



Woodland Academy Trust



Revealing the champion within
“growing in our thinking, learning and feeling together”

Child Protection and Safeguarding Policy and Procedures

Approved by: Board of Trustees **Date:** October 2020

Next review due: Autumn 2021

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1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education September 2020 and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

For the purposes of this policy, the term "**harmful sexual behaviour**" includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), and for the purposes of this policy, the term "**sexual harassment**" is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

The term "**teaching role**" is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

Should is used when the advice should be followed unless there is a good reason not to.

Must is used when a person is legally required to do something

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities; including mental health
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of serious violence, FGM, criminal child exploitation (CCE), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

5. Roles & responsibilities/Working in partnership

School	Designated Safeguarding Lead	Deputy Safeguarding Lead	Board Level Lead/Nominated Governor	Chair of Governors
PWP 01322 332379	Ms Kathryn Yiannadji	Mrs Ferla	Mrs Smith	(Acting) Mrs Smith
WBP 020 8320 1900	Mrs N Roscoe	Mrs Malhi	Mrs Smith	(Acting) Mrs Smith
NHP 01322 334638	Mrs Rogers	Mrs Beale	Mrs Smith	(Acting) Mrs Smith
KHP 01322 382053	Miss C Strudwick	Mrs C Riley	Mrs Butterfill	(Acting)Mrs Butterfill

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Bexley and Kent's Safeguarding and Child Protection procedures. Our policy and procedures also apply to extended school and off-site activities.

Working in Partnership – The primary local safeguarding partnership arrangements our schools work with are:

- Bexley Hub –
Bexley SHIELD

- Kent Hub –
Kent Safeguarding Children Multi-Agency Partnership Arrangements
https://www.kscb.org.uk/_data/assets/pdf_file/0007/96721/FINAL-Kent-Safeguarding-Children-Multi-agency-Partnership-Arrangement-Doc_-25-June-2019.pdf

5.1 All staff

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff handbook and the role of the designated safeguarding lead (DSL)
- If staff have any concerns about a child's welfare, then they should act on them immediately.
- If staff have a concern, they should speak to the DSL
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation, and child criminal exploitation (CCE).
- Staff should have the skills, knowledge and understanding to keep previously LAC safe. When dealing with LAC and previously LAC, all agencies should work together to take prompt action to safeguard this vulnerable group.

Section 12 and Appendix 3 of this policy outline in more detail how staff are supported to do this.

5.2 The Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff from the leadership team. The DSL takes lead responsibility for child protection and wider safeguarding. The DSL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns.

DSLs are responsible for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales and LAC.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

A concern can be logged outside of hours and will be picked up by the DSL on the next working day. If a concern poses an immediate risk, this should be reported directly to Children's Services or the police (see section 7).

During term-time and school hours when the DSL is absent, the Deputy DSL will act as cover.

If the DSL and Deputy DSL are not available, the Chief Executive Officer (CEO) or Executive Head teacher (EHT) will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children

- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Understand when they should consider calling the police, in line with the National Police Chiefs’ Council (NPCC) guidance.
- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil’s educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.

The DSL will also keep the Head informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

5.3 The governing body

The Board of Trustees will approve this policy at each review, and hold the Head to account for its implementation.

The Board of Trustees will appoint a Trustee and a named governor on the Regional Governing Board to monitor the effectiveness of this policy in conjunction with the Board of Trustees and Regional Governing Board. This is always a different person from the DSL.

The Chair of Trustees will act as the ‘case manager’ in the event that an allegation of abuse is made against the Head, where appropriate (see Allegations Against Adults policy).

If the named safeguarding governor resigns, the responsibility reverts automatically to either the Chair of the Regional Governing Board or the Trustee with leadership responsibility for the Trust’s safeguarding arrangements until a replacement is assigned the role.

Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.

Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.

5.4 The Head

The Head is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction including the behaviour policy, Staff Code of Conduct, part one of the ‘Keeping children safe in education’ (KCSIE) guidance, the safeguarding response to children who go missing from education; the identity of the DSL and any deputies; and have been added to the CPOMs
- Communicating this policy to parents when their child joins the school and via the school website
- Where reasonably practicable, direct the office staff to ensure that they have two emergency contact numbers logged on SIMs

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable
- Ensure that safeguarding including e-safety is taught through a broad and balanced curriculum such as Jigsaw.
- Ensure that staff have the skills, knowledge and understanding to keep previously LAC safe.

