextual Safeguarding. The school community will therefore:

- Ensure and maintain an ethos and culture of safeguarding where children feel secure, are encouraged to talk and are always listened to.
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- All staff are also made aware of the link between absence and children missing from education and safeguarding. Staff and parent support advisors follow the school's

safeguarding procedures and must report concerns to the DSL if a child is missing from education or absent repeatedly or without reason. Early intervention will be taken to identify if there is any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All parents/carers are asked to provide at least two emergency contacts for their child. The school will also include in the curriculum opportunities for PHSE and online safety which will equip children with the skills they need to recognise when they are at risk and how to get help when they need it.

Staff Training

All staff must receive training with regular updates and refresher sessions to ensure that safeguarding is always given a high priority in our school. Staff briefings and INSETs are also used to update staff on safeguarding procedures or to look at serious cases reviews. Our school website and newsletters have safeguarding updates to support parents to safeguard pupils in their care. All staff training ensures that they understand the difference between a concern, immediate danger or at risk of significant harm.

What school staff should do if they have concerns about a child.

If staff have any concerns about a child, they must share this with the DSL. It is critical that information is shared early and acted on immediately following the school's child protection procedures. If a child is in immediate danger, or is at risk of harm, a referral should be made to children's social care and/or the police immediately. All staff are able to make a referral to social care but should always inform the DSL if this action is taken. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately. See flow chart (Attached) setting out the process for staff when they have concerns about a child.

At Chase Side Primary our named Designated Safeguarding Lead is Miss Scull our Head Teacher. The other Safeguarding Leads Mrs Parsons (Inclusion AHT), Mrs Fitzgerald (AHT), Mrs Barnes (Welfare) and Mrs Ray (Family Support Advisor). All designated officers can be contacted through the school office. Attached to this policy is a list with photos of the child protection team and the school procedure for reporting a cause for concern.

Responsibilities

The DSL is responsible for:

- Adhering to the ESCP, LCSB and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is not a need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently the subject of a child protection plan who is absent without explanation for one day is referred to the designated social worker.
- For promoting the educational outcomes of children with a social worker.
- Ensuring staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort.

All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children. The DSL must also ensure that all staff receive regular training – the DSL and deputies must update their training once every 2 years and all staff should be involved in refresher training annually to update their knowledge and skills.

Governors

Our Child Protection Governor is Sarah Rogers.

- Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.
- Governing bodies of all schools should ensure that their safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Children's Board.
- In the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the Chair of Governors.
- Governing bodies must ensure there is an effective Child Protection Policy in place together with a Staff Code of Conduct.
- Governors should ensure that the policy is updated annually and all staff are aware of expectations set out in the Staff Code of Conduct.
- Governing bodies should put in place appropriate safeguarding responses to children who are absent without explanation or go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future. The school follows the LA policy 'Children Missing from Education'.
- The Governing body must ensure that the school's curriculum teaches children about how to keep themselves safe, including online. This may include covering relevant issues through personal, social health and economic education (PSHE), computing and online safety and through relationship and sex education (RSE).

Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may self-blame, and/or feel helpless and humiliated. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We realise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Our school will support all pupils by encouraging self-esteem and self-assertiveness, promoting a caring, safe and positive environment within the school, liaising and working together with all outside agencies and notifying social care as soon as there is a significant concern.

We will also provide continuing support to a pupil who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school. Our PHSE, online safety and RSE programmes will support pupils to understand how to recognise when they are at risk and how to get help when they need it.

Indicators of Abuse and Neglect (Keeping Children Safe in Education: Part One, Updated September 2024)

- Abuse: A form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- Physical Abuse: A form of abuse which may involve hitting, shaking, throwing or otherwise causing physical harm to a child.
- Emotional Abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

- Sexual Abuse: Involves forcing or enticing a child to take part in sexual activities not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- Neglect: The persistent failure to meet a child's basic, physical and or psychological needs, likely to result in the serious impairment of a child's health or development.

Confidentiality and Sharing Information

We recognise that all matters relating to Child Protection are confidential. The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets.

It is noted that 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' Information may now be shared with teachers and school staff in order to help promote positive educational outcomes i.e. by sharing information about the welfare, safeguarding and child protection issues that children have experienced and what support and adjustments could be made to best support these pupils to achieve their educational outcomes. (Keeping Children Safe in Education (Updated September 2024)). This allows practitioners to share information without consent when needed and to the appropriate bodies.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated officers and to seek further support as appropriate.

Allegations against Staff

We understand that a pupil may make an allegation against a member of staff and volunteers. If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). In Enfield, the role of the LADO is undertaken by the Deputy Head of Safeguarding and Quality Service (SQS), LADO (Local Authority Designated Officer) Contact details; Via email safeguardingservice@enfield.gov.uk or 0208 379 2850/0208 379 4392

If the allegation made to a member of staff concerns the Headteacher, the staff member will immediately inform the Chair of Governors (see contact details above) who will consult with the Enfield's Lead Officer for Safeguarding and Child Protection. The LADO. (see contact details above).

The school will follow the All London Child Protection Procedures for managing allegations against staff.

Recruitment

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. (Refer to our Safer Recruitment Policy).

Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Where a staff member feels unable to raise an issue with their employer,

or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: Advice on Whistleblowing; and the NSPCC's 'What you can do to report abuse?' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

SEND and LAC Pupils (Special educational needs and disabilities, Looked after children)

It is essential that all staff are vigilant when monitoring the health and well-being of all SEND pupils. Evidence from research confirms that disabled pupils and pupils with special educational needs are particularly vulnerable to abuse and/or neglect. All staff must be especially vigilant and raise any concerns using the procedures set out in this policy. LAC are another vulnerable group. To help safeguard them from harm, teachers are informed of any relevant updates or changes in these pupils' circumstances. The DSL will liaise with the Head of the Virtual Schools to ensure the right support is put in place for them. The virtual head's responsibility now includes promoting the educational achievement of children in kinship care.

