



2020-2021

Safeguarding and Child Protection Policy



CHILD PROTECTION POLICY



DANSON PRIMARY SCHOOL

SEPTEMBER 2020

Next Review Date: 31 August 2021

Role	<i>Designated Safeguarding Lead for Child Protection</i>	<i>Deputy Designated Safeguarding Leads</i>
Name	<i>Ms L Casey (Head Teacher)</i>	<i>Mrs L Hunter (Deputy Head Teacher) Ms S Sangani (Assistant Head Teacher) Mrs L Davis SENCO Mrs J O'Hara- Senior Leadership Team Mrs Bonner Senior Leadership Team Mrs Stevens- Office Manager Mrs Meredith-Wrap Around Leader</i>
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<p>Our 'Named Governor' with special responsibility for child protection is (Mr M Egelton).</p>		

The policy is provided to all staff and should be read in conjunction with the following policies:

- Peer on Peer Abuse Policy
- Anti-Bullying Policy
- Inclusion Policy
- Equality Policy
- E-Safety and AUP Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- Staff Induction Policy

Please note that a copy of this child protection policy (which includes other safeguarding issues everyone needs to be aware of) is available on our school's website: (www.danson.bexley.sch.uk)

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1. Introduction

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the **London Child Protection Procedures and Practice Guidance (last updated 23 May 2018)**.

This policy also reflects the requirements of **'Working Together to Safeguard Children' (last updated 21st February 2019)**, **'Keeping Children Safe in Education' (September 2020)** and **'Protecting children from radicalisation: The Prevent Duty Guidance for Schools and childcare providers (2015/Updated 2019)**.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes:

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Keeping children safe from risks posed by extremism and radicalisation.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be abused, harmed or neglected. There are four main categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

*****Danson Primary School would request at least two emergency contacts for every child in school in case of emergencies, and in case there are welfare concerns at the home.*****

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger. This includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse, the school will consider whether working together with other relevant agencies to provide early help should be considered.

At Danson we are constantly vigilant and 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
- 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
- is at risk of modern slavery, trafficking or exploitation
- Have English as an additional language
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse,
- adult mental health issues and domestic abuse
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- 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 FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

2. Policy Statement

At Danson Primary School, we are committed to the practice which protects children from harm and aim to create a culture of vigilance. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.

3. Aims:

We will aim to safeguard children by:

- creating a culture of vigilance in the school.
- teaching the children about safeguarding.
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately.

- carefully following the procedures for recruitment and selection of staff and volunteers.
- providing effective management for staff and volunteers through support, supervision and training.
- committing to reviewing our policy and good practice annually and ‘as and when’ the need arises.

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

- Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
- Ensure children know they can approach adults employed in the school if they are worried.
- Include opportunities in the SMSCD (Spiritual, Moral, Social, and Cultural Development) curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

4. Procedures

We will follow the procedures set out by the London Child Protection Procedures and Practice Guidance and the Safeguarding Partners and take account of guidance issued by the Department for Education to:

1. Ensure we have a Designated Safeguarding Lead for child protection who is a member of the School Leadership Team and who has received appropriate training and support for this role. The Designated Safeguarding Lead at the time of writing this policy is **Ms L Casey** and the deputy Designated Safeguarding Lead is **Ms Hunter**.
2. *(All EYFS teachers are the key persons of their classes. A named photograph is displayed in their classrooms).*
3. Ensure we have a nominated governor responsible for child protection. The nominated governor is **Mr M Egelton**.
4. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
5. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and of possible concerns being raised in this school as safeguarding incidents could happen anywhere. All staff and volunteers have a responsibility for referring any concerns to the Designated Safeguarding Lead responsible for child protection.
6. Ensure that the school has a written Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff.
7. Ensure that Learning Mentors have appropriate training and support to deal with any issues of concern.
8. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
9. Notify Children’s Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.

10. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (if it proves impossible to send a representative, a written report would be submitted to the child protection conference chairman).
11. Keep written chronological records of concerns about children, even if it is assessed that a referral is not necessary; and if that is the case, consider whether working together with other relevant agencies to provide early help should be explored.
12. Ensure all records are kept securely; separate from the main pupil file.
13. Follow the necessary procedures when an allegation is made against a member of staff or volunteer.
14. Ensure safer recruitment practices are always followed.
15. Ensure evacuation procedures are always followed. Children take part in evacuation procedures throughout the year; all school staff/personnel are aware of these procedures.
16. When a child transfers to another school the Designated Safeguarding Lead will contact the designated member of staff of the receiving school to inform them that there are concerns.

5. Definitions and Signs / Symptoms of Abuse

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.

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Also, pupils with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However, it must also be remembered that disabled children are three (3) times more likely to experience abuse or neglect than non-disabled peers. More guidance on recognising signs and symptoms of abuse can be found in the *London Child Protection Procedures and Practice Guidance*.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Signs of physical abuse may include:

- Unexplained and so called “accidental” injuries, burns or bruising
- Improbable excuses or refusal to explain injuries
- Refusal to undress for PE
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive
- Fear of suspected abuser being contacted

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another; causing children to feel frightened or in danger - e.g. witnessing domestic violence. Causing children to feel frightened or in danger - e.g. witnessing domestic violence.
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.
- Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Signs of emotional abuse may include:

- Physical, mental and emotional development delays
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual attention seeking behaviour
- Extremes of passivity or aggression

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Signs of sexual abuse may include:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Itchy or pain in the genital area
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Neglect

Neglect involves 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 and 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 may include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Stealing food/money
- Poor school attendance
- Compulsive attention seeking

6. Other Safeguarding Issues

6.1 Children missing from education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that 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 their going missing in future. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

Danson Primary School will inform London Borough of Bexley if any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

London Borough of Bexley must be notified when Danson Primary School is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that London Borough of Bexley can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. Danson Primary School must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State). For further information, please refer to '*Children missing education – statutory guidance for local authorities (September 2016)*'. At Danson Primary school, all staff and volunteers working in our school are aware of the guidance that is available in respect of children missing education and will take timely and appropriate action while also alerting the local authority of any child being at risk.

6.2 Child Sexual Exploitation

Child sexual exploitation guidance (16 February 2017) defines 'Child Sexual Exploitation' as a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship with the perpetrator always holding some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child Sexual Exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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.

At Danson Primary school, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of CSE,
- vigilant to the risk of it being practised and
- alert to the signs of potential or actual abuse.

We take this abuse very serious and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or actually being sexually exploited.

6.3 ‘Honour based’ violence including Female Genital Mutilation (FGM)

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

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on

- pages 38-41 of the Multi agency statutory guidance on FGM
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf
- pages 59-61 focus on the role of schools and colleges and
- pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

6.4 Female Genital Mutilation

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the United Kingdom (UK) and carries 14 years jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

At Danson Primary School, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of FGM,
- vigilant to the risk of it being practised and

- alert to the signs of potential or actual abuse and
- expected to refer the case to ‘Children’s Social Care’ once they are aware that a girl is at risk or has already undergone ‘FGM’. Staff will personally report to the police, cases where they discover that an act of FGM appears to have been carried out. However, the duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or more*.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or to have undergone Female Genital Mutilation. The school will comply with the statutory obligation to report all known cases from 31 October 2015. For FGM checklist, see **appendix B**.