6. Confidentiality

Timely information sharing is essential to effective safeguarding.

The DSL will disclose information about a pupil to other members of staff and external agencies/stakeholders on a need to know basis only using these guidelines:

- Remember that the GDPR is not a barrier to sharing information, it provides the framework
- Be open and honest with people from the outset about how information may be shared
- Seek advice, do not fail to share information because you are unsure what to do
- Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe a child is suffering, or at risk of, serious harm
- Consider safety and well-being of the child and base information sharing decisions on this
- Ensure all information shared is necessary, proportionate, relevant, accurate, timely and secure.
- Ensure any third party or hearsay information is identified and that you have consent to share it
- Keep a record of your decision and reasons for it, record what you have shared, with whom and the purpose.

Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child’s best interests.

We undertake to share our intention to refer a child to Children’s Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children’s Social Care or Bexley Safeguarding Children Service/MASH (02030455440) or KSCB (03000 421126) on this point. If the child lives in a different local authority, we will consult with that authority’s social care service.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is in immediate danger

Make a referral to children’s social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

For Bexley schools:

Call Bexley Children’s Social Care Duty Team – 020 3045 5440 (9 – 5 pm)

The Police must be informed in the event of FGM, breast compression, extremism and radicalisation.
Bexley Emergency Duty Service – 0208 303 7777 (outside of office hours including weekends) or;
Police Child Abuse Investigation Team on 0207 230 3700 (8am – 6pm or calls outside these hours should be made to 999) to clarify any doubts or worries.

The NSPCC can also provide advice.

The following link takes you to the GOV.UK webpage for reporting child abuse to your local council:
<https://www.gov.uk/report-child-abuse-to-local-council>

For Kent Schools:

Kent Children’s Social Care Duty Team – 0300 041 1111 (both in and out of hours)
The Police must be informed in the event of FGM, breast compression, extremism and radicalisation.

7.2 If a child makes a disclosure to you

All adults must respond to disclosures using non leading techniques.

7.2.1 Receive what is said

- Accept what you are told – you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief. Reassure the student
- Acknowledge their courage in telling
- Remind them that they are not to blame (but avoid criticising the alleged perpetrator – young people often love adults who abuse them)
- Never promise confidentiality, only discretion
- Reassure them, but do not promise what you may not be able to deliver. Do not promise ‘everything will be all right now’ (it may not be)

7.2.2 Responding

- Respond to what the student has said, but do not interrogate
- Avoid leading questions such as ‘Was it your father?’ Questions such as these can be used by defence counsel in a subsequent court case to suggest that you ‘contaminated’ the child’s evidence
- Ask open ended questions: ‘Do you want to tell me anything else?’ ‘And?’ ‘Yes?’
- Where necessary, clarify what has been said to you so that you are clear
- There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question. For example, asking ‘were you sitting up or lying down when this happened?’ contains the answer in the question. You should instead ask ‘where were you when this happened?’
- Explain what you will do next and (where appropriate) the referral process

7.2.3 Recording

- Make brief notes as soon as possible and write up as soon as you can on to CPOMs
- Keep original notes with date, time, place, and upload on to CPOMs
- Record the actual words the child uses

7.2.4 Refer

- Refer the matter as soon as possible with all relevant details including records and evidence to the DSL/DDSL

- A decision will then be made by the DSL/DDSL whether to refer further
- Records will be kept of the action taken and by whom.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anybody can make a referral in these circumstances.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

This policy should also be read in conjunction with Mandatory Reporting of Female Genital Mutilation – Procedural Information (October 2015).

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 3.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM must speak to the DSL and follow the local safeguarding procedures, which includes recording the concern on CPOMS as soon as possible.

7.4 If you have concerns about a child

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is in immediate danger.

