Bishop John Robinson
Church of England Primary School

Safeguarding and Child Protection Policy

Be the best we can

Join in Learning, Play and Prayer

Remember God's Word

"Jesus is the Anchor of my Soul." Hebrews 6:19

The Diocese of Southwark

ROYAL borough of GREENWICH

Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart" (Colossians 3:23)* by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning,** to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths" (Proverbs 4:11).* To achieve this, we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you" (Luke 6:31).* To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYs
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will." (Thessalonians 5:16-18).* We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word,** as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it" (Proverbs 22:6)* through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers to best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: "Jesus is the anchor of my soul." (Hebrews 9:16).

Designated Safeguarding Leads and Child Protection Officers

 Ms Sarah Biney Designated Safeguarding Lead (DSL) & Safeguarding Lead for Looked After Children	 Mr Michael Elegbede Deputy Safeguarding Lead (DSL) & Safeguarding Lead for Looked After Children	 Miss Sara Pazola Deputy Safeguarding Lead (DSL) & Safeguarding Lead for Looked After Children
 Mrs Sue Robinson Safeguarding Governor		

Greenwich MASH

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Bexley MASH

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"Defend the weak and the fatherless; uphold the cause of the poor and the oppressed."

Psalm 82:3

Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children and adults feel respected and valued.

We maintain an attitude of '**it could happen here'** where safeguarding is concerned and promote a culture of openness where children and adults are able to talk and are listened to.

This policy will provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. It will be used to inform parents and carers of how we will safeguard their children whilst they are in our care.

The policy provides information regarding different types of abuse, links to statutory and non-statutory documentation and outlines our procedures which ensure our children receive effective support, protection and justice.

Introduction

The procedures contained in this policy apply to all staff, governors, supply, sessional, peripatetic and are consistent with those of the Greenwich Safeguarding Children's Partnership (GSCP) and locally agreed procedures.

Bishop John Robinson CofE Primary School takes seriously its responsibility to protect and safeguard the children in its care and has updated this policy to meet the requirements within updated statutory guidance documents. These documents outline the responsibilities of schools, colleges, independent schools, academies and free schools (by virtual of their funding agreement) in carrying out their duties to safeguard and promote the welfare of children by ensuring that "mechanisms are in to assist staff to understand and discharge their role and responsibilities".

The school will support the pupils in their understanding of staying safe when using new technology (in accordance with the DfE guidance updated in January 2023 'Teaching online safety in schools'). Pupils will be supported in their understanding of personal safety through the broad curricular offer and the PSHE curriculum. (Note: The teaching of Relationships Education (primary), Relationships and Sex Education (RSE) and Health Education (secondary) is compulsory from 2020).

1 Aims and principles

1.1 Bishop John Robinson CofE Primary School fully recognises its responsibilities for safeguarding children including those in need of protection.

1.2 Aims

- To provide staff, volunteers and governors with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

1.3 Principles and values

- Children have a right to feel secure and cannot learn effectively unless they do.
- All children have a right to be protected from harm (both online and offline).
- All staff, volunteers and governors have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account *contextual safeguarding*, in accordance with the guidance.

- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents and carers as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents, if this is believed to be in the child's best interests.

1.4 The school will

- Ensure safer recruitment procedures are robust and in line with national legislation and a strict staff code of conduct is promoted.
- Ensure a suitably trained workforce who are confident to implement the outlined procedures for identifying and reporting cases (or suspected cases), of abuse and responding to reports of sexual violence and harassment between children.

1.5 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Raise awareness of child protection issues and equip children with the skills needed to keep themselves safe
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Promote opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2 Statutory Framework

2.1 In order to safeguard and promote the welfare of children, the school will act in accordance with Keeping Children Safe in Education, KCSIE, (Published annually in September) and other legislation, guidance and advice detailed in the main document and Appendices.
Where an updated version of KCSIE is published, statutory changes will supersede this policy.

2.2 More specifically, we will:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection, and Child Protection Officers (CPOs), who have received appropriate training and support for their roles;
- Ensure we have a nominated governor responsible for child protection;
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the DSL and CPOs;
- Have a comprehensive induction policy in place specifically outlining the school Safeguarding/CP policy; the staff code of conduct; acceptable use (ICT including mobile phones and cameras); school behaviour policy; the safeguarding response to children who go missing from education and identity and role of the DSL;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL and have signed that they have read the current Keeping Children Safe in Education Part 1, Annex A and Annex C;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus or website;
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan;**
- Contact the child's social worker directly if there is an unexplained absence of a child who is **In the care of the Local Authority (CIOC)**. This may then trigger actions identified

in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care";

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- Keep detailed, accurate, secure written records of any type of concern about children, even where there is no need to refer the matter immediately;
- Have procedures in place to re-assess concerns when a child's situation fails to improve;
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations. Ensure all electronic storage of files are equally secure;
- Follow the procedures set out in section 14 of this document, if an allegation is made against a member of staff or volunteer;
- Ensure safe recruitment practices are always followed;
- Ensure clear protocols are in place for the appropriate supervision of visitors (including visiting speakers/educators) and that the school's values and British Values are upheld;
- Have procedures in place to gather and respond to the views and/or concerns of pupils;
- Seek to hold more than one emergency contact number for each pupil.

3 Safeguarding Training

3.1 All staff members will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – please see online safety policy) which is regularly updated. In addition, all staff members will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

3.3 The designated safeguarding lead (and any CPOs) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. All staff will undertake Prevent awareness training. In addition to the formal training, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

3.4 Any newly appointed DSL will attend the Level 3 one-day training provided by the Royal Borough of Greenwich Direct services to schools or another accredited training provider, followed by the GSCP Working Together course before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.

3.5 All governors will undertake annual training for safeguarding. The designated Governor for Safeguarding and Child Protection will undertake enhanced governor safeguarding training annually (often provided through the diocese or local authority).