** Keeping children safe in Education – Statutory guidance for schools and colleges (3 September 2018).*

6.5 Radicalisation, Extremism and the Prevent Duty

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

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

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The ‘Prevent Duty’

From 1 July 2015, specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of Keeping Children Safe in Education (September 2018), are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare).

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

a. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing

safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

b. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Authority where they are based. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

c. The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

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

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: Channel guidance.

<https://www.gov.uk/government/publications/channel-guidance>

Elearning channel awareness programme for staff is available at: Channel General Awareness.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to *Keeping Children Safe in Education* are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Danson Primary School understands its responsibility under the Prevent Duty 2015 and will:

- i. Identify pupils at risk of radicalisation or extremism.
- ii. Build children's resilience to extremism and radicalisation by developing positive character traits and actively incorporating British Values into the curriculum and daily activities of the school and teaching cyber safety at an appropriate level for every year group.
- iii. Work in partnership and cooperate fully with other appropriate agencies such as the Channel Program, the Police and Children's Social Care to identify, report, support and prevent members of our school community from becoming radicalised and committing acts of terrorism.
- iv. Train staff in identifying pupils at risk of radicalisation or extremism.
- v. Vet the suitability of school visitors and prevent people who subscribe to extreme ideologies from speaking to or having contact with pupils.

6.6. Youth Produced Sexual Imagery ('Sexting')

Creating and sharing sexual photos and videos of under-18s is illegal and can lead to police involvement. It can therefore cause great complexity and require great sensitivity when dealing with any issues which arise. When people talk about 'sexting', they usually mean sending and receiving naked pictures or 'nudes', 'underwear shots', sexual or 'dirty' pictures or rude text messages or videos. They can be sent to or from a friend, boyfriend, girlfriend or someone met online (either a peer or an adult). For clarity, we will use the phrase 'sexting' although this is also known as 'Youth Produced Sexual Imagery' and the definition of this is Images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent. This can happen for lots of reasons such as:

- feel like 'everyone else is doing it' even if they're not – especially if they're exaggerating about sending photos or boasting about having them on their phone
- worry about being seen as 'not sexy', 'frigid' or 'shy' and go along with things you're uncomfortable with
- feel under pressure to sext as a way of 'proving' your sexuality
- feel harassed, threatened or blackmailed into sending pictures
- feel it's easier just to 'give in' to somebody who keeps asking for things
- want someone's approval
- think you 'owe' your boyfriend or girlfriend or made to feel guilty if you don't do what they ask you for
- have a long distance or online relationship with someone and want to have a sexual relationship with them
- feel proud of your body and want to share it with other people. Instances of sexting are sometimes defined in one of two categories (Finkelhor, 2011):
 - Aggravated
 - Experimental

At Danson Primary school, all staff are:

- vigilant to the risk of it being practised
- talk to children about it as part of our PSHE program in the upper school
- aware of the guidance that is available in respect of sexting,

Each instance of sexting is likely to be quite unique. If a disclosure is made, this would always follow the school's safeguarding procedures, involving the designated child protection officer and be carefully recorded. The parents/guardians of any children involved would be included. If necessary, this may also involve the police or a referral to Children's Social Services.

Counselling or other pastoral support for the student may be required and would be arranged as necessary. It may be the case that the child needs support to ensure the removal of an image from an online platform or devices. The school would seek to support the child and his/her family to achieve this. If an image has been shared on a mobile device, which is in school, this would be confiscated, but not viewed or shared. Staff would never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another

6.7 Child-on-child sexual violence and sexual harassment.

When referring to sexual violence, we do so in the context of child on child sexual violence. For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³ 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 12 Jones, L et al. (2012) Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. The Lancet July 2012. 13 Legislation.gov.uk 9 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.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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;
 - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.
 - Upskirting; typically involves taking a picture under a person's clothing without them knowing and with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- i. 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.
 - ii. 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 physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
 - iii. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

At Danson Primary school we are 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";
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school such as everyday sexist stereotypes and everyday sexist language.

When responding to a report The DSL will decide whether to:

- Manage the case internally
- Seek early help with a multi-agency approach
- Refer to children's social care
- Report the case to the police

Our priority would be that any victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim would never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor would a victim ever be made to feel ashamed for making a report.

6.8.(i) 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 and 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. This may be useful for some parents and carers.

6.8. (ii) Children with family members in prison

Approximately 200,000 children 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.

6.9 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

6.10 Criminal Exploitation of Children including County lines

'Criminal Exploitation of children and vulnerable adults: County Lines guidance (July 2017)' describes County lines as the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them.

Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

At Danson School all staff and volunteers working in our school are:

- aware of what criminal exploitation of children including county lines is
- understand that it is a safeguarding concern and are vigilant to the risks
- understand their responsibility to report to the Designated Safeguarding Lead if they become aware of any pupil in the school being the subject of a criminal exploitation of children including county lines or if they suspect that a child is or is likely to become the subject of such an activity.
- The Designated Safeguarding Lead will refer any concern to the local authority Children's Social Care. However, if a staff or volunteer is worried that a vulnerable child is at immediate risk of harm, he /she would also contact the Police (local children's protection officer).

6.11 Knife Crime

Carrying a knife is a criminal offence under s.1 of the Prevention of Crime Act 1953 and s.4 of the Offensive Weapons Act 1996 (which inserted s.139A into the Criminal Justice Act 1988 (Offensive Weapons, Bladed and Pointed Articles on school premises). It is no defence for a pupil to assert that they were carrying a knife for their own protection or were carrying it for someone else. All staff and volunteers understand their responsibilities in being alert to the dangers of knife crime. Any suspicions by staff or volunteers that a child is carrying a knife is taken seriously and all staff have a responsibility for immediately referring any concerns to the Designated Teacher responsible for child protection who can escalate the matter to children's social services or the police if there is immediate danger or the risk of significant harm.

6.12 Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If a member of staff

has a mental health concern about a child that is also a safeguarding concern, take immediate action.

If a member of staff has a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. For further Department for Education guidance please refer to mental health and behaviour in schools

6.13 Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass – if your local force is not, check your local procedures and adapt if necessary. The DSL will provide support according to the child's needs and update records about their circumstances.

6.14 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

At Danson Primary School, all staff and volunteers working in our school have a duty to keep children safe and as such will notify the Local Authority if we are aware of any child being privately fostered.

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

At Danson School all staff and volunteers working in our school are:

- aware of what private fostering is
- understand that it is a safeguarding concern and are vigilant to the risks
- understand their responsibility to report to the Designated Safeguarding Lead if they become aware of any student in the school being the subject of a private fostering agreement or if they suspect that a child is or is likely to become the subject of such an agreement.

6.15 Racism

At Danson Primary School, all members of staff and volunteers have a duty to model and promote behaviour that recognises and encourages racial equality and harmony in every aspect of life. All staff and volunteers are encouraged to be vigilant in recognising the use of racist language, racial stereotyping or any prejudicial behaviour likely to cause or provoke disharmony and/or conflict. Such episodes, when brought to light, are addressed swiftly and sensitively. Incidents of racial abuse of violence will therefore be reported, thoroughly investigated and their outcomes recorded in student files.

6.16 Self-Harm, Suicidal Ideation or Suicide

Danson Primary School affirms that self-harm and suicidal threats by a child/young person put them at risk of significant harm, and should always be taken seriously and responded to without delay. We will deliver timely, consistent, proportionate and safe response to presenting self-harm concerns. Self-harm is always a safeguarding issue.