All concerns should be recorded immediately on CPOMS, also speaking directly to the DSL where possible if you feel the child is in immediate danger. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on **0808 028 0285** if you need advice on the appropriate action (the helpline is available from 8am to 8pm, Monday to Friday). In addition, they can be contacted by email: help@nspcc.org.uk

7.5 Early help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- Is a young carer
- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- The child is at risk of modern slavery, trafficking or exploitation.
- The child is showing early signs of abuse and/or neglect.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- The child is at risk of being radicalised or exploited.
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- The child is a privately fostered child.

The DSL will lead and liaise with other agencies and set up an inter-agency assessment as appropriate and will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

7.6 Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible by recording it on CPOMS.

The local authority should make a decision within 1 working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

7.7 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Your concern should be recorded on CPOMS as soon as possible. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above and section 7.1).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

Contact details for Channel are:

Bexley: community.safety@bexley.gov.uk 02083037777

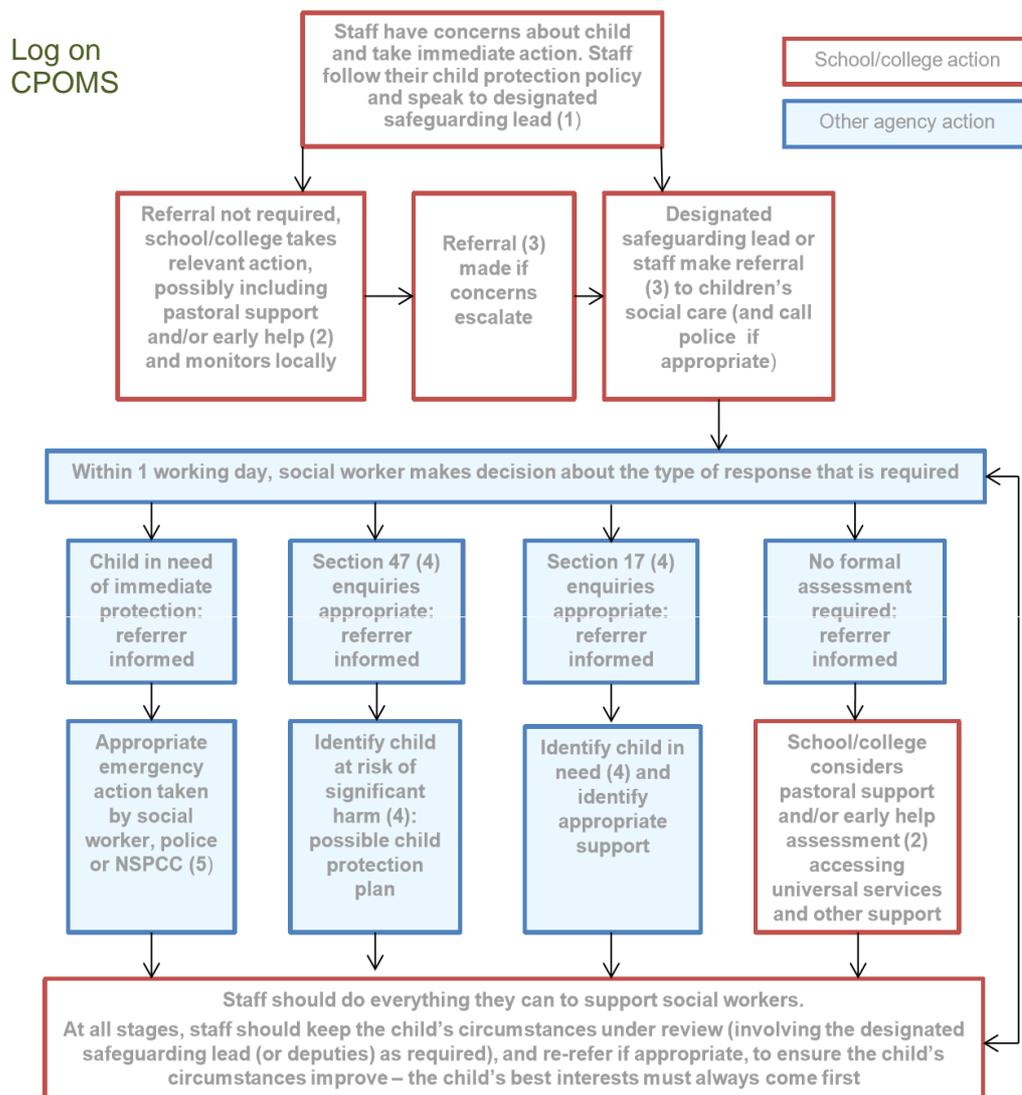
Kent: prevent.referrals@kent.pnn.police.uk 03000414141

The Department for Education also has a dedicated telephone helpline, 020 7340 7264 that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Figure 1: procedure if you have concerns about a child's welfare



7.8 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, you must speak to the Head.

