



2026-2027

Safeguarding and Child Protection Policy



Role	Staff Member
Designated Safeguarding Lead for Child Protection	<i>Mrs L Casey (Co-Head Teacher)</i> <i>Mrs A Allen (Co-Head Teacher)</i> <i>Mrs Hui (Pastoral and Welfare Officer)</i> <i>Miss Herdecka (Interim Deputy Head Teacher)</i>
Deputy Designated Safeguarding Leads (with DSL training) and members of the Safeguarding Team	Mrs L Stephens (Assistant Head Teacher) Mrs N Pettifor (SENCO/Inclusion) Miss C Sims (Learning and Behaviour Lead/SLT-KS2) Mrs V McLaren (Learning and Behaviour Lead/SLT-KS1) Miss S Landick (SLT/LKS2) Mrs M Stevens (School Business Manager/SLT) Mr C Tupper (KS2) Miss Sarah Jones-(KS2) Mrs J O'Hara (SLT/EYFS) Miss S Tuffley (EYFS) Mr D Corley (Sports Coach) Miss K Jesney (HLTA/Lead MDM Supervisor) Mrs L Meredith (Wrap Around Leader) Mrs P Newman (Wrap Around Deputy) Mrs E O'Boyle (School Office)
Designated Teacher for 'Looked After Children' and 'Previously Looked After Children'. Also, DDSL (with DSL training) and member of the Safeguarding Team	
Mrs N Pettifor (SENCO/Inclusion)	
Nominated staff managing 'Low level concerns'. Deputy Designated Safeguarding Leads (with DSL training) and members of the Safeguarding Team	
Miss Herdecka (Interim Deputy Head Teacher) Mrs Stephens (Assistant Head Teacher)	
Link Safeguarding Governor	Mrs H Mash
Link Online Safety Governor	Miss C Sims
Next Review Date	September 2027
This policy is provided to all staff and should be read in conjunction with the following policies:	
• Child-on-Child Abuse Policy • Anti-Bullying Policy • Inclusion Policy • Equality Policy	• Online Safety and AUP Policy • Safer Recruitment Policy • Whistleblowing Policy • Staff Induction Policy
Please note that a copy of this Policy is available on our school's website: (www.danson.bexley.sch.uk)	

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 Partnership for Children and Young People policy and procedures should be followed.

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).

Local Authority Contacts

Service	Contact number	Insert Email address
Early Help		
Children's Social Care Single Point of Contact Consultation Line (SPOC)	0208 303 7777	childrensocialcare.admin@bexley.gov.uk or childrensocialcare.admin@bexley.gcsx.gov.uk
Multi-Agency Safeguarding Hub (MASH) / Front-door	0203 045 5440	
Police Child Abuse Investigation Team	Telephone: 0207 230 3700 (8am – 6pm) or calls outside these hours should be made to 999	
Emergency Duty Service	0208 303 7777	childrensocialcare.admin@bexley.gov.uk or childrensocialcare.admin@bexley.gcsx.gov.uk

Emotional Wellbeing and Mental Health Services		
Local Authority Designated Officer	02030453266 / 07815584591	
<i>(In the case of allegations against staff)</i> HEAD OF SCHOOLS' HR	Tel: 020 3045 4207	
Bexley Family Well Being Service - Charmaine Malcolm	Telephone: 0208 303 7777	Email: Charmaine.Malcolm@bexley.gov.uk
Virtual School Head		
disabled Children's Service	Tel: 0203 045 3600; Fax: 0203 045 3891	
Bexley Safeguarding Children's Service	Telephone: 020 3045 3266; Fax: 02030453891	
Bexley Safeguarding Partnership For Children And Young People	Tel: 020 3045 4125	
Complex Needs Manager - Janine Wooster	Telephone: 01322356333	
Anti-Bullying Project - Michelle Pollard	Tel: 07974184796 (9am – 5pm)	

Other contacts

NSPCC Whistleblowing helpline	0800 028 0285
The DfE counter-extremism helpline	020 7340 7264 counter.extremism@education.gsi.gov.uk
NSPCC FGM Dedicated Helpline	08000283550 Email: fgmhelp@nspcc.org.uk
NSPCC Helpline	08088005000
Operation Encompass Teachers' Advice and Helpline	0204 513 9990
Harmful Sexual Behaviour Support Service helpline for Practitioners	0344 2250623 hsbsupport@swgfl.org.uk

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Statement of intent

Danson Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of our schools' premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken and that healthy relationships are promoted. The school is also committed to a zero-tolerance policy with regards to sexual harassment and violence.