Self-harming is NOT attention seeking behaviour, it is attention NEEDING behaviour. Self-harm is a way of coping with difficult or overwhelming situations or emotional states.

Self-harm can take many different forms and as an individual act is hard to define. However, in general self-harm (also known as self-injury or self-mutilation) is the act of deliberately causing harm to oneself either by causing a physical injury (including, ingesting substances) by putting oneself in dangerous situations and/or self-neglect.

Self-harm is often thought to be linked to suicide. For some people, self-harm is a coping mechanism rather than a suicide attempt. However, some individuals that self-harm may well go on to complete a suicide attempt and it is therefore important not to dismiss such behaviour as solely attention seeking. In a percentage of completed suicides there will have been a history of self-harm, but only a very small number of children who self-harm go on to attempt or complete suicide.

Danson Primary School has adopted the Local Authority's guidance document for self-harm and will follow its recommendations and flow chart for managing self-harm in dealing with any issues that come to our attention. A copy is available in the child protection folder in the Designated Safeguarding Lead's office.

6.17 Photography and Video images Taken of Pupils by Non-Staff Members

The school understands that people other than staff members may wish to take photos and videos of children during visits to school events. Parents and families may wish to preserve memories of their children's education and private companies the school has contracted may wish to take images for marketing purposes. This is a delicate issue where the school must balance the interests of legitimate reasons wishing to take important and harmless images of pupils and our responsibility to safeguard pupils. The school understands that images placed into the public domain can present a risk to pupils, especially those in care. The school also understands that once the images reach the public domain, they can never be fully recovered.

Photography by Private Companies

The school will grant permission to companies to take photographs and videos for marketing purposes when:

- i. The company has the express written permission of the parents of the children whom they will photograph.
- ii. The company has been made aware of pupils who must not be photographed and agree not to do so.
- iii. The school has approved images to be used in marketing material by confirming that they only contain images of pupils with written permission.

Photography by Parents and Families at School Events

Danson Primary School works in close partnership with the families of our pupils and fully understands the desire of families to preserve the memories of their child's education. We choose to take a common-sense compromise approach that allows this to happen whilst securing the welfare of our most vulnerable pupils.

Parents and families will be permitted on certain occasions, with the permission of the Head Teacher to take images of pupils at school on the condition that these images are not ever placed into the public domain, specifically, onto any publicly accessible online forum. This includes, but is not limited to any social media site such as Twitter, Facebook or Instagram, any online photo gallery such as imgur or Flickr, photo sharing apps such as Snapchat and blogs such as Wordpress or Blogger. The school accepts that most photography taken on a smartphone will be backed up to the cloud and this is acceptable so long as parents take reasonable steps to secure these accounts. Any images taken must be for private and personal use only and shared among others in private and secure ways such as email or instant messaging with known recipients.

A statement to this effect will always be given to remind parents of this policy at the beginning of all school events by the teacher leading the event.

Parents will be required to sign a document indicating their agreement to this policy upon joining the school. (See **Appendix G**)

This approach requires a bond of trust between the school and the parents and families of our pupils. To break it shows a disregard both to safety of the pupils in our school and to the integrity and honesty of the rest of the school community. If such a breach is suspected to have occurred it will be considered to be a serious breach of trust between the offending parties and the wider school community. To behave in a way that places pupils at risk is seen by the school as 'unreasonable behaviour'. The school expects the whole school community to have regard for the safety of our pupils and to realise that due to issues of confidentiality, they may not be in full possession of the facts. The school asks that any person who becomes aware of a breach of this policy to report it to a senior leader as soon as possible, irrespective of whether that person believes that a vulnerable pupil is visible in the image. In such circumstances and regardless of where the report has come from the school will take the following steps:

- a. Access the internet and try to establish if there is/are images of our pupils online
- b. Call the person suspected of placing them online and organise a meeting between them and a senior leader in the school. At this meeting, the person will be asked if images have been placed online and given the opportunity to account for their actions.

- c. The school may decide that further investigation is required and will complete this investigation promptly and professionally.
 - d. In order to secure the safety and wellbeing of pupils in the meantime, it may be necessary to withdraw the accused person's permission to enter the school site, especially where it is likely that the accused person has broken the bond of trust and shown disregard for the safety of the pupils. Any such ban will be instigated by the head teacher for the minimum necessary time to complete the investigation. The affected person will have this confirmed in writing and arrangements to secure their own child's safety in the meantime will be made. Any parent banned from the school site can appeal to the Governing Board if they feel that this has been done unjustly or not in accordance with this policy. The Chair of Governors' decision is final.
 - e. Where the head teacher is satisfied that, on the balance of probability, the accused person has breached the policy and therefore acted 'unreasonably' s/he may take the following steps:
 - i. Warn the person about their actions, verbally or in writing
 - ii. Require them to sign an undertaking not to do so again
 - iii. Ban them from taking images at school events, temporarily or permanently
 - iv. Ban them from attending school events, temporarily or permanently,
 - v. Ban the person from the school site, temporarily or permanently
6. Any person can appeal to the Governing Board against a decision made against them by the Head teacher if they believe it to be unjust or not in accordance with this policy. The Chair of Governors' decision in matters of this policy is final.
7. Any action taken by the head teacher towards a family member who has breached this policy does not affect the rights to an education of their own children. All necessary steps will be taken to ensure that any impact on a child is removed or minimised as much as possible under the circumstances.

6.18 Children who are Not Collected from School

The responsibility for children who are uncollected from school rests jointly with Children's Social Care and the Head Teacher who will work in partnership to ensure at all times that the needs of the child are the first and paramount consideration

Children who are abandoned by their parents/carers are ultimately required to be accommodated by the Local Authority

The incidents of uncollected children will be minimised through up-to-date record keeping, clear expectations upon parents and timely and coordinated interventions

The school will ensure that telephones are answered throughout the school day and whilst any uncollected pupil may be on the premises.

Danson Primary School would not release children to a person who is not known to them or acting with the parent's written authorisation. Where there is any doubt as to the identity or suitability of such a person and there is no other way of ensuring the child's safety, this will be referred to the police as an emergency.

If there are changes to collection arrangements, please contact the office by **3.00pm** to ensure the class teacher is informed and the pupil is aware. In the case of a delay please contact the School Office where your child will remain until you arrive. If you are more than **15 minutes late**, your child will have to attend the 'After School Club' and you will be charged for the entire session. If there is repeated lateness Children's Social Care may be contacted.

Office Staff will try to make contact with the parents of any child who has not been collected by the end of day. If the call is unsuccessful the office staff will call each contact number for the parent in turn. If there is no answer on any number, attempts will be made at 10-minute intervals until contact is made.

If a child is uncollected and no contact has been made with a parent by 16:00 (end of the day +40 mins) a member of the senior or middle management team will arrange to remain on site or make themselves available by telephone until suitable arrangements have been made.

If a child is uncollected and no contact has been made with parents by 16:10 (end of the day + 50 minutes) the school will contact the front door team of Children's Social Care and alert them to the situation. The school will then act on the guidance and advice of Children's Social Care until the matter is resolved.

The welfare of pupils is the paramount concern and staff will work the hours required to secure the child's safety. Any hours worked in addition to those that are contracted will either be owed in lieu or overtime will be paid. This will be at the discretion of the Head teacher.