Your concerns should be recorded on CPOMS as soon as possible. If you have concerns about the Head or EHT, you must speak to the CEO or the Chair of trustees.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Head/Chair of Trustees/DSL will then follow the procedures set out in our Allegations Against Adults policy, if appropriate.

The DSL (or Chair of trustees, in the case of a concern about the Head/EHT) will also inform the designated officer for the local authority.

The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When using an agency to access supply staff, the school will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale as set out in our Allegations Against Adults policy.

Bexley LADO – Sharon Ackbersingh Email: Sharon.Ackbersingh@bexley.gov.uk Tel: 02030453861

Kent LADO – Email: kentchildrenslado@kent.gov.uk Tel:03000 410888

7.9 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be accepted or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation on CPOMS, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by including this in the PSHE curriculum
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Technology (Including mobile phones and cameras)

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils with the exception of EYFS members of staff.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Mobile phones – Staff will not give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles

*Staff will ensure Bluetooth is disabled when on school premises on all personal mobiles and laptops
Communication by email should only be through the school's email system and personal emails must not be shared with children*

*Use of Internet: Staff will not access or expose children or young people to unsuitable material on the internet.
Staff will ensure that they follow the School's online safety policy about access to and use of the internet.*

No member of staff should be uploading anything to social media that is obscene or offensive. This includes the use of swear words or any other form of wording/image that belittles the professionalism or our colleagues or our respected position in society

No mobile devices are allowed in any of our EYFS settings. This includes any device, such as a Smart Watch that can take photographs, send images or make calls from. Staff, visitors, including health professionals and Governors, must be asked to leave their devices off site or in the front office in the receptacle provided.

10. Complaints and concerns about school safeguarding practices

10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

10.2 Other complaints

Safeguarding complaints regarding any other aspect of the school's practice should be communicated directly to the DSL or DDSL in the absence of the DSL. The DSL will deal with any such complaint in accordance with the relevant procedures, as set out in the Trust's or schools' policies.

Safeguarding complaints regarding the EYFS will be dealt with in accordance with the relevant policy and with reference to the Early Years Statutory Framework.

10.3 Whistleblowing

If anyone has a concern about the way the school, or adults within the school, safeguards pupils – including poor or unsafe practice, or potential failures they should refer to the staff whistleblowing policy.

Parents and/or carers can contact Ofsted if they believe the school is not meeting the EYFS requirements. This can be done directly through the Ofsted website. When the school becomes aware that they are to be inspected by Ofsted, they must notify parents and/or carers. After an inspection by Ofsted the school will supply a copy of the report to parents and/or carers of children attending on a regular basis.

11. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing, using the CPOMS system. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

- All records are kept electronically in the CPOMS system. The permissions for this system are set according to the individual user's role.
- Records are only accessible with the relevant user log in details for CPOMS, including password. Users will not use any other person's password to access information.
- Child protection and safeguarding information is kept for the same length as a pupil file to ensure compliance with GDPR regulations.
- Any historic paper records for archive are kept in a sealed box. Only the DSL has permission to open the archive boxes. Archive boxes are kept in a locked cupboard.

When considering sharing information the staff will consider the following:

- The GDPR provides a framework for sharing information e.g. redacting other children's names involved in an incident before sending electronically to a new setting

- The DSL should consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE gives the example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place for the pupil's arrival.
- Advice must be sought from the DSL in all cases.
- Be open and honest with the data subject from the outset about how information may be shared.
- Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
- Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely and Secure. Ensure any third party or hearsay information is identified and that you have consent to share it.
- Keep a record of your decision to share or not and reasons for it, record what you have shared on CPOMS, with whom and the purpose.

We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children's Social Care (Bexley 02030455440) or (KSCB 03000 421126) on this point.