3.6 The DSL will retain a training record indicating the attendance at safeguarding training so that absent staff can receive an update on their return. Additionally, the DSL will retain a record showing staff have read Keeping Children Safe in Education Part 1 and Annex A.

3.7 All new members of staff will receive child protection training as part of their induction programme.

3.8 Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff and governors are familiar with any changes to the school policy or in the national guidance materials as they occur.

3.9 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post. (The Royal Borough of Greenwich recommends this is updated every 5 years.)

3.10 Summary Record of Key Training:

Designated Safeguarding Lead	Sarah Biney, Michael Elegbede and Sara Pazola
Safeguarding Level 2	All Staff
Prevent Training (Radicalisation)	All Staff
Female Genital Mutilation	All Staff
Designated Safeguarding Lead for Children in Our Care	Sarah Biney
Governor safeguarding training	Sue Robinson
Safer Recruitment	Sarah Biney and Sara Pazola

All staff have annual training to cover the following topics: Keeping Children Safe in Education, Safeguarding and Child Protection, Prevent Awareness (anti-radicalisation), Honour-based violence (including forced marriage awareness), Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Peer to Peer abuse, Child Criminal Exploitation (CCE) (including county lines and substance trafficking), Witchcraft Awareness, E-Safety, First Aid and Physical Restraint.

4 The Head Teacher's Roles and Responsibilities

4.1 In line with the statutory guidance, the Head Teacher will ensure that systems and procedures to ensure all staff understand their role in safeguarding and promoting the welfare of children. The Head Teacher will ensure:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff;
- A clear and concise job description is in place for the DSL;
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies, where appropriate (ongoing vigilance for all staff);
- Induction procedures are robust and meet the requirements outlined in KCSIE (Part 1 and Annex A);
- A barred list check is completed, and a risk assessment is in place ensure any individual who starts before a DBS certificate is received, is appropriately supervised;
- Procedures are in place to refer to DBS any person dismissed or removed due to safeguarding concerns;
- The school is satisfied that any alternative provider used by the school has appropriate safeguarding procedures in place (Keeping children safe in out of school settings).
- The school is to follow its safeguarding policies and procedures if there is an allegation relating to an incident that happened when an organisation or individual was using the school premises for the running of activities for children.

5 The Designated Safeguarding Lead for Child Protection's Roles & Responsibilities

5.1 Broad areas of responsibility proposed for the DSL for child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies;
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police);
- Act as a source of support, advice and expertise to staff within the educational establishment;
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services **unless** this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. (Consideration will be given that by alerting parents or carers about a referral could potentially jeopardise a police or criminal investigation, DSLs should seek advice if this is the case.) Liaise with the head teacher or principal (where the role is not carried out by the headteacher or principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role;
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have robust induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise;
- Ensure all staff are aware of the guidance 'What to do it you're worried a Child is being Abused';
- Feedback and reassure staff who have raised a child protection concern;
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns;
- Maintain an up-to-date awareness of safeguarding developments and distribute these as appropriate to all staff in line with advice from the Greenwich Safeguarding Children's Partnership (GSCP);
- Have attended Prevent Awareness training (Heather Hutchings Prevent Education Officer RBG 0208 921 8325)
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the senior leadership team and governing body;
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this
- Where children leave the establishment ensure their child protection file is provided (with a receipt obtained) for any new establishment as soon as possible but transferred separately and securely from the main pupil file;

6. Designated Teacher for Children in the Care of the Local Authority

6.1 Children in Our Care (CIOC)

- At Bishop John Robinson CofE Primary School, we have a Designated Safeguarding Lead for children in the care of the Local Authority and previously in the care of the Local Authority (DSL-CIOC), who has appropriate training to promote the educational achievement of children

who are in the care of the Local Authority. We follow the statutory guidance "The designated teacher for children in the care of the Local Authority and previously in the care of the Local Authority" (2018).

- The most common reason for children becoming looked after is as a result of abuse and / or neglect.
- Our staff and volunteers have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- The LAC Designated Teacher will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

6.2 **Procedures for Schools and LAC Virtual Schools**

- The virtual school head has a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker. Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children - promoting the educational achievement of children in kinship care.
- In order to promote the educational achievement and welfare of children in the care of the Local Authority (CIOC), Virtual School Headteachers (VSH) will work closely with the DSL-CIOC in order to work in partnership and minimise disruption to the child's education by communicating with the VSH and sharing any relevant information with them.
- Virtual school heads receive Pupil Premium Plus funding based on the latest published numbers of children in the care of the authority. The DSL-CIOC will work with the virtual school head to discuss how that funding will be best used to support the progress of looked after children in this school and meet the needs identified in the child's personal education plan.
- Statutory guidance on Promoting the education of looked-after and previously looked-after children contains further information on the roles and responsibilities of virtual school heads.

7 The Governing Body's Roles & Responsibilities re: Safeguarding

7.1 Keeping Children Safe in Education outlines the roles and responsibilities concerning safeguarding for the Governing Body, the Headteacher, the Senior Leadership Team and the whole staff.

7.2 In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSL on matters relating to Safeguarding and Child Protection.

7.3 The Governing Body will ensure that:

- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedure;
- The school updates the Safeguarding and Child Protection Policy at least annually, following publications of relevant documents and guidance.
- The school safeguarding and child protection policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues (including online safety and understanding the filtering

and monitoring systems and processes in place), providing advice and support to other staff, liaising with the local authority, and working with other agencies – using the DfE's filtering and monitoring self-assessment tool and cybersecurity standards. Filtering and monitoring will support the protection of our children against misinformation, disinformation (e.g., fake news), and conspiracy theories.

- School will also follow guidance provided on the use of generative AI and the management of online risks.