Records will be kept of the name of any pupil collected later than 15:30 and this will be reviewed regularly to identify any concerning trends or patterns, which will then be addressed appropriately.

6.19 Unexplained Absences from School

There have been public cases in the past where schools have not chased up the reasons as to why children are off of school. It has then transpired that there have been tragic circumstances around these absences, e.g. illness of a parent and a child unable to seek help.

Danson Primary School will do everything we can to prevent such situations occurring as we believe a child's safety is paramount.

As such, if a child is not going to be in school, parents / guardians should please call the office on 020 8303 1858 to report their absence. This should be done before 9am on the first day of the absence.

If we have not heard from the parents / guardians by 9.30am then we will start to call all the contact numbers that the parents / guardians have provided in order to gain an explanation for the absence. If we still have not been able to ascertain where the child is then we may make a home visit. However, if still haven't been able to get a response then we will report it to the police as the child will then be classed a 'missing child'.

This procedure is to ensure that we know where a child is and that the family are all safe. Parents / guardians should please let us know in good time why their child is absent from school.

Unexplained Absences from School – First Day Call Procedure*

- Get registers in promptly
- Listen to absence calls, read absence emails (or however you get messages in)
- Bring together registers, lates, absence calls - produce the list of children absent with no explanation
- (Maybe consider a double check in school before you start calling)
- Start first day calling for children absent without explanation, call everyone on the contact list until you get an answer. Leave messages if there is a voicemail option. If you have text message systems use them - but don't leave it at that.
- You might get an overseas ring tone - is the family taking a holiday they haven't told you about?
- Call the contact list at least twice
- By this stage, if you have a good contact list (4 numbers minimum) you probably have a reply.
- If no reply at all consider whether any children have additional agency support, such as a social worker, contact them.
- Do you have any in school intelligence, does anyone know the family.
- No explanation from a supportive family is very worrying - so don't just concentrate on children who you already know to be vulnerable.
- Make a prompt home visit.
- If you cannot get an answer refer immediately to children's services / MASH / Police and request a welfare call.
- (If you can see them inside a house avoiding your knock, don't refer - unless you think the children are at risk of significant harm)

6.20 Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. (p28 KCSIE 2020)

6.21 Registered Sex Offenders

Any person who has been obliged by a Court to register with the Police under the Sexual Offences Act 2003 is required to notify the school's Designated Safeguarding Lead.

The School will require any such persons that identify themselves to participate in a risk assessment and subsequent written agreement. The risk assessment will be a confidential document shared with the Multi Agency Public Protection Arrangements Team (MAPPA Team) at the Metropolitan Police Service and the Police Service of the area in which the offender lives and in which the offence was committed. It will also be shared with the Designated Safeguarding Lead for Child Protection, The Deputy Designated Safeguarding Lead for Child Protection and the Head Teacher where this is a different person. Advice will be sought from the Safeguarding Team and Children's Social Care as necessary. The risk assessment will be reviewed at least annually or as required by new information, address changes, further offences or removal from the register.

Where the risk assessment makes it possible for such a person to enter the school premises the person shall be required to sign a written agreement about their conduct. Any breach of this agreement will be considered as 'unreasonable behaviour' and the person shall be banned from the site under such time as the safety of the children can be guaranteed. Where, in the opinion of a senior member of school staff, a breach places a child at risk of harm the matter will be treated as an emergency and the Police will be called.

7. Possible Signs and Symptoms of abuse

Some of the following signs might be indicators of abuse or neglect:

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

8. What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the Designated Safeguarding Lead by completing an 'Internal Notification of Concern' form and handing it directly to her, and also explaining your concern.

The Designated Safeguarding Lead is Ms L Casey and has been nominated by the governing body of Danson Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of Ms L Casey, the matter should be brought to the attention of the deputy Designated Safeguarding Lead, Ms L Hunter. In their absence, speak to a member of the safeguarding team (Ms Sangani or Mrs Davis) or the most senior member of staff on the school premises. Both the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead are contactable on their school mobile phone when not on the school premises.

Suspicions will not be discussed with anyone other than those nominated above.

It is the right of any individual to make direct referrals or raise concerns directly with Children's Social Care services. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the Children's Social Care services directly.

Key roles and Responsibilities

Safeguarding children is everybody's responsibility and as such everyone has a role to play. All school staff including the caretaker, teaching staff, non-teaching staff, office staff, head teacher, Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, Named governor for child protection, pupils and parents all have a role to play. *For detailed information on key roles and responsibilities, please see Appendix D.*

9. Responding to a Child Making an Allegation of Abuse

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others (DO NOT promise to keep secrets)
- Allow the child to continue at his/her own pace
- Ask questions for clarification only and at all times, avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass this information on immediately to your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in her absence.

After a child has disclosed abuse, the Designated Safeguarding Lead should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

9.1 Responding to Allegations of Abuse against a Member of Staff, Other Worker or Volunteer

The appointment of all employees will be made on merit and in accordance with the provisions of Employment Law, Keeping Children Safe in Education September 2018 and the School's Single Equality Scheme. This policy and procedures should be read in conjunction with the relevant sections of the London Safeguarding Children Procedures. This policy also reflects the requirements of 'Working Together to Safeguard Children March 2015', the aforementioned 'Keeping Children Safe in Education 2018 and 'Prevent Duty Guidance 2015'.

The local authority procedures on allegations against school staff, other workers or volunteers will be followed in all such cases.

9.2 Concerns Relating to a Member of the School Staff or Other Person in a Position of Trust:

If the suspicions in any way involve a member of staff, the matter needs to be brought to the attention of the Head teacher immediately who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO). The Head teacher (if not the Designated Safeguarding Lead) may involve the Designated Safeguarding Lead as the issue also involves a pupil. However, if the suspicion involves the Head teacher, the Chair of Governors is to be informed immediately and advice sought from the LADO. (Appendix A)

The Head teacher or designated deputy Head teacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.

The Sexual Offences Act 2003 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. 'Grooming' a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.

The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

KCSIE 2020 (page 54 section 2020-227)

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The head teacher or principal or (where the head teacher or principal is the subject of an allegation) the chair of governors, or the chair of the management committee or proprietor of an independent school (the 'case manager'), should discuss the allegation immediately with the designated officer(s). The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar

allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed but the parents or carers of the child should be told the outcome in confidence.

Confidentiality

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraphs 233-234).

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met – (see paragraph 237, p62)

In respect of malicious or unsubstantiated allegations paragraph 264.

If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil or student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil or student.

9.3 Responding to Allegations of Abuse against Another Pupil (Peer on peer abuse)

'Keeping Children Safe in Education (September 2020, p26)' states that 'All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse.'

Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and the different forms peer on peer abuse can take, such as:
 - bullying (including cyberbullying);
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment. Part five of this guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
 - Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - sexting (also known as youth produced sexual imagery): the policy should include the school's or college's approach to it. The department provides Searching Screening and Confiscation Advice for schools. The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents; and
- initiation/hazing type violence and rituals.

The document also states that it is most important to ensure opportunities of seeking the voice of the child are heard, ***'Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'*** (page 27)

After a child has disclosed abuse by another child (with particular reference to sexually harmful behaviour), the Designated Safeguarding Lead would make a referral to Children's Social Care in line with the ***'Sexual Violence and Sexual Harassment between Children in Schools and Colleges Guidance (May 2018)'*** and the ***'London Child Protection Procedures and Practice Guidance (May 2018)'***. This is also the case when there is a suspicion or an allegation of a child:

- Having been seriously physically abused or being likely to seriously physically abuse another child;
- Having been seriously emotionally abused or being likely to seriously emotionally abuse another child;
- Having harmed another child.