In addition Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

12. Training

12.1 All staff

All staff members will read Section A of KCSiE and this policy as part of induction. They will undertake safeguarding and child protection training within the first week of their employment, including on whistleblowing procedures and use of CPOMS, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

12.2 The DSL and Deputy DSL

The DSL and Deputy DSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training annually.

12.3 Governing body

All members, trustees and governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

12.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

12.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

12.6 Safer Working Practices

Interviewing Pupils

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a pupil alone, particularly if the pupil has an experience of sexual/emotional abuse. Interviewing individual pupils is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them. Suggested protective measures to consider:

- Ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the interview
- Sit in a room where it is possible to be observed through a window or glass-panelled door
- Do not close the door of the room, if you are not clearly visible from outside the room.

If you are unsure about talking to a pupil then please do not as you could, completely unwittingly, provide leading questions that could then jeopardise any future actions, including prosecutions.

Social Care adopt the TED "Achieving Best Evidence" approach. Tell me... Explain to me... Describe to me...

Transporting Pupils

Should a situation arise, which requires members of staff to transport a pupil this can only be done with parental consent. At a minimum two members of staff are required to transport a pupil and the driver must hold current business insurance. If this is not possible, a private car hire or public transport will be used.

13. Curriculum

Our curriculum is flexible, relevant and engages students' interest. We use our approach to teaching and learning to promote safeguarding, including through teaching students how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. Within Character Education; Personal, social, and health education & Sex and Relationships Education plays a crucial part in teaching children and young people to recognise dangers and harmful situations, as well as increases their awareness of preventative actions they can take to keep themselves safe, including online and e-safety. We pay particular attention to local safeguarding dangers in our schools, such as water safety; road safety; safety on the railway; gangs and knife crime.

Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour

- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

14. Links with other policies

This policy links to the following policies and procedures:

- Behaviour and Restrictive Physical Intervention
- Staff Handbook
- Complaints Policy
- Health and safety
- Attendance
- Online Safety
- Sex and Relationship Education
- Curriculum
- Intimate Care
- Children Missing Education (CME) LA Guidance
- Data Protection
- Early Years Foundation Stage
- Business Continuity Plan including Critical Incident (Lockdown procedures)
- Supporting Children with Medical Issues

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: Types of Abuse

KCSIE defines the types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

One of the best ways to help children is by being aware of the signs of possible abuse. While these signs often take the form of physical injuries, behavioural indicators are also important when diagnosing abuse. A responsible adult care-giver may also display significant indicators at that point towards the presence of child abuse.

All children are liable to get scratches, bruises, bumps and cuts from time to time in the normal course of childhood activities. Therefore it is sometimes difficult to tell the difference between injuries suffered as part of a quite normal childhood and those caused by physical abuse.

The diagnosis of child abuse requires a professional assessment. The list given below is not intended to be a comprehensive tool for recognising child abuse but such signs may indicate a problem. Further and more age specific examples can be found on the NSPCC website.

1.1 Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Signs of physical abuse include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol

1.2 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Signs of emotional abuse include:

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Behaviour either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal

1.3 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. Signs of sexual abuse include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

1.4 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

Signs of neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- The child is often hungry, and might steal food
- They are regularly left alone or in charge of younger brothers or sisters

Appendix 2: Safer Recruitment and DBS Checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities via a medical questionnaire
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications
- Use the Teacher Service's system to verify any award of QTS and the completion of an induction/probation
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the Secretary of State
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

The chair of trustees will complete a suitability check with the ESFA as soon as they are appointed.

To process a suitability check, the chair of governors will provide the EFSA with:

- Information about their identity verified by a recognised professional, using the EFSA's verification form.
- Information confirming their right to work in the UK.
- The outcome of an enhanced DBS check.
- An overseas criminal records check or certificate of good character if they have lived outside of the UK.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. Where these references are electronic they will be vetted to ensure they originate from a credible source.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children

- Engaging in intimate or personal care (including helping a child with eating and drinking for reasons of illness, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability) or an overnight activity, even if this happens only once and regardless of whether they are supervised or not

A supervised volunteer who regularly teaches or looks after children **is not in regulated activity**.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
-

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. A DBS certificate should be obtained when trainee teachers engage in regulated activity.