This policy has been created to outline a clear framework relating to any aspects of safeguarding within the school and should be followed by all members of staff and School Board of Governors.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the board of governors, headteacher and school staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to an appropriately trained person, e.g. the DSL or any of the deputy DSLs (DDSLs) within their school.
- Ensuring pupils are taught how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil who has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff and volunteers within the school are only appointed once all the appropriate checks have been satisfactorily completed

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's Social Care Services	The branch of the local authority that deals with children's social care.
CSE	Child Sexual Exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data Protection Officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act 2018.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.

EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female Genital Mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	The UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' Abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse analyse case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-After Children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.

LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer Plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the UK and the representative body for British police chief officers.
PLAC	Previously Looked-After Children	Children who were previously in LA care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PRU	Pupil Referral Unit	A pupil referral unit (PRU) is a type of state-funded school in the UK set up by a local authority to educate children of compulsory school age who cannot attend a mainstream school, offering targeted support, smaller class sizes, and specialized learning approaches.
PSHE	Personal, Social and Health Education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, Sex and Health Education	The Relationships and Health Education element is mandatory across all primary age ranges, and age-appropriate sex education is recommended for primary pupils.
SCR	Single Central Record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special Educational Needs Coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs and disabilities (SEND) policy and provision of education to pupils with SEND.
SLT	Senior Leadership Team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual School Head	Virtual school heads oversee promoting the educational achievement of all the children looked after by the LA

		they work for, and all children who currently have, or previously had, a social worker.
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Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of pupils’ mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, “**consent**” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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 they intentionally penetrate the vagina or anus of another person (B) with a part of their 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 they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that

B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“upskirting”** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, and collectively called **“youth-produced sexual imagery”** is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

“Deep fakes” and **“deep nudes”** refer to digitally manipulated and AI-generated nudes and semi-nudes.

For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Indecent images also include indecent “**pseudo-images**,” which are images that have been created or manipulated using computer software and/or AI.

For the purposes of this policy, “**abuse**” is defined as 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of

penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)

- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2026) 'Working Together to Safeguard Children 2026'
- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2025) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2022) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'
- DfE (2026) 'Working together to improve school attendance'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2024) 'Information sharing'
- DfE (2017) 'Child sexual exploitation: definition and guide for practitioners'
- DfE (2026) 'Recruit teachers from overseas'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- DfE (2025) 'Filtering and monitoring standards for schools and colleges'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'

Policies and documents

This policy operates in conjunction with the following school-level policies:

- Allegations of Abuse Against Staff Policy
- Behaviour and Anti-Bullying Policy
- Cyber-security Policy
- Data Protection Policy

- Online Safety Policy
- Photography and Images Policy
- Records Management Policy
- Safer Recruitment Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Staff Code of Conduct
- Staff Disqualification Declaration Form
- Suspension and Exclusion Policy
- Whistleblowing Policy

2. Roles and responsibilities

The **board of governors** is responsible for:

- Carrying out their functions to safeguard and promote the welfare of children in the school.
- Understanding their safeguarding duties and having regard to any statutory guidance on safeguarding issued by the Secretary of State.
- Taking strategic leadership responsibility for the school's safeguarding arrangements.
- Ensuring the suitability of staff, supply staff, volunteers, contractors, governors and proprietors.
- Making sure that the school has effective safeguarding policy, procedures and training in place that comply with their statutory obligations.
- Ensuring that the policies and procedures adopted by school board, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.
- Having procedures in place to monitor the implementation of safeguarding policy and procedures regularly.
- Promoting an inclusive, anti-discriminatory culture as part of our safeguarding responsibility.
- Ensuring that all governors receive appropriate safeguarding and child protection training at induction and that this training is updated regularly thereafter.
- Commissioning safeguarding audits of the school on a regular basis.
- Receiving regular reports from the Headteacher on safeguarding to the board of governors delegating operational responsibilities.
- Ensuring that the school complies with its duties under the above child protection and safeguarding legislation.
- Facilitating training opportunities to ensure consistency in the level of training and expertise in safeguarding.
- Guaranteeing that the school contributes to multi-agency working in line with the statutory guidance '[Working Together to Safeguard Children](#)' (March 2026).
- Confirming that the school's safeguarding arrangements take into account the procedures and practices of the relevant LAs as part of the inter-agency safeguarding procedures.