If a concern of Peer on Peer abuse including incidents of sexting should be brought to our attention, we will make sure that it is recorded and investigated sensitively. Both victims and perpetrators will be supported throughout the process as stated in the UKCCIS Guidance '*Sexting in schools and colleges: responding to incidents, and safeguarding young people (2017)*'.

Due to the sensitive nature and specific issues involved with peer on peer abuse we have put in place a '*Peer on Peer Policy and Procedures*' for our school.

Danson Primary School will therefore aim to minimise the risk of Peer on peer abuse by ensuring that staff and volunteers follow the procedures stated in our peer on peer abuse policy. For detailed information, please refer to our '*Peer on Peer Policy and Procedures*' document.

10. Recruitment and Appointment of Workers and Volunteers

Refer to standard recruitment and appointment policy for staff recruitment. In recruiting and appointing workers, Danson Primary School will be responsible for following Bexley HR Service, Recruitment and Selection Guide for schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the Selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that any applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport and proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- We will ensure that we are compliant with all the requirements of the Disclosure and Barring Service (DBS), and that successful applicants are recorded on the Single Central Register.

- When using supply teachers, the school will ensure that the agency has undertaken appropriate checks. The supply teacher will be asked to provide evidence before they start work in the form of two types of identification such as their photographic ID as well as a letter (from the agency). All supply teachers will be recorded on the Single Central Register.

In recruiting and appointing volunteers, we at Danson Primary School will be responsible for the following:

- All volunteers will be asked to provide a brief written application confirming their details, experience, etc.
- All volunteers will be interviewed.
- Enhanced DBS checks will be carried out on all volunteers based on the duties that the volunteer will be involved in. The school will continue to carry out an enhanced DBS check whenever necessary and possible.
- Enhanced DBS checks are also carried out on governors.
- Whenever possible a volunteer would be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers would receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

Further information regarding work experience students to be supplied by Education Business Partnership.

11. Supervisory Arrangements for the Management of *Danson Primary School* Out of School Hours Activities

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Safer Working Practices Policy and Code of Conduct:

- We will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Where applicable, all clubs independent of the school must have their own child protection policy and procedure in line with the school's policy.
- 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 enhanced DBS checked and comply with the regulations.
- Registers will include arrival and departure times.
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending our activities.
- Where possible, staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff / outside providers should not be alone in a closed room with a child.

- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They 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 procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However, our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in attitude, language and actions.

12. Pupil Who Go Missing On / Off School Site

While Pupils are in school, we have a responsibility for duty of care to the pupils and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on school visit, it is good practice for younger pupils to wear easily identifiable clothing, badges or hats. However, Pupils should not wear any badge identifying them by name. They are expected to know details of their destination and of school contacts and it would be good practice for younger Pupils to carry written details of these. Procedures are in place if a pupil should go missing in / out of school (see *appendix H*).

Education of Students through Spiritual, Moral, Social, and Cultural Education (SMSC) and Assemblies

Students are encouraged to safeguard themselves by being educated on drugs, alcohol, sex and relationships through SMSC and Assemblies.

13. Additional Support Plans (Behaviour Support)

This includes strategies that help to prevent safeguarding issues in school such as

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for students who are allocated to a member of staff they can talk to about issues of concern or another professional preferably a counsellor that they can talk to
- Learning Mentor support
- Students with 1:1 Teaching Assistant support

14. Supporting children with a social worker/Children with Child Protection Plan

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks

- The provision of pastoral and/or academic support:

Child Protection Plan

If a child is subject to a Child Protection Conference, the Designated Safeguarding Lead will attend the conference to share any relevant information.

- If the child has a Child Protection Plan, the Designated Safeguarding Lead is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences. The school will support pupils in accordance with his/her agreed child protection plan as required.
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team
- Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Designated Safeguarding Lead will inform the Social Worker as soon as possible.
- We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

15. Children with Additional Vulnerabilities

15.1 Looked after children (and previously looked after children)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff and volunteers have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The 'Designated Safeguarding Lead for Child Protection', through the 'Designated Teacher for Looked After Children and Previously Looked After Children', have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

15.2 Children with Special educational Needs and Disabilities:

At Danson Primary School, we are aware that children with Special educational needs and disabilities can face additional safeguarding challenges. Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Pupils with SEND are more likely to be abused by their peers. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, Foster's Primary School has put in place the following pastoral support measures:
 - mentoring and counselling systems; Learning Mentor and SENCO to form strong relationships with children and families;
 - individual pupil profiles highlight SEN and other potential concerns regarding communication difficulties to support children;
 - liaison with external agencies where appropriate; and
 - small groups allow for strong and supportive relationships between specialist staff and the pupils.

As such, we have put additional support plans in place to safeguard these children such as training of staff and volunteers which helps to raise this awareness. Our SENCO (Special Education Needs Co-ordinator) will also be working with staff and volunteers to promote the safeguarding and well-being of these children.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

16. Lesbian, Gay, Bi or Trans (LGBT)

Lesbian, Gay, Bi or Trans (LGBT) Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

17. Exclusions Policy

A student who physically or sexually harass others may be excluded. Exclusions would be carried out in line with advice from the Bexley Exclusions Team.

18. Support and Training of Staff and Volunteers

We at Danson Primary School are committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the Designated Safeguarding Lead for Child Protection (including the deputy DSL / safeguarding team) would undertake training in inter-agency working, and refresher training at 2 yearly intervals to keep their knowledge and skill up to date.

All other staff undertake appropriate training at least once every year to equip them to carry out their responsibilities for child protection effectively. This is kept up to date by refresher training at relevant intervals provided by the Designated Safeguarding Lead through staff meetings.

Other than this policy and part one of the 'Keeping Children Safe in Education' guidance, Danson Primary School staff and volunteers are also expected to familiarise themselves with the following documents as they are relevant to the safeguarding of our pupils:

- a) Staff code of conduct
- b) School's behaviour policy
- c) School's policy for children missing education
- d) What to do if you're worried a child is being abused.

19. Record Keeping

Designated Safeguarding Lead are expected to keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

At Danson Primary School, we promote the use of a chronological record for concerns (see **appendix J**).

At Danson Primary school we promote the use of CPOMS for electronic recording of child protection information.

If a child transfers to another school or other educational establishment, the Designated Safeguarding Lead should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '**confidential, to be opened by addressee only.**'

Danson Primary School will apply our Retention Policy with regards to copies of the child protection files / Child Protection records about a pupil who has ceased to become of compulsory school age.

20. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Head teacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a '**need-to-know**' basis only.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

21. Information Sharing

*When considering sharing information Danson Primary School staff will follow the '**Information Sharing' Guidance (July 2018)** and apply the seven (7) golden rules to sharing information:*

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a

framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (*For detailed information, see 'Principles' in the Information Sharing guidance*).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

At Danson Primary School, 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 Bexley MASH team on this point.

22. Working Together with Parents / Carers to Better Safeguard Children

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

23. Safer Working Practice for Staff

23.1 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.