Volunteers

We will:

- Follow safer recruitment procedures when accepting volunteers
- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought
- Volunteers will be subject to the following additional processes: Disqualification Form, Induction Form, Volunteer Code of Conduct Form, Risk Assessment Form
- Check the 'Child Workforce' regarding the criteria used when completing the 'Position Applied For' field on a DBS application form

Governing Body

All members, trustees and governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The Chair of the Board of Trustees will have their DBS check countersigned by the Secretary of State.

All members, trustees and governors will have the following checks:

- Members of all governance groups are subject to safer recruitment procedures and Section 128-checks
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Should the governing body decide to appoint associate members to serve on a governing body committee, although it is not mandatory for these members to have an enhanced DBS check, they will follow the same processes that are applied to volunteers in our schools.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Supervisory arrangements for the management of out of school hours activities

We will protect children from abuse and team members from false allegations by adopting the following guidelines:

All clubs independent of the school that operate on school sites must have their own child protection policy and procedure in line with the school's, which will be checked prior to the club commencing. The club will keep a register of all children attending the activities and give a copy to the school. The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are DBS checked. Registers will include arrival and departure times. The club will keep a record of all sessions including monitoring and evaluation records. The team members will record any unusual events on an accident / incident form. Written consent from a parent or guardian will be obtained for every child attending the activities. Team members should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful, in such circumstances another adult should be told.

Team members may escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian and a care plan is in place for the child naming them as part of the care plan. All team members should treat all children with dignity and respect in both attitude language and actions.

Registered Sex Offenders

A person who attends any of the schools' premises within the Woodland Academy Trust and is required to register with police under the Sexual Offences Act 2003 is required to notify the school's designated teacher for Safeguarding. The school will require persons to participate in a risk assessment and subsequent written agreement.

Risk Assessment: This is a confidential document which will be shared with MAPPA and the designated teachers (and Executive Head Teacher) of the school only. This assessment is completed with two members of the safeguarding team. Risk Assessments are reviewed annually unless further information is disclosed to establish any changes of details such as address changes, further offences and/or removal from sex offenders register.

Written Agreement: This will be drawn up following the completed risk assessment.

For support, Bexley schools may contact the Jigsaw Team – Bexleyheath Police Station, 2 Arnsberg Way, Bexleyheath, Kent, DA7 4QS Main Phone Number – 101

For support, Knockhall may contact the Jigsaw Team – North Kent Police Station, Thames Way, Northfleet, Gravesend, Kent DA11 8BD Main Phone Number – 101

Appendix 3: Specific Safeguarding Issues

All staff should have an awareness of specific safeguarding issues that can put children at risk of harm.

These include:

- alternative provision
- bullying– please see anti-bullying policy
- children missing education
- child criminal exploitation
- child sexual exploitation
- children with family members in prison
- children and the court system
- children with additional needs
- collection of children
- contextual safeguarding
- county lines
- domestic abuse
- female genital mutilation (FGM)
- forced marriage
- homelessness
- honour based violence/violence against women and girls (VAWG)
- mental health
- online safety
- peer on peer abuse
- private fostering
- preventing extremism radicalisation
- serious violence
- sexting
- visitors to school

Alternative provision

Where a school places a pupil with an alternative provision provider, they remain responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The provider should provide written confirmation that appropriate safeguarding checks have been carried out on those working at the establishment. Our schools currently only use providers approved by Bexley who have confirmed that these checks have taken place. Once the pupil has been placed there, a program of visits by staff known to the child take place at regular intervals.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse, exploitation or radicalisation and can also be a sign of child criminal exploitation including involvement in county lines. 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. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families

- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow the procedures set out by the relevant local authority guidance for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Child criminal exploitation (CCE)

Children who are trafficked, exploited or coerced into committing crimes, e.g. County Lines.

For the purpose of this policy, "**child criminal exploitation**" is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

Other indicators as outlined in CSE may also be signs that a child may be victim of CCE

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

The above CCE indicators can also be indicators of CSE, as can:

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

Children with additional needs

Staff should recognise that children with SEN and disabilities can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENDCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Collection of Children

Non-collection of children

If a child has not been collected without contact with the parent, or any other emergency contact, by 1 hour after the end of the session/day, the incident will be recorded on CPOMS.