The school recognises that some children may be in 'Private Fostering' and that it is the school's duty to inform the local authority of these arrangements.

Safer Handling

Our Policy on safer handling mirrors the Department of Education's "Use by Reasonable Force Advice" for Head Teachers, staff and Governing Bodies and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. Physical intervention should only be used if the child is in danger of hurting themselves or another person. We understand that physical intervention of any nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Behaviour and Anti-Bullying

Our policies on behaviour and Anti-bullying are set out in separate policies and acknowledges that to allow or condone bullying including online bullying may lead to consideration under child protection procedures.

Racists Incidents

Our policy on the promotion of racial equality is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety

Our policy on Health and Safety is set out in a separate policy and reflects the consideration we give to the protection of our children both within the school environment and when undertaking educational visits.

Radicalisation

The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL. The DSL should report a concern to the Prevent Team

by contacting the Prevent Education Officer on 0208148435 or at prevent@enfield.gov.uk. The school will ensure it follows its duty under section 26 Counter-Terrorism and Security Act 2015 (The Prevent Duty). The school will improve staff's awareness of radicalisation through 'Prevent Training'. Our school curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (further information on this can be found on the school website under ethos and values).

Specific Safeguarding Issues: (Please also refer to Part One and Annex A – Keeping Children Safe in Education 2024) Child on Child Abuse, Upskirting, Sexting, Child Sexual Exploitation, Child Criminal Exploitation: County Lines, Serious Violence, Forced Marriage, Female Genital Mutilation (FGM), Domestic Abuse, Honour Based Abuse and now Mental Health.

The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Our staff are supported to recognise warning signs and indicators in relation to specific issues and to include such issues in an age-appropriate way in their curriculum. The school also works with and engages our families and communities to talk about such issues. Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible. The school will engage experts and uses specialist material to support the safeguarding preventative work we do and to provide support for the victims and perpetrators. Our designated Safeguarding Team will seek and obtain specific advice and guidance as necessary. Chase Side Primary, through the school's values, ethos and behaviour policies, provides the basic platform to ensure children are taught to respect themselves and others, stand up for themselves and protect each other.

Child on Child Abuse

All staff must be aware that safeguarding issues can manifest themselves via child on child abuse. Staff are alerted to the fact that child on child abuse is unacceptable and will be taken seriously. Staff understand that abuse is abuse and never tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. This is likely to include (but may not be limited to) bullying (including cyber bullying) Gender based violence, sexual violence and harassment (Upskirting) and sexting.

Upskirting -typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence under (Voyeurism Offences Act) 2019.

Sexting is when someone sends or receives a sexually explicit text, image or video. Pressurising someone into sending nude selfies, pictures or sharing someone else's picture without their permission even if it's a friend, is illegal. Being touched in a sexual way that makes you uncomfortable, being pressurised to send naked pictures or being made to sexually stimulate yourself or others is illegal.

The school will follow the procedures set out in this policy and the UKCCIS Guidance: Sexting in Schools and Colleges, Responding to Incidents, and Safeguarding Young People (2017) to safeguard pupils against child on child abuse. Staff will follow all cases of bullying through the procedures set out in our 'Anti Bullying' policy. The school will also promote open conversations through our PHSE and online safety programmes. Raising awareness with all pupils about the effects of child on child abuse is essential as is ensuring pupils understand how to raise concerns.

Child Sexual Exploitation

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. It does not always involve physical contact and can happen online. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom or exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Serious violence

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

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used.

FGM

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. FGM is illegal in the UK. The Serious Crime Act 2015 places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. All staff receive training on how to spot the signs of FGM and how to be vigilant so that this can be prevented.

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, or emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. It can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day.

Honour Based Abuse (HBA)

This encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBA are abuse.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences(ACE's), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to time away from the children, no child should at any time see any member of staff with their mobile phone. Staff members' personal phones will remain in their bags or cupboards during contact time with the children. Staff will not take pictures or recordings of children on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school

E-Safety

Our e-Safety policy is a separate document which recognises the need to have strategies to protect children in the digital world and how to manage pupils' use of school devices whilst in school.

Misinformation, Disinformation, and Conspiracy Theories

We are committed to safeguarding children from the potential harms of misinformation, disinformation, and conspiracy theories encountered online or through other media. We promote critical thinking and digital literacy skills to help children recognise and question unreliable or false information. Our curriculum and online safety education include guidance on understanding trustworthy sources and the importance of respectful and fact-based communication. We work closely with parents and carers to reinforce these messages and ensure a safe, informed learning environment.

What to do if you are worried a child is being abused:

All children and young people have the right to live in safety, without emotional cruelty, neglect, violence or sexual abuse. If you are worried about a child, please tell us about your concerns so that we can help. You can also contact:

The Multi-Agency Safeguarding Hub (MASH)

Telephone 0208 379 5555 or out of office hours on 0208 379 1000

Related policies include

Safeguarding policy

The Department of Education's "Use of Reasonable Force Advice" for Head Teachers. Staff and the Governing Body

Anti-Bullying policy

Positive Behaviour policy

E Safety Policy

EYFS Policy

Supporting Pupils with Medical Conditions and the Administration of Medicines Policy

Asthma Policy

Asthma Policy – Guidance on the Use of Emergency Salbutamol Inhalers in School

Guidance on the use of Adrenaline Auto-Injectors in School

Equality Policy

Child Protection Policy

March 2026

Policy for safe use of the schools computer system
Staff Code of Conduct
Safer Recruitment Policy
Whistle Blowing Policy
Staff Code of conduct for computing