23.2 Transporting Pupils

Situations often arise, which require a member of staff to take a pupil home. Staff should be aware of the risks involved in this. When a pupil has to be taken home, the teacher should not normally transport the pupil unless accompanied by another colleague. No staff should be alone with a pupil in this situation. Under no circumstances should staff transport any child without the Head teacher's permission and appropriate insurance.

23.3 Use of Technology

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- **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 should not use a mobile phone in the presence of school pupils and pupil areas of the school site unless it is an emergency.

In relation to photographs, staff **must not** use their personal mobile phone, personal camera (still or moving images) or other devices to take, edit or store images of children from this school. Staff will have an absolute commitment to seek advice from a senior leader about any situation that may be capable of being understood as inappropriate.

Staff will ensure Bluetooth is disabled when on school premises on all personal mobiles and laptops.

- **Communication** – Communication via email should only be through the school's email system and personal emails must not be shared with children. Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school.

Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to pupils.

- **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 e-safety standards about access to and use of the internet and be mindful of the Teacher Standards.

The Head teacher will have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner. Examples of inappropriate conduct might include:

- Participating in chat rooms with pupils
- Use of a social media site such as Facebook or Twitter to communicate with pupils,
- Text-messaging
- The promotion of non-school activities such as outside clubs and organisations or

- Sending emails that are not directly related to the pupil/teacher relationship and specifically relating to school business.

23.4 Use of Physical Intervention

It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
- Causing personal injury to , or damage to the property of, any person, (including the pupil himself) ; or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The school will make use of the powers to search pupils for items that the school deems as banned, inappropriate, a safeguarding risk or prevent the maintenance of good order and discipline, e.g. mobile phones.

24. E-Safety in *Danson Primary School*

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some students use the technologies negatively.

In Danson Primary School, we have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. It is also important to include parents as much as possible in this process given that children often have access to computers at home.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment provided we have permission to do so from the parents. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

In Danson Primary School, we have a robust filter for the internet and a system for monitoring computer usage, which takes screen shots if any word from our 'trigger' list is typed. If a student is caught viewing inappropriate material on a computer or on their mobile phone via the School system during School hours, they will receive a serious sanction. However, out of School and particularly on mobile phones connected to the mobile networks, there is often no supervision, monitoring or filtering. See **appendix H** for guidelines to support parents / guardians.

Cyber-bullying is unfortunately another area which is growing rapidly. It is different from more traditional forms of bullying. Some students have 24-hour access to the internet or a mobile phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures are likely to stay online forever.

The school is committed to working with relevant agencies to combat bullying.

As with all forms of bullying, the school will deal with this in accordance with the *'Behaviour Policies'* (particularly the Anti-bullying and Cyberbullying policies), even if the cyber-bullying is happening outside school hours.

If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the school as soon as possible.

25. The Curriculum

Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from abuse.

26. Whistle Blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fails to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the Local Authority's whistle blowing policy.

27. Equality Statement

Danson Primary School is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

28. Commitment of the Governing Body of Danson Primary School

The governors of Danson Primary School are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of Danson Primary School. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the governing body of Danson Primary School will ensure that this Child Protection Policy is reviewed on an 'annual' and an 'as and when necessary' basis. We will also make safeguarding and child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head Teacher and staff, tabled at Full Governing Body meetings.

This policy should be given to all new employees and made freely available to all staff, volunteers, parents and carers.

29. Confirmation of Policy

School: Danson Primary School

Date of review: 31 August 2020/12th October 2020

Head teacher (name): Ms L Casey

Head teacher (signature): 

Chair of Governors (name): Mr Mark Egelton

Chair of Governors (signature): 

Governor Responsible for Child Protection (name): Mr Mark Egelton

Governor Responsible for Child Protection (signature): 

Date policy ratified by Governing Body: 9th November/23rd November 2020

Date to be reviewed: 31 August 2021

APPENDIX A

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Governing bodies, proprietors and management committees should ensure an appropriate **senior member of staff**, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead.¹¹⁶ The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety).

This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, **this lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;¹¹⁸
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can 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;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school or college (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Culled from ‘Keeping Children Safe in Education’ Guidance –September 2020

APPENDIX B

THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

HM Government guidance Working Together to Safeguard Children (2018) states that *'Local authorities should, in addition, have designated a particular officer, or team of officers (either as part of multi-agency arrangements or otherwise), to be involved in the management and oversight of allegations against people who work with children. Any such officer, or team of officers, should be sufficiently qualified and experienced to be able to fulfil this role effectively, for example qualified social workers'* -page 106.

Chapter 2 (under Organisational responsibilities) paragraph 4 outlines the procedures for managing allegations against people who work with children.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against children, or related to a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LADO capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

In Bexley, the LADO offers members of the public and other professionals' specialist advice, support and guidance about:

- Child protection (safeguarding) advice
- Issues regarding children looked after by the Council
- Concerns regarding the behaviour of professionals or volunteers who work with children

The Safeguarding Children Service has responsibility for convening and chairing Initial and Review Child Protection Conferences.

The service maintains a list of children subject to a child protection plan: thought to be at risk of significant harm in the borough, and works to ensure that child protection plans are made and implemented on their behalf.

In addition to chairing child protection conferences, the Safeguarding Children Officers chair complex strategy meeting such as:

- Where an allegation has been made against a professional or volunteer who works with children
- Children at risk of sexual exploitation
- Looked after children who abscond from their placement

(culled from <http://www.nspcc.org.uk/>)

APPENDIX C

MAKING CONTACT WITH OTHER AGENCIES

In the case of concern about a child's safety, wellbeing or abuse of a child

Where there are urgent child protection concerns, the Bexley Safeguarding Children's Board (BSCB) policy and procedures should be followed (London Safeguarding Children Board).

Situations where there is immediate risk of significant harm to a child or young person should be referred directly by telephone to **0208 303 7777** including out of hours, followed by the referral form which should be sent to childrensocialcare.admin@bexley.gov.uk or childrensocialcare.admin@bexley.gcsx.gov.uk.

If there are no immediate child protection concerns referrals should be made to the Bexley front door service on 0203 045 5440 Send or Deliver to the Front Door.

childrensocialcare.admin@bexley.gov.uk

childrensocialcare.admin@bexley.gcsx.gov.uk.

FAX: 0203 0455445

The Children and Families Front Door will assess the referral using the 'Continuum of Need' document and may:

Refer back for further information or suggest alternative responses including signposting to other agencies

Refer to Family Well-being Service for further assessment (where children or young people's needs can be met by a multi-agency response)

Refer to Children's Social Care for further assessment (where children or young people may be at risk of, or are, suffering significant harm).