  - In addition to GSCP training (every two years) the Designated Safeguarding Lead will undertake training to support inter-agency working.
  - There is annual training for all staff to equip them to carry out their responsibilities for child protection effectively. Also, that all temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
  - A nominated member of the Governing Board regularly checks the online filtering and monitoring systems used by the school, ensuring they are appropriate and effective.
  - An appropriate whistleblowing policy is in place and is reflected in staff training and staff behaviour policies (code of conduct) to encourage any staff member or volunteer to report concerns regarding safeguarding practice in school.
  - All allegations or safeguarding complaints are appropriately investigated by a senior leader from within the school and if necessary, by an independent investigator provided by RBG or externally sourced;
  - The head teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his attention;
  - A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher (Contact details of the LADO are given in section 14.7);
  - The Governing Body reviews the child protection policy and the effectiveness of safeguarding procedures (at least) annually.
  - With staff welfare in mind, the Governing Body will consider the necessity and appropriateness of arranging for 'Safeguarding Supervision' for the DSL and or CPOs within the school.

8 The Role & Responsibilities of all Staff within School

8.1 All school and college staff members should be read Keeping Children Safe in Education Part 1 and Annex A. They should be aware of the signs of abuse and neglect (Appendix 1 attached) so that they are able to identify cases of children who may be in need of help or protection.

8.2 Staff members 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 members should always act in the interests of the child.

8.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff are aware of the additional barriers in identifying possible abuse and neglect in these children. They recognise the need to

- explore the reasons for changes in behaviour, mood and injury rather than assume it is related to the child's disability;
- understand that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs;
- overcome the barriers and difficulties in communication with these children.

8.4 All staff will ensure they are aware of their responsibilities for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of signs, symptoms and knowledge of possible indicators of abuse;
- Recognise that peer-on-peer abuse (all forms, including physical and sexual violence and harassment, sexting, 'up skirting[1]' and bullying) must be taken seriously and appropriately reported;
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour (without promising they will not tell anyone);
- Read carefully any documentation provided by the DSL to update their safeguarding training.

8.5 It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that **all** the staff are aware of the signs and behaviour which **may** indicate abuse (see section 9 and Appendix 1).

8.6 All staff and volunteers have a duty to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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.

9 Royal Greenwich Early Help Guidance

9.1 Royal Greenwich Early Help Guidance supports children and families with emerging needs and promotes a shared responsibility to facilitate significant and sustained change in children's lives, building resilience,
preventing and protecting children from harm. Early help is focused developing and breaking intergenerational cycles of poverty through working with children's parents/carers and families.

9.2 Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- is showing early signs of abuse and/or neglect.

Further information can be found from:

- www.greenwichsafeguardingchildren.org.uk
- Early Help consultation line 0208 921 4590 1- 4pm
- Early-help-refer@royalgreenwich.gov.uk
- Early Help preventions directory available on the GSCP website

10 When to be concerned

[1] Changes to the Voyeurism (Offences) Act 2019 criminalises the act of 'up skirting'. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment (e.g. camera or mobile phone) beneath a person's clothing to take a voyeuristic photograph without their permission.

10.1 All staff and volunteers must be aware that the main categories of abuse are:
- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

10.2 All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 1 for details).

10.3 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 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.

11 Dealing with a Disclosure / Reporting concerns See (Appendix 3 flowchart)

11.1 If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. Staff must provide the DSL with a signed and dated written record of their concerns.

11.2 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow referral, along with the role they might be expected to play in such assessment.

11.3 If a child discloses that he or she has been abused in some way the member of staff should:
- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me, and How did that happen"
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault and that they are being taken seriously. It is important to explain that the law is in place to protect children and young people.
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of disclosure
- Speak with the Designated Safeguarding Lead for Child Protection, and provide him/her with the signed, dated written record, using the agreed school proforma, without delay.

11.4 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult. This includes the impact of allegations and disclosures on siblings and other family members in the home.

11.5 Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.

11.6 When the DSL for Child Protection, or in his/her absence, the Deputy DSL for Child Protection, has been informed, he/she will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

MASH Consultation Line Tel- 0208 921 2267 or contact the LADO / Greenwich Safeguarding Coordinator for Schools on 0208 921 3930.

11.7 Referrals will be made as soon as possible by telephone and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub **(MASH)**

Tel 0208 921 3172
Email mash-referrals@royalgreenwich.gov.uk
Multi Agency Safeguarding Hub Children's Services'
Safeguarding and Social Care, 1st Floor
The Woolwich Centre, Wellington Street,
Woolwich, London, SE18 6HQ

11.8 If the DSL has raised a safeguarding concern but does not feel that appropriate action has been taken by children's services he/she should use the Greenwich Safeguarding Children's Partnership escalation policy to take this further. (This is available on the GSCP website, click on the professional's tab)

11.9 Additional referral guidance is provided in Appendix 3

12 Confidentiality

12.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers in school. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals. This sharing of information is outlined in the guidance 'Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers' (July 2018). It identifies seven golden rules for sharing information and remind practitioners that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

12.2 If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.

12.3 Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

13 Communication with Parents

13.1 Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.

13.2 The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

14 Record Keeping

14.1 All concern forms/body maps and chronology sheets should be signed and dated. They should together provide an accurate factual account of the concern and action taken by the school.

14.2 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link Teacher at the receiving school. The school will retain a receipt for the records signed by the receiving school.

14.3 The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Partnership Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Safeguarding Lead who is advised to seek legal advice before acting.

14.4 <u>Record keeping at School</u>

- All records of concern and multi-agency involvement should be kept separate from the child's academic records. They must be kept securely with access only for the DSL, Deputy DSL's and Head Teacher.
- The procedures outline above (Section 10.1) should be followed

15 Dealing with Allegations against School Staff, Volunteers and Contractors (see also Keeping Children Safe in Education part 4 for further details also flowchart in Appendix 3)

15.1 An allegation is any information which indicates that a member of staff / volunteer may have:

- Behaved in a way that has, or may have, harmed a child
- Possibly committed a criminal offence against or in relation to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
- Behaved in a way contrary to the Staff code of conduct

15.2 This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.

15.3 To reduce the risk of allegations, all staff and volunteers must be have read the Keeping Children Safe in Education (2025) document, the school safeguarding policy and safer working practice and must be familiar with the Government document, *'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' which forms part of*

15.4 Any allegation should be reported immediately to the DSL or Head Teacher (unless the allegation concerns the Head Teacher see 15.10 below). S/he should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a „need to know" basis only.