- Understanding the local criteria for action and the local protocol for assessment for the school and ensuring these are reflected in the school's policies and procedures.
- Complying with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensuring that all staff in schools who are working directly with children and those who do not work directly with children read at least part one of KCSIE.
- Ensuring that mechanisms are in place to assist staff in schools to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensuring schools within the school appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Ensuring schools within the school appoint one or more DDSLs to provide support to the DSL and ensuring that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensuring the school facilitates a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of the process and policy development.
- Where there is a safeguarding concern within a school that is part of the school, ensuring there are procedures in place to take the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensuring systems are in place in the school for pupils to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensuring that procedures are in place in the school so that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensuring that a member of the school board for the school is nominated to monitor safeguarding and child protection, and to liaise with the school's LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher or another governor.
- Ensuring all relevant persons are aware of the school's safeguarding arrangements, including the board of governors itself, and the school's DSL, DDSL(s) and SLT.
- Making sure that pupils in the school are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhering to statutory responsibilities by ensuring pre-employment checks are conducted on all staff in the school who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that staff in the school are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.

- Ensuring the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Ensuring that volunteers are appropriately risk assessed, receive suitable safeguarding information and induction, are subject to DBS checks where required by law or the school's risk assessment, and are appropriately supervised while undertaking their duties.
- Making sure that at least one person on any appointment panel within the school has undertaken safer recruitment training.
- Ensuring that all staff in the school receive safeguarding and child protection training updates, at least annually.
- Ensuring the school takes overall strategic responsibility for filtering and monitoring and seek assurance that the filtering and monitoring standards for schools are being met
- Certifying that there are procedures in place for the school to handle allegations against staff, supply staff, volunteers and contractors.
- Confirming that there are procedures in place for the school to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guaranteeing that there are procedures in place in the school to handle pupils' allegations against other pupils.
- Ensuring that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff in the school.
- Ensuring that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child and teenage relationship abuse the school.
- Guaranteeing that there are systems in place for pupils to express their views and give feedback the schools.
- Establishing an early help procedure and ensure all staff in the school understand the procedure and their role in it.
- Appointing a designated teacher for LAC within the school to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensuring that the designated teacher for LAC within the school works with the virtual school head(s) (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introducing mechanisms to assist staff within the school in understanding and discharging their roles and responsibilities.
- Making sure that staff members within the School have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.

- Putting in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensuring the school has put in place appropriate safeguarding responses for pupils who go missing from the school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and preventing the risk of their disappearance in future.
- Ensuring that all members of the board of governors have been subject to an enhanced DBS check.
- Creating a culture within the school where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that robust safeguarding records are kept in the school and the effectiveness of recordkeeping is monitored.
- Acting in accordance with their obligations under the Human Rights Act 1998 the Equality Act 2010, and the school's local multi-agency safeguarding arrangements.
- Ensuring the school has appropriate arrangements in place to keep children safe where school facilities or premises are hired or rented out to organisations or individuals and, where services or activities are provided separately by another body, seek assurance that the body has appropriate safeguarding and child protection policies and procedures in place and that individuals working with children have appropriate DBS checks.
- Ensuring the school has safeguarding requirements that are included in any transfer of control agreement, i.e. lease or hire agreement, as a condition of use and occupation of the premises, and that failure to comply with this would lead to termination of the agreement.
- Ensuring the school has robust health and safety and emergency evacuation procedures.

At Danson Primary School, the DSL have a duty to:

- Take lead responsibility for safeguarding and child protection within their school, including online safety.
- Report on an agreed basis to the board of governors via the agreed route of communication.
- Refer cases to:
 - CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
 - the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Ensure each member of staff within their school has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Ensure continuity of safeguarding responsibilities, by implementing robust cover arