Faith Primary Academy

Child Protection Policy

Our school vision is inspired by the bible verse Ephesians 5: 8-9:
For you were once darkness, but now you are light in the Lord. Live as children of light.

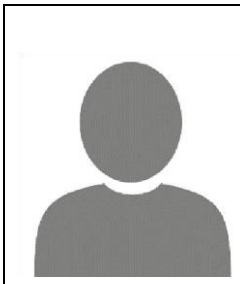
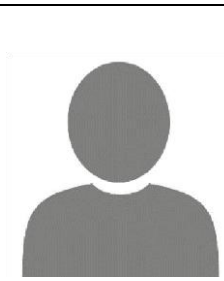
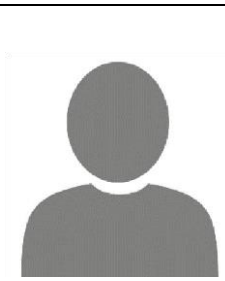
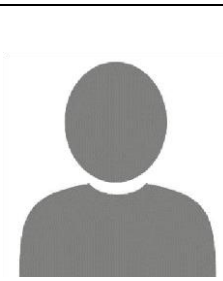
Faith Primary is a joint Catholic and Church of England Academy. Guided by our Christian ethos we are here to serve the community, helping the children and all involved in the school to reach their full potential in a safe and happy environment.

"Loving and Learning in the Light of the Lord"

Love *Generosity* *Compassion* *Courage* *Forgiveness* *Friendship* *Respect*

Reviewed: **September 2025** Review date: **Septe**

Our designated safeguarding staff

			
Miss D Fox	Miss K McDowell	Mrs L Gannon Mrs A Martin Mrs R Blenkinsop Miss N Woodward Mr D Gibson Mrs C Taxiltaridis	Mrs L Gannon
Designated Safeguarding Lead (DSL)	Senior Deputy DSL	Deputy DSLs	Executive Headteacher
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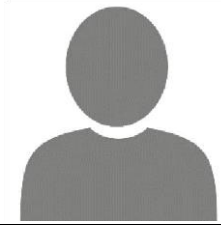	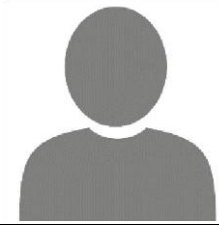	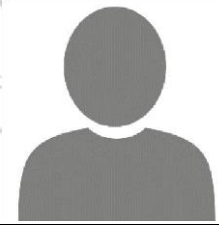	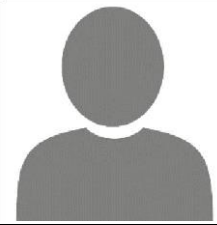
Miss D Fox	Mr C Williams	Miss D Fox	Mr C Williams
Head of School	Chair of the local academy council	Designated Teacher for looked-after and previously looked-after children	Safeguarding Governor
safeguarding@faith.allsaintsmat.org	chris.williams@cdat.co.uk	safeguarding@faith.allsaintsmat.org	safeguarding@faith.allsaintsmat.org

Aims

1. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in keeping them safe. To fulfil this responsibility effectively, all professionals must ensure their approach is child centred. This means that they must always consider what is in the best interests of the child.

2.

These procedures are for all staff, parents, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the trust's policies on safeguarding, safer recruitment and selection, staff code of conduct, health and safety and acceptable use of ICT, and the school's policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. They should also be read in conjunction with Keeping Children Safe in Education (Department for Education). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 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
- taking action to enable all children to have the best outcomes

Expectations

2. All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us, and whenever these procedures change. All children and their families will be provided with these procedures before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.
3. All adults working in our school who have contact with pupils are in positions of trust. Staff and volunteers should understand their responsibilities to safeguard and promote the welfare of pupils, including through early help. This means that staff and volunteers:
    a. are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation or intentions
    b. must work, and be seen to work, in an open and transparent way
    c. must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
    d. must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
    e. must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation

f. must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
g. must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

Early Help

4. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. 5. Early help offer

What support do we offer?	In school, our Safeguarding team are available to support and advise families. We can signpost or refer families to relevant services or agencies for further help and can offer support to the children in school. Where necessary, the school can open an EHAT / CAF (common assessment framework) which will help our families to access the help they need; whether from a Family Support Practitioner, from Social Services or other external agencies.
What sort of concerns could we support you with?	At Faith Primary Academy we can offer support and advice on a range of issues, including: domestic violence, family break ups, school attendance, housing concerns, financial worries and debts, abuse or neglect, behaviour management and parenting, bereavement and loss, bullying and online safety. We will aim to help as much as we can with any issue you feel is having a negative impact on your child. Always come and speak to us if you are concerned.
When should you contact the school with your concerns?	Contact us when you feel a concern is having a negative impact on your child. We will always try to meet with you or give you a call quickly, to find out what the problem in and arrange what we can do to support with you concern.
How will safeguarding procedures be effective in supporting	The Safeguarding team have all received training to deal with varying issues and concerns. As described in this document and in our Safeguarding policy, the school has clear procedures to follow if we feel that a child is in danger. Where there are concerns raised, the school will follow our reporting procedures and the team with work with the families and all relevant agencies.

Who might the school refer to?	Children and Young People's Services The School Nurse Speech and Language Therapist Educational Psychologist Education Welfare Office (Attendance) Prevent (radicalisation)
Who might the school signpost families to?	The Citizens Advice Bureau Your GP or Health Visitor The Food Bank / WECC Children and Adolescent Mental Health Service (CAMHS) Domestic Violence organisations. Benefit Maximisation Service
Supporting Policies	The policies below may give you further information regarding your concern. These are available on our website or you can request a paper copy from the school office. Safeguarding Policy SEND Policy Behaviour Policy

What to look out for (recognising children who are experiencing or at risk of harm)

6. Children can be harmed in several ways; abuse can by physical, sexual, emotional or it can take the form of neglect (see Part one of Keeping children safe in education). Children sometimes suffer more than one type of abuse at a time. Children as well as adults can be abusers; child on child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" (see Part five of Keeping children safe in education). Protecting children from the risk of radicalisation is part of our wider safeguarding duties (see The prevent duty: for schools and childcare providers), and is similar in nature to protecting children from other forms of harm and abuse.
7. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or be 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.

Online Safety

8. It is essential that children are safeguarded from potentially harmful and inappropriate online material. We adopt whole school approaches to online safety to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene and escalate concerns as appropriate.
9. At Faith Primary Academy we regard Online Safety as an essential part of all our children's learning. All children need to be aware of safe and responsible use of ICT.

Online Safety encompasses not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology.

- Online Safety concerns safeguarding children and young people in the digital world.
- Online Safety emphasises learning to understand and use new technologies in a positive way.
- Online Safety is less about restriction and more about education about the risks as well as the benefits so we can feel confident online.
- Online Safety is concerned with supporting children and young people to develop safer online behaviours both in and out of school.

An important step in improving online safety at school is identifying what the potential risks might be. KCSIE groups online safety risks into four areas: content, contact, conduct and commerce (sometimes referred to as contract).2 These are known as the 4 Cs of online safety.
Content

Content is anything posted online – it might be words or it could be images and video. Children and young people may see illegal, inappropriate or harmful content when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact
Contact is about the risk of harm young people may face when interacting with other users online. This includes things like peer-to-peer pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of grooming or exploiting a child or young person for sexual, criminal, financial or other purposes.

Conduct
Conduct means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm – for example, online bullying. Conduct also includes things like sharing or receiving nudes and semi-nude images and viewing or sending pornography.

Commerce

Commerce is about the risk from things like online gambling, inappropriate advertising, phishing or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff.

At Faith Primary Academy we ensure that children are safe and responsible on line by ensuring that:

- Pupils are supervised appropriately when they use the Internet.
- Pupils are given clear objectives for Internet use.
- Pupils are provided with lists of relevant and suitable web sites.
- Pupils are aware of their responsibilities.
- Parents and carers are aware of their responsibilities in relation to child safety on the internet.
- Curriculum planning identifies opportunities to enrich and extend learning activities via access to the Internet
- Strong effective filtering and monitoring systems are in place
- Internet access is overseen by All Saints Multi-Academy Trust which provides a firewall that filters out inappropriate sites
- We work with All Saints Multi-Academy trust's ICT department to ensure systems to protect pupils are regularly reviewed and improved.