15.5 Actions to be taken include making an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed and dated.

15.6 The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

15.7 The Head Teacher will investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) Education

Tel: 020 8921 3930

Email: ***childrens-LADO@royalgreenwich.gov.uk***

15.8 If the allegation meets any of the four criteria set out in section 15.1 then the Head Teacher shall contact the **LADO (Education**) without delay, and provide the LADO with written confirmation of the allegation.

15.9 The Head Teacher shall, as soon as possible, following briefing from the LADO inform the subject of the allegation.

15.10 If there is an allegation or concerns raised against the Head Teacher, then the Chair of Governors will be contacted. The Chair of Governors for this school is:

Patrick Eggleston **peggleston@ymail.com**

15.11 In the event of allegations or concerns against the Head Teacher the Chair of Governors (or the Vice Chair) will contact the LADO, whose contact details are given in 14.7 above.

16 Allegations concerning other children

16.1 This policy recognises that children are capable of abusing their peers. Staff are aware that any allegations will be investigated appropriately by reporting concerns to the DSL and will never be tolerated or passed off as "banter" or "part of growing up". Any form of inappropriate touching, physical abuse such as hitting, kicking, shaking, biting and hair pulling, or evidence of 'initiation procedures, sexting, up-skirting (or other inappropriate use of new technology) will be robustly followed up.

16.2 Victims of child-on-child abuse will be supported as for any other form of abuse and in their best interests.

16.3 Child-on-child abuse can manifest itself in many ways. The curriculum provides opportunity for the school to help children safeguarding themselves from new technology and through learning about personal safety. (See also ICT policy, curriculum policy and equalities policy.)

16.4 The children have E-safety training annually and are given key information from CEOP and other online safety sites.

16.5 The school regularly shares tips for keeping children safe online with parents and carers.

16.6 LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

17 Monitoring & Evaluation

The responsibility for ensuring that the Safeguarding/Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out at the end of the policy.

18 List of related policies/procedures

- Anti-bullying policy
- Child Protection
- Medical Needs

- E-safety policy (including filtering and monitoring)
- Acceptable use agreements
- Behaviour policy
- Equalities policy
- Whistleblowing
- Safer Recruitment in schools
- Induction policy
- Drugs in school
- Staff Code of Conduct/Staff Handbook (staff behaviour policy)
- Intimate care policy
- Positive handling/ Physical restraint
- Sex and Relationships Education Policy (SRE)
- Attendance
- Health and Safety

APPENDIX 1: Types and Indicators of Abuse
(To be read in conjunction with Keeping Children Safe in Education Part 1, Annex A and Annex C)

This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Definitions of child abuse
'Child Abuse, neglect and exploitation' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

1. Physical Abuse
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

Possible indicators of Physical Abuse - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

2. Emotional Abuse
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. 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.

- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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.
- seeing or hearing the ill-treatment of another (including witnessing domestic violence)
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Possible indicators of Emotional Abuse - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible indicators of Sexual Abuse - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling

- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD * Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

4. Neglect
Neglect is 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 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.

Possible indicators of Neglect - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Additional safeguarding issues

Honour Based Violence
So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM mandatory reporting duty
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary

sanctions. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases.

Mandatory reporting of female genital mutilation procedural information can be found at: *https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information*

Possible indicators of Female genital mutilation (FGM)

- Holiday requests made to school for significant lengths of time (Pre warning)
- Long periods of time away from the classroom during the day with bladder or menstrual problems
- Avoidance of P.E.
- Difficulty walking, sitting or standing
- Prolonged absences from school
- Noticeable behaviour changes
- Withdrawal
- Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

Forced marriage

Forcing a person into a 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 and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk. See also Royal Borough of Greenwich Safeguarding Children Partnership website: www.greenwichsafeguardingchildren.org.uk

Child Sexual Exploitation (CSE)

Child Sexual Exploitation 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. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. The manipulation or **'grooming'** process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

Possible indicators of CSE Child Sexual Exploitation (CSE)

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education
- altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, positive handling (physical restraint), sexual assault

Children Absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child being absent, as well as missing from education is a potential indicator of abuse or neglect which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. The law requires all schools to have an admission register and with the exception of schools where pupils are boarders, an attendance register. All pupils must be placed on both registers. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures. As a school, we will be reporting daily attendance to the DfE. Any patterns of absence noticed will be investigated to ensure pupils are safe.

Children are considered absent from education if they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer is unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she know his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age:
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Private fostering

Private fostering is when a child under the age of 16 (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, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children

safe and support families, all parents and private foster carers must notify MASH of care arrangements for children so they can ensure a child is well cared for. If a member of school staff suspects a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

Extremist ideology, radicalisation and terrorism

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Prevent

Section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales is specifically concerned with schools (but also cover childcare)

The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Partnership. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

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 and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are periods of absence from school, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child-on-child abuse
Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of exploitation or radicalisation and act appropriately.

Domestic Abuse
Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Children who are lesbian, gay, bi, or trans (LGBT)
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.

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.

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.

Gender Questioning

When supporting a gender-questioning child, we will take a cautious approach and consider the broad range of their individual needs. This will be done in partnership with the child's parents (other than in the exceptional 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.

As risks can be compounded where children lack trusted adults with whom they can be open, it is important that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Information regarding the definition and signs of further safeguarding issues including homelessness, domestic abuse, children with family members in prison and children and the court system etc. can be found in Annex A of Keeping Children Safe in Education.