If at this time there has still been no contact then the DSL will contact the Police/Social Services for advice.

Collection by third parties

Children may be collected by people other than their parents. If this is the case, the following conditions must be satisfied:

- The third party has been named as an emergency contact for the child OR the parent has informed the school in writing/by telephone that a different adult will be collecting the child.
- Where a letter or phone-call has been made to request third-party collection, the parent should inform the school of a password that will be used by the adult collecting. The school will not release the child to any adult who cannot repeat the agreed password.
- Responsibility for the child sits with the school until the child has been collected by the third party. At the point that the third party collects the child, responsibility for the child moves to the child's parent/s.
- The school may refuse to allow a child to be collected by a third party if they have concerns about that person's ability to be a responsible adult. Some examples of this may be where a child is collected by another child, or if an adult who is under the influence of alcohol/drugs attempts to collect a child. Any concerns of this nature will always be discussed with the parent and may be referred on to the appropriate agency if the school deems it necessary.

Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to Children Social Care Services (CSCS).

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic abuse

We recognise that children who grow up in families where there is domestic abuse are at increased risk of harm. It usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her own circumstances.

Even where the child is not a direct target, the harm can be caused to the children by emotional abuse and/or neglect. Often this is because a victim's ability to parent effectively and protect their children is diminished through a preoccupation about their own survival. Any abusive relationship at home will have a significant impact on their children.

We will be alert to the possibility of domestic abuse and allow an opportunity for the abused partner to disclose. We will treat any disclosure sensitively and refer the matter to children's social care services in accordance with this policy where there are concerns about a child's welfare. Bexley schools have the opportunity to be involved in Operation Encompass, in partnership with the police.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Staff with teaching responsibilities have a specific legal duty to act with regards to concerns about female genital mutilation (FGM), but all staff should speak to the DSL where there are concerns.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs
-

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM

- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer (LADO)
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmf@fco.gov.uk

Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Honour based violence

Women and girls are the most common victims of honour based violence (also known as honour based violence) however it can also affect men and boys. Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:

- Domestic abuse
- Threats of violence
- Sexual or psychological abuse
- Forced marriage
- Being held against your will or taken somewhere you don’t want to go
- Assault

Honour Based Violence is a significant risk factor for Domestic Abuse.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to Children Social Care Services (CSCS) where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to Children Social Care Services will be made as necessary where concerns are raised.

Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

Pupils should be just as clear about what is expected of them online as offline.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer 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.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/18 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Upskirting. This refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting. It is now a criminal offence and may constitute sexual harassment.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats
- Upskirting images (see above)

The response to a report of sexual violence or sexual harassment.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Disclosures or concerns should be **immediately** reported to the DSL who will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Private fostering

A privately fostered child is a child or young person aged up to 16 (or up to 18 if disabled) who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days.

Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking. Schools have a legal duty to notify the local authority children's social care of any student known to be privately fostered.

Preventing extremism and radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Terrorism refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Serious Violence

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Sexting

The NSPCC states that, "Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages. Sexting may also be called:

- trading nudes
- dirties
- pic for pic

Should any concerns be raised, these should be treated in the same way as any other safeguarding concern.

Please see our online safety policy for further information.

Visitors (checking the identity and suitability)

This section must be read in conjunction with Appendix 2.

All visitors to any part of the school site **MUST** enter via the school office and sign in.

The Head will be ultimately responsible for making a decision on whether a visitor is allowed access to the site.

Visitors who have had the relevant checks, as set out in KCSiE will be allowed access to the school with a green lanyard.

Visitors without the relevant checks may be allowed access to the site with a red lanyard. Visitors with a red lanyard must be accompanied at all times and must never be left alone whilst on the premises, at any time of the day.

The Head will be ultimately responsible for deciding who is allowed access to the school site and with which lanyard.

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. Visitors to the EYFS **MUST** leave their mobile phone with the office. No personal mobile devices are permitted in the EYFS settings, without exception.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's sticker and the relevant lanyard.

We will not invite into the school any visitor/speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.