DISABLED CHILDREN'S SERVICE

Telephone: 0203 045 3600

Fax: 0203 045 3891

BEXLEY SAFEGUARDING CHILDREN'S SERVICE

Telephone: 020 3045 3266

Fax: 02030453891

BEXLEY LOCAL SAFEGUARDING CHILDREN BOARD

Telephone: 020 3045 4125

COMPLEX NEEDS MANAGER

Janine Wooster

Telephone: 01322356333

BEXLEY FAMILY WELL BEING SERVICE

Contact: Charmaine Malcolm

Email: Charmaine.Malcolm@bexley.gov.uk

Telephone: 0208 303 7777

ANTI-BULLYING PROJECT

Michelle Pollard

Telephone: 07974184796 (9am – 5pm)

NSPCC

Telephone: 08088005000

POLICE CHILD ABUSE INVESTIGATION TEAM

Telephone: 0207 230 3700 (8am – 6pm) or calls outside these hours should be made to 999

In the case of allegations against staff

HEAD OF SCHOOLS' HR

Telephone: 020 3045 4207

LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

Telephone: 0203 045 3266 / 07815584591

APPENDIX D

STAKEHOLDERS-KEY ROLES AND RESPONSIBILITIES

School personnel and volunteers must:

- recognise that child protection is their main responsibility;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- be aware of the name of the Designated Safeguarding Lead;
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- respond immediately to any child;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- encourage pupils to assess risks to themselves;
- write down, date and sign concerns on a "Concerns Form", file them in the child's file in the school office; the log on the file should be up-dated. Concerns should not be discussed with anyone other than the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead/s.
- report any concerns to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead/s;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

In addition, office staff should:

- ensure that relevant checks are carried out during the process of recruitment and selection;
- update and maintain the Single Central Register;
- monitor attendance and make calls on the first day of absence as soon as possible (usually before 9.30 a.m.) where no contact has been made with the parents.

The Caretaker should:

- ensure that the premises are maintained well and kept secure in order to safeguard and protect children.

Staff running before and after school clubs should:

-maintain registers of children attending activities and liaise with office staff to locate children who are expected to be present but missing.

The Head Teacher will:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- work closely with the designated person (if not the head teacher) and nominated governor for child protection;
- nominate a Deputy Designated Safeguarding Lead or Designated Safeguarding Lead;
- provide adequate resources for the Designated Safeguarding Lead to undertake his/her role;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage pupils to assess risks to themselves;
- ensure school personnel are constantly encouraging pupils to assess risks to themselves;
- regularly report to the governing body and keep them updated;
- undertake training in safeguarding and child protection;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report annually to the governing body on the effectiveness of the policy.
- follow safer recruitment procedures when appointing new staff.

Designated Safeguarding Lead for Child Protection will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Head teacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
 - understand the assessment process,
 - understand the procedures of a child protection case conference and child protection review conference,
 - understand the specific needs of children in need,
 - understand the specific needs of children with special educational needs and those of young carers,
 - have in place a secure and accurate record system of all concerns and referrals;
 - take the lead in dealing with child protection issues;

- keep a confidential Child Protection Plan of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals to Children’s Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.
- keep a written record of all child protection referrals noting the following:
 - Discussions with child
 - Discussions with parent/s (where appropriate)
 - Discussions with staff
 - Information provided to Children’s Social Care
 - Advice given and decisions taken (clearly timed, dated and signed).
 - co-ordinate action within the school;
 - liaise and seek advice from the Local Authority Designated Officer when the need arise (*for more information, see **Appendix B***)
- liaise with London Borough of Bexley Children’s Social Care or Safeguarding Children’s Service to clarify any doubts or worries; (*for contact details, see **Appendix C***)
- consult other agencies when and if appropriate
- transfer the child protection file of any pupil leaving to join another school;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- annually review the policy with the Head teacher;
- ensure parents are aware of this policy;
- respect parents and children’s’ need for privacy;
- respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral, share all information with parents unless it places the child at risk.

For detailed information on the ‘Role of the Designated Safeguarding Lead’, *see **Appendix A***.

The Nominated Governor will:

- work closely with the Head teacher and Designated Safeguarding Lead for Child Protection;
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and Local Safeguarding Children Board procedures;
- ensure that everyone connected with the school is aware of this policy;
- take responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers
- take responsibility for taking action according to Local Authority procedures where there are allegations against the Head teacher;
- ensure recruitment of school personnel and volunteers is in line with the Safer Recruitment policy;
- undertake safeguarding training at relevant intervals.

Pupils should be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitors' stickers;
- how to assess risk for themselves;
- how to keep themselves safe;
- the opportunities they have to express their feelings and opinions about safeguarding issues;
- their role in helping to make and implement policy.

Parents:

- are asked to work hard with the school to establish excellent home-school relationships;
- are aware that we have a responsibility for the welfare of our pupils;
- are aware that we have a responsibility to involve social services if we have any concerns about a child;
- are aware they will be informed of our actions;
- are asked about safety of children when they are in school;
- know who to talk to if they have any concerns;
- feel their views are listened to and acted upon.

APPENDIX E

GUIDELINES IF A PUPIL GOES MISSING

While pupils are in school, we have a responsibility for duty of care to the pupils and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

If a pupil goes missing out of school, the following steps should be taken:

Gather other Pupils together.

Allocate staff to search immediate area and alert local security.

If a pupil is missing for more than 5 minutes (or sooner if confirmed or party leader is concerned):

- Contact school to say which measures have been taken.
- Ensure that there is good two-way communication established with a range of phone lines.
- Notify the police / security if a pupil continues to go missing.
- Send other pupils accompanied by staff back to school (if possible), in bus / cabs asking school to send transport, and additional staff to help search.
- School should alert parents as soon as possible and keep them posted.
- School should alert London Borough of Bexley Deputy Director for Schools and Educational Improvement.
- Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police.
- Try to secure radio and TV help.

Ensure all staff are aware of these procedures.

On outings, always take a school mobile phone leaving the number of the phone you have taken with the school office.

Ensure that the school has the numbers of any other phones you have on the trip and make sure these are **ON**.

Do not hesitate to alert school when there is a problem.

If a Pupil goes missing in school, the following steps should be taken:

Let the main office / Head teacher know immediately.

One member of staff must go to the roadside to search.

One member of staff must circumnavigate the grounds.

One member of staff must search all rooms inside.

Let all these people know when the pupil has been found.

If the pupil remains missing, school should alert the police and parents as soon as possible and keep them posted.

Avoid any blame culture, celebrate the success of the mission when the Pupil is found and learn from the investigation. Head teacher evaluates what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.

APPENDIX F

‘CHECKLIST’ FOR THE SIGNS & SYMPTOMS OF FEMALE GENITAL MUTILATION (FGM)

Signs and symptoms

- Below are some indications that FGM may be planned, these statements in isolation do not prove FGM will happen but they are indicators for further investigation to exclude the risks of FGM:
- Parents from practising communities state that they or a relative will take the child out of the country for a prolonged period;
- A child may talk about a long holiday to her country of origin or another country where the practice of FGM is prevalent, including African countries and the Middle East;
- A child may confide to a professional that she is to have a ‘special procedure’ or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a child may tell other children about it;
- A child may request help from a teacher or another adult;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already have undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

- A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- A child may have difficulty walking, sitting or standing;
- There may be prolonged absences from school;
- A prolonged absence from school with noticeable behaviour changes on the girl’s return could be an indication that a girl has recently undergone FGM;
- Professionals also need to be vigilant to the emotional and psychological needs of children who may / are suffering the adverse consequence of the practice, e.g. withdrawal, depression etc;
- child may ask for help or confide in a professional;
- A child requiring to be excused from physical exercise lessons without the support of her GP.
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.

**culled from BSCB FGM Multi-agency Guidance 2011*

APPENDIX G

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. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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.

Education Opportunities to teach safeguarding, including online safety, are discussed at paragraph 88-90. Resources that could support schools and colleges include:

- [Be Internet Legends](#) (developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world framework](#) from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should

consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like: [UK Safer Internet Centre](#): appropriate filtering and monitoring.