Appendix 2

Statutory Guidance, legislation and advice includes:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (September 2025)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (2019)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Searching, screening and confiscation (January 2018)
- What to do if you're worried a child is being abused (March 2015)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Designated teacher for looked-after and previously looked-after children (February 2018)
- UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)
- Procedures set out by the Greenwich Safeguarding Children Partnership.
- Children Missing Education, September 2016
- London Child Protection Procedures, May 2018
- Children & Families Act, 2014
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, April 2019
- Human Rights Act, 1998
- Equality Act, 2010 (including Public Sector Equality Duty)
- Domestic Abuse Act, 2021
- Meeting digital and technology standards in schools and colleges (filtering and monitoring), March 2022

Note: All staff must read and be assisted to understand and discharge their roles and responsibilities set out in Part One of Keeping Children Safe in Education. Additionally, Annexes A and C provide further information which must also be read by all school staff and governors.

Other useful documents include:

- Ofsted: Inspecting safeguarding in Early Years education and skills

APPENDIX 3: Record Keeping and Referral Guidance

It is essential that school keeps clear records based on observation and evidence, which separate fact, allegation, hearsay, opinion or unsubstantiated evidence and which clearly indicate decisions and actions taken.

Child protection information will be kept in separate files by the designated teacher and will only be discussed with staff on a need to know basis. Staff need to know when a child is at risk and what plan has been decided by case conference, but may not need to know all the confidential details.

All records, notes and observations made by class staff as part of ongoing monitoring of children on the child protection register or causing concern, must be completed on the appropriate incident/concern form and immediately handed to the DSL. Documents (paper copy and electronic) must be dated and an indication of the person completing the form recorded.

All child protection conference minutes must be stored in the confidential files kept by the Designated Safeguarding Lead.

Initial Concerns
Initial concerns, incidents or disclosure by a child must be reported to the DSL either via CPOMS or using the incident / concern form. A paper copy of the form and body map in Appendix 4 should be used to record injuries / marks / bruises.

The following information must be recorded:

- time, date, place and people who were present
- exact details of what was said the by the child and/or others (no interpretation or opinion)
- the child's emotional or physical condition
- details of the behaviour(s) causing concern and the context in which it occurred

Details of injuries, marks or bruises - the position of these must be marked on the appropriate body drawing and suitably annotated to provide further detail (number, length of marks, description of marks, colour of marks/bruises etc.). Other relevant details - including information about previous incidents which may not have been reported but now seem relevant

Ongoing Concerns/Monitoring

- A chronology should be maintained
- Staff in regular contact with a child may be required to keep a running record noting information about particular aspects of a child's behaviour, physical and/or emotional condition or remarks they may make - either because concerns are ongoing or as part of a child protection plan. These need to be written on yellow incident sheets and handed to the DSL. Any records passed to the DSL electronically must be password protected.

Referrals
The DSL must keep detailed, contemporaneous notes of:

- discussions with staff
- discussions with the child
- discussion with parents
- information provided to social services
- decisions taken (with times, dates and signed)

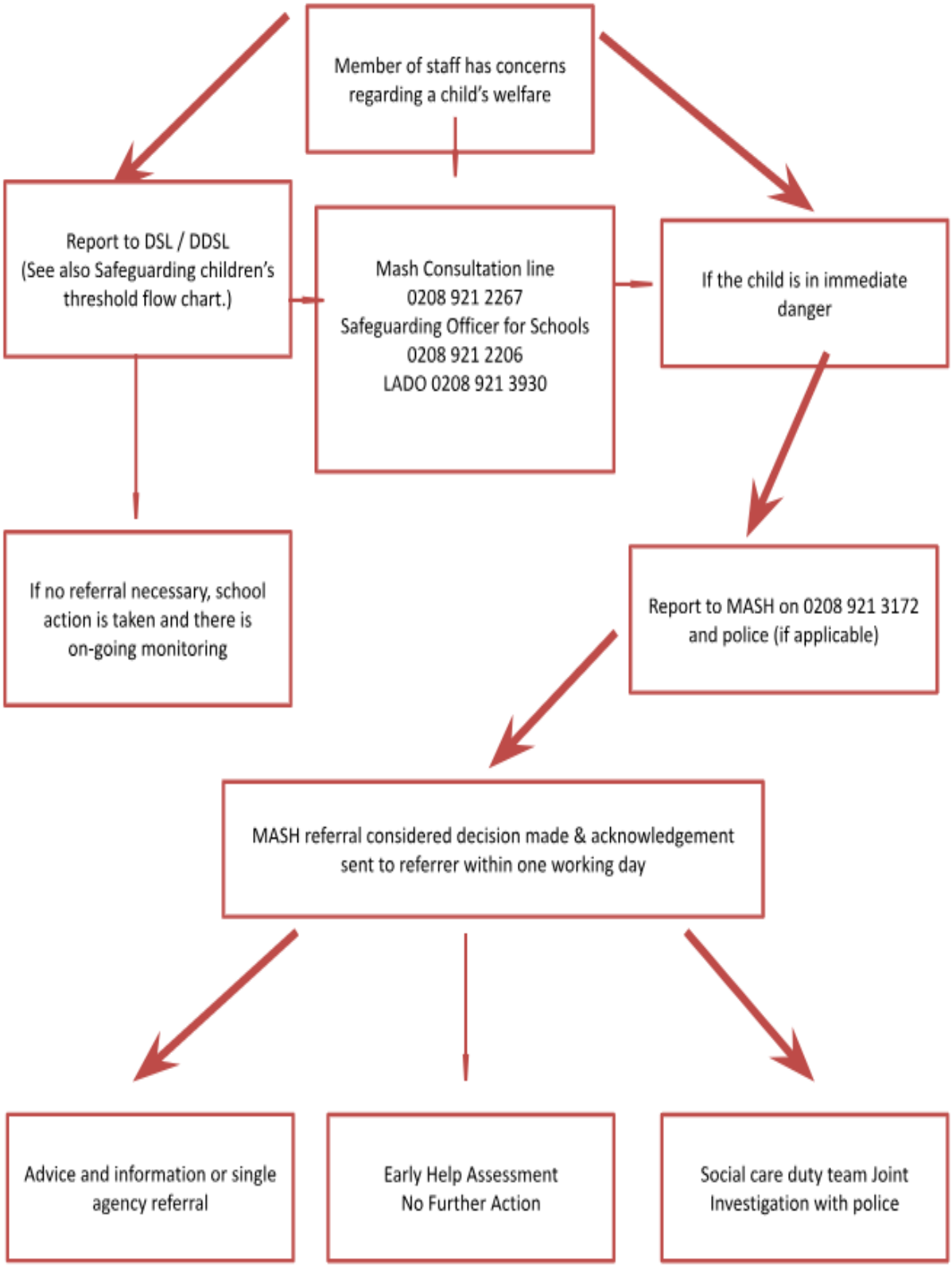
The designated teacher will confirm verbal and telephone referrals to social services in writing within 48 hours of the referral.