How to respond

10. If you have a concern about a child's wellbeing, based on:
    a. something the child or their parent has told you
    b. something another child has told you
    c. something you have noticed about the child's behaviour, health, or appearance
    d. something another professional said or did

Pass all concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL if they are not available.

11. Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.
    a. **Do not investigate** but decide whether you need to clarify your concerns by asking the child or parent open questions (beginning with words like who, how, why, what, where and when) and being careful not to lead them. **Do not discuss your concerns with the parent(s) if this may increase the risk to the child.**

b. If you have heard a disclosure of abuse or are talking with a child or parent about your concerns, let them know what you will do next. For example, 'I am worried about your bruise and I need to tell Mrs Smith (the DSL) so that she can help us think about how to keep you safe.'
c. **Inform the DSL immediately.** If the DSL is not available, inform a Deputy DSL. If none of the designated safeguarding staff or headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures.
d. As soon as possible after the event, make a written record following the school's procedures. The procedure at Faith Primary Academy states that Teachers , the school PE coach and HLTAs should record concerns onto CPOMS. All other staff should record concerns using the "Incident Report Form" which is located in on the wall in the staff room and the DSL's office. This form will then be uploaded onto the CPOMS system. It is essential that when disclosures are made that the words of the child or parent are recorded rather than your interpretation, where possible this should take the form of a script. The record should also include analysis of where and then the disclosure took place , what you saw or heard and why it is a cause for concern.

12. Any member of staff is entitled to report a safeguarding concern directly to the local authority if they do not feel able to refer the matter to the DSL. Details of how to do this are at the end of these procedures.

Who to pass concerns on to

13. Names, photos and contact details for the DSL, Deputy DSL(s), Designated Teacher for looked after and previously looked after children, Safeguarding Governor, Headteacher, Chair of the local governing body and relevant trust Director of Education are provided at the beginning of these procedures. Details of how to make a referral to the local authority are at the end.

Concerns about another adult in the school

14. Safeguarding concerns about another adult in the school that may meet the harms threshold set out below, must be referred to the Headteacher (or whoever is fulfilling the role in their absence) without delay. If the concerns are about the Headteacher (or a relative of the Headteacher working at the school) they must be referred to the relevant trust Director of Education. They will contact the Local Authority Designated Officer (LADO) within one working day in respect of all cases that may meet the harms threshold, i.e. in which it is alleged that a person who works with children has:
    a. Behaved in a way that has harmed a child, or may have harmed a child;
    b. Possibly committed a criminal offence against or related to a child;

c. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
d. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If you feel your concern has not been responded to appropriately, please contact the Trust Lead on Safeguarding (williamss@allsaintsmat.org)

15. Low level concerns that do not meet the harms threshold set out above, should also be reported to the Headteacher. If they are about the Headteacher (or a relative of the Headteacher working at the school), they should be reported to the Director of Education. If they are about a member of the trust central team, they should be reported to the Chief Executive Officer. All low level concerns will be recorded in writing by the person to whom they are reported. The record should include details of the concern, the context in which the concern arose, action taken and the rationale for decisions.
16. The term 'low level' concern does not mean that it is insignificant. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff (and persons in a position of trust) code of conduct, including inappropriate conduct outside of work, but that does not meet the harms threshold for referral to the LADO. Examples of such behaviour could include, but are not limited to:
    - being over friendly with children;
    - having favourites;
    - taking photographs of children on their mobile phone;
    - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
    - humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that might look inappropriate but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Sharing, recording and dealing with low level concerns appropriately not only keeps children safe but also protects those working in or on behalf of schools.

Whistleblowing

17. If you are concerned about poor or unsafe practice or potential failures in the school's safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust's whistleblowing policy.
18. The NSPCC Whistleblowing Advice Line is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: help@nspcc.org.uk.

Reviewing these procedures

19. These procedures are reviewed at least annually and approved by the local governing body. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education), are available in the staffroom and on the school's website. Hard copies may be requested from the school office.

Contact details for the local authority

20. To seek advice before making a referral to the local authority contact The new Children's Advice and Support Service (CASS) **0151 459 2606**
21. To make a referral to the local authority contact visit - https://liverpool.gov.uk/referrals/childrens-social-care-referrals/make-an-urgentmarf-referral/Council