Guidance on e-security is available from the [National Education Network](#). Support for schools is available via the: [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#). Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the [360 safe website](#). UKCIS has published [Online safety in schools and colleges: Questions for the governing board](#) to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 84) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 87), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Advice for governing bodies/proprietors and senior leaders

- Childnet provide guidance for schools on cyberbullying
- Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation

- London Grid for Learning provides advice on all aspects of a school or college’s online safety arrangements
- NSPCC provides advice on all aspects of a school or college’s online safety arrangements
- Safer recruitment consortium “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective
- Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones
- South West Grid for Learning provides advice on all aspects of a school or college’s online safety arrangements
- Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on sexting-in-schools-and colleges and using-external-visitors-to-support-online-safety-education

Remote education, virtual lessons and live streaming

- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on choosing, configuring and deploying video conferencing
- National cyber security centre guidance on how to set up and use video conferencing
- UK Safer Internet Centre guidance on safe remote learning 106 Support for children
- Childline for free and confidential advice
- UK Safer Internet Centre to report and remove harmful online content
- CEOP for advice on making a report about online abuse

Parental support

- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- Let’s Talk About It provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone’s behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

- National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online
- Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Parentzone provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

APPENDIX H

E-SAFETY GUIDELINES FOR PARENTS / GUARDIANS

Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible.

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at www.candp-s.com/familysafety - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls to restrict specific web sites and also the time when the computer can be used.
3. Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed, they are often much more able than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones- for example, setting expectations that computers are off at 10pm and phones aren't used at mealtimes or ½ hour before bedtime (and not once in bed!).

How a parent/carer can ensure that their child's online experience is safe.

1. **Learn** - Find out more about online threats
2. **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall.
3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
4. **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer.
5. **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally – encourage each child to learn to type.

(Culled from www.candp-s.com/familysafety)

APPENDIX I

PARENT PHOTOGRAPHY AGREEMENT

Photography at School Events by Non-Staff Members

The school understands that parents and families may wish to preserve memories of their children's education by taking photographs and videos at school events. This is a delicate issue where the school must balance the interests of legitimate persons wishing to take important and harmless images of pupils and our responsibility to safeguard pupils. The school recognises that images placed into the public domain can present a risk to pupils, especially those in care. The school also recognises that once the images reach the public domain, they can never be fully recovered.

Danson Primary School works in close partnership with the families of our pupils and fully understands the desire of families to preserve the memories of their child's education. We choose to take a common sense compromise approach that allows this to happen whilst securing the welfare of our most vulnerable pupils.

Policy

Parents and families will be permitted to take images of pupils at school on the condition that these images are not ever placed into the public domain, specifically, onto *any* publicly accessible online forum. This includes, but is not limited to *any* social media site such as Twitter, Facebook or Instagram, *any* online photo gallery such as imgur or Flickr, photo sharing apps such as Snapchat and blogs such as Wordpress or Blogger. The school accepts that most photography taken on a smartphone will be backed up to the cloud and this is acceptable so long as parents take reasonable steps to secure these accounts. Any images taken must be for private and personal use only and shared among others in private and secure ways such as email or instant messaging with known recipients.

A statement to this effect will always be given to remind parents of this policy at the beginning of all school events by the teacher leading the event. The legal parent or guardian of a pupil is responsible for the actions of any guests they choose to bring to school events, such as extended family members in complying with this policy.

Parents are required to sign a document indicating their agreement to this policy.

This approach requires a bond of trust between the school and the parents and families of our pupils. To break it shows a disregard both to safety of the pupils in our school and to the integrity and honesty of the rest of the school community. If such a breach is suspected to have occurred it will be considered to be a serious breach of trust between the offending parties and the wider school community. To behave in a way that places pupils at risk is seen by the school as 'unreasonable behaviour'.

The school expects the whole school community to have regard for the safety of our pupils and to realise that due to issues of confidentiality, parents are unlikely to be in full possession of the facts. The school asks that any person who becomes aware of a breach of this policy to report it to a

senior leader as soon as possible, irrespective of whether that person believes that a vulnerable pupil is visible in the image. In such circumstances and regardless of where the report has come from the school will take the following steps:

- Access the internet and try to establish if there is/are images of our pupils online
- Call the person suspected of placing them online and organise a meeting between them and a senior leader in the school. At this meeting, the person will be asked if images have been placed online and given the opportunity to account for their actions.
- The school may decide that further investigation is required and will complete this investigation promptly and professionally.
- In order to secure the safety and wellbeing of pupils in the meantime, it may be necessary to withdraw the accused person's permission to enter the school site, especially where it is likely that the accused person has broken the bond of trust and shown disregard for the safety of the pupils. Any such ban will be instigated by the head teacher for the minimum necessary time to complete the investigation. The affected person will have this confirmed in writing and arrangements to secure their own child's safety in the meantime will be made. Any parent banned from the school site can appeal to the Governing Board if they feel that this has been done unjustly or not in accordance with this policy. The Chair of Governors' decision is final.
- Where the head teacher is satisfied that, on the balance of probability, the accused person has breached the policy and therefore acted 'unreasonably' s/he may take the following steps:
 - Warn the person about their actions, verbally or in writing
 - Require them to sign an undertaking not to do so again
 - Ban them from taking images at school events, temporarily or permanently
 - Ban them from attending school events, temporarily or permanently,
 - Ban the person from the school site, temporarily or permanently
- Any person can appeal to the Governing Board against a decision made against them by the Head Teacher if they believe it to be unjust or not in accordance with this policy. The Chair of Governors' decision is final.
- Any action taken by the head teacher towards a family member who has breached this policy does not affect the rights to an education of their own children. All necessary steps will be taken to ensure that any impact on a child is removed or minimised as much as possible under the circumstances.

I agree to abide by the school's policy on photographing pupils in order that I and other families can preserve the memories of my child(ren)'s education while working as a community to protect our vulnerable pupils. I undertake to have regard for the safety of all the pupils in our school and will report to a senior leader if I see anything that I consider breaches this policy. I understand that individual parents are unlikely to have all the facts about vulnerable children and recognise the school's responsibility towards them.

I recognise that this type of arrangement creates a bond of trust between the school and parents and that breaking it can have serious consequences for the home school relationship, the safety of pupils and the wider school community who wish to legitimately photograph their children at school. I will not place images of pupils involved in school activities online and I understand that if

I do I will be subject to the procedures outlined above in order the secure and guarantee the safety of other pupils in the school. I accept responsibility for any person I bring into the school as a guest abiding by this policy also.

Signed..... Date.....

Signed..... Date.....

(To be signed by up to 2 legal guardians of the pupil who would normally attend school events)

APPENDIX J

CHRONOLOGICAL RECORD OF CONCERNS IN RELATION TO A CHILD'S WELL-BEING OR SAFEGUARDING ISSUES

Date	Reported By	Concern or Issue	Is the concern considered to be safeguarding?	Discussed with Parent Yes/No Outcome	Action (see attached prompt list)

Issues to be considered when planning action:

Does the concern suggest harm or likelihood of harm? **Seek Consultation or make referral to Children’s Social Care.**

Is the child already known to Children Social care or another agency? Should this concern be shared with that agency?

Is this a ‘one-off’ incident or is there a history or pattern to the concerns?

Does the child have additional or related needs - does this increase vulnerability?

Should the issue be addressed directly with the child?

Is additional support or monitoring by the school indicated?

Should a CAF be convened?