Reports for Child Protection Conferences/Core Group Meetings
Reports for child protection conferences must be written on the agreed pro-forma. They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

They should provide clear factual information. Staff should be aware that these reports will be made available to parents at the child protection conference.

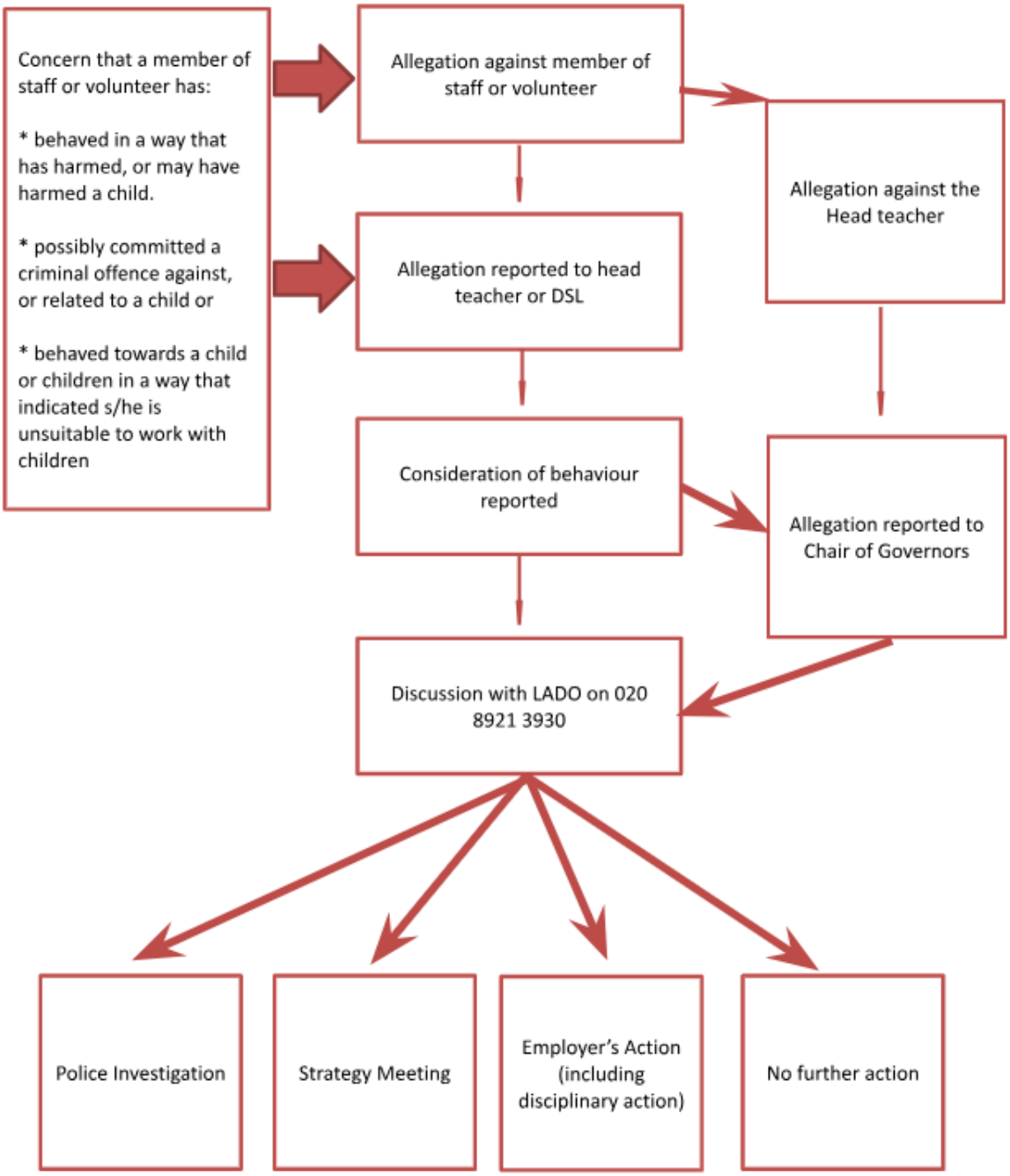
Appendix 3: Reporting concerns about a child

<u>Flowchart Reporting Concerns</u>



Appendix 3: Reporting concerns about a child

Managing Allegations against Staff and Volunteers



Appendix 4: Bishop John Robinson CofE Primary School Concern Form
Please complete this form if you have any safeguarding, medical or pastoral concerns about a pupil.

(This information can also be reported through logging the concern on CPOMS.)

Pupil Name:		
Date:	Class:	
Member of Staff Raising Concern:		Job / Role:

Concern (Describe fully)		
Body Map Completed:	Yes ☐	No ☐
Behaviour Investigation Sheets Completed:	Yes ☐	No ☐

Immediate Action Taken		
Date	Person taking action	Action taken

Form handed to Designated Safeguarding Lead: Date: ___ / ___ / _____ Time: ___:___

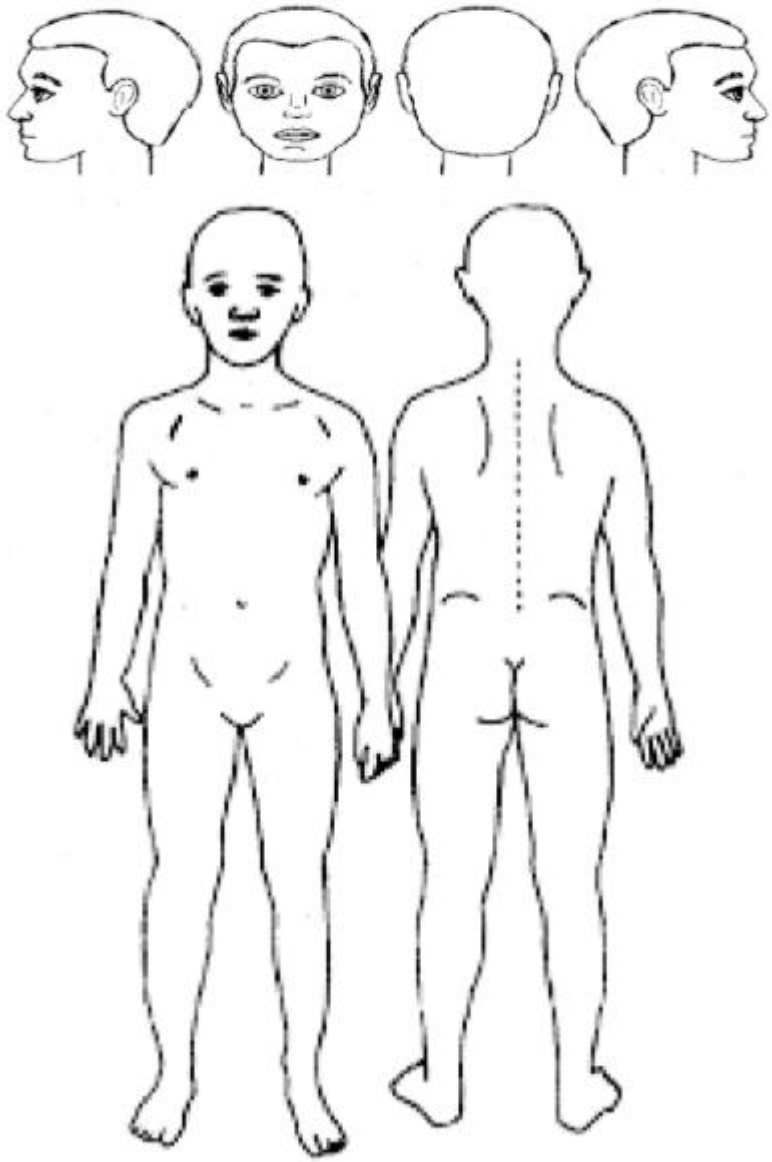
Date	Further Action

Information transferred onto CPOMS: Date: ___ / ___ / _____ Name: _____

Body Chart
Once completed, attach this body chart to the Concern Form.

This chart must be used with the concern form, clearly showing the location of your concern and a label with a number and brief description. E.g. “1. Horizontal burn is about 4 cm in length, 1cm wide.” On the concern form, refer to the injury using the same number and description.

Pupil Name:		
Date:	Class:	
Member of Staff Raising Concern:		Job / Role:

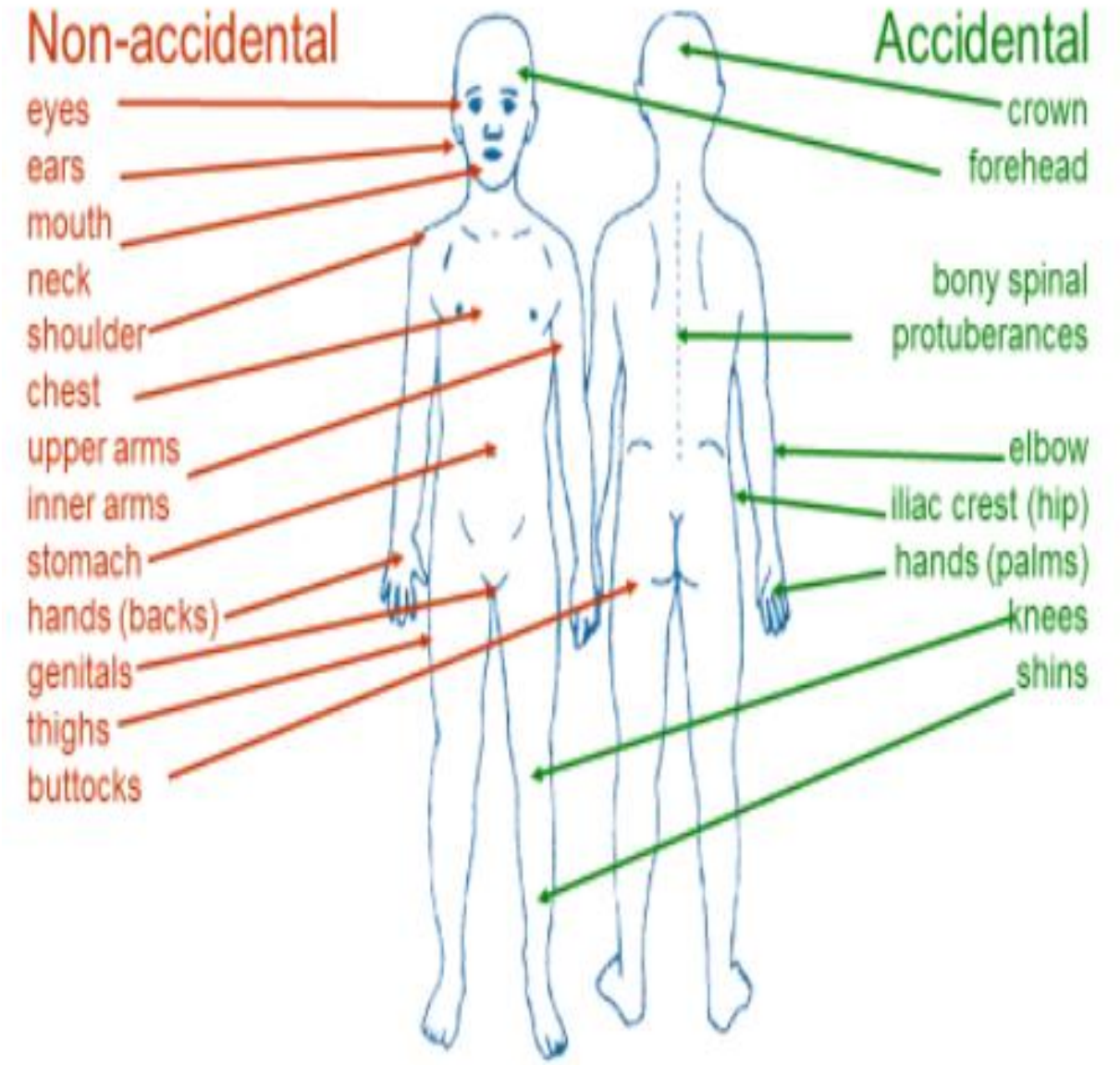


Body Chart - Guidance

Signs and symptoms of physical injury can be indicators of abuse.

- Red indicates a possible non-accidental injury.
- Green is the more usual site for accidental injuries.

However, all injuries should be investigated to identify the cause. Any safeguarding, medical or pastoral concerns must be reported to the DSL, either using the Concerns Record Form (Appendix 4) or via CPOMS.



APPENDIX 5: Brook Sexual Behaviours Traffic Light Tool

brook

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/ skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

brook

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

brook

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/ or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

brook

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/ or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- aking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Appendix 4: Safeguarding Glossary

A
ABE: Achieving Best Evidence,
Guidance for Police Officers and Social Workers in conducting interviews with children where allegation of abuse are being investigated.
Autism: Terms related to SEND: **Autism:** The terms "disorder" and "spectrum" when referring to autism have been removed and replaced with "autism" to align with the current SEND code of practice.

C
CAIU: Child Abuse Investigation Unit (Police)
CAMHS: Child and Adolescent Mental Health Services
CAFCASS: Children and Family Court Advisory and Support Service
CIOC: Children in our Care (Local Authority)
CSE: Child Sexual Exploitation
CPP: Child Protection Plan.
A plan created following a child protection conference that sets out how the child can be kept safe.
CPOMS: Child Protection Online Management System.
The market leading software solution for monitoring Safeguarding, wellbeing and all pastoral issues.
CO: Care Order.
Places a child under the care of the Local Authority.
This is otherwise known as a child "being in care".
D
DV / DA: Domestic Violence or Domestic abuse
DBS: Disclosure and Barring Service
formerly known as the CRB (Criminal Records Bureau)
DSL: Designated Safeguarding Lead (England)
DSP: Designated Senior Person (Wales)
DVPN: Domestic Violence Protection Notice
DVPO: Domestic Violence Protection Order.
The next step up from a DVPN
E
EPO: Emergency Protection Order.
Protects a child from ongoing or imminent risk of physical, mental or emotional harm where emergency action is needed for a maximum period of eight days.
EWO: Education Welfare Officer
F
FIS: Family Information Service
provides information on childcare, activities and services for children and young people and family support in a local area
FGM: Female Genital Mutilation
FII: Fabricated or Inducted Illness.
Previously known as Munchausen's Syndrome by Proxy
H
HV: This could mean 'home visit' or Health Visitor
HSB: Harmful Sexualised Behaviour
is developmentally inappropriate sexual behaviour which is displayed by children and young people.

I

IRO: Independent Reviewing Officers.
IRO's chair reviews for children living in children's homes or foster care.
ICPC: Initial Child Protection Conference
brings together all the people involved with a child who is not already subject to a child protection plan.
ICO: Interim Care Order.
An order that is applied for by the Local Authority to ask for the power to share Parental Responsibility with the parents of children they believe to be at risk.

K

KCSiE: Keeping Children Safe in Education (Education Guidance, England)
KLS: Keeping Learners Safe (Education Guidance, Wales)

L

LAC: Looked After Child, formerly children in care.
LADO: Local Authority Designated Officer,
works within Children's Services and gives advice and guidance to employers, organisations who have concerns about the behaviour of an adult who works with children and young people.
LSCB: Local Safeguarding Children Board
set up in each local authority and co-ordinates what is done to safeguard children in the area.

M

MASH: Multi Agency Safeguarding Hub
MARAC: Multi Agency Risk Assessment Conference
MARF: Multi Agency Referral Form

N

NFA: No further action

O

OFSTED: Office for Standards in Education
(lead inspection agency for Children's Services in England)

P

PRU: Pupil Referral Unit
PR: Parental Responsibility
PPO: Police Protection Order
In an emergency situation, children can be placed under police protection for up to 72 hours

S

SRO: Sexual Risk Order
is a civil order which can be sought by the police against an individual who has not been convicted or cautioned for a sexual offence but who is nevertheless thought by the police to pose a risk of harm.
S47 or Section 47: Investigation of a child at risk of significant harm
SCR: Serious Case Review
is held after a child or vulnerable adult dies or is seriously injured under circumstances where abuse or neglect are thought to have been involved (England)
SERAF: Sexual Exploitation Risk Assessment Form.
This aims to identify the factors that may render children and young people vulnerable to being targeted for CSE (child sexual exploitation).
SEND: Special Education Needs and Disability

T

TAF: Team around the Family
provides a service to families who are likely to need help from two or more agencies (e.g. schools, health services, housing).

U

UNCRC: United Nations Convention on the Rights of the Child.
An international convention signed by Britain on which we have based much of our current child safeguarding legislation

UASC: Un-accompanied Asylum Seeking Child

V

YOT: Youth Offending Team
is a multi-agency team that work with young people that get into trouble with the law.

Update and Review

This policy was updated in September 2025
It is due for review in or before September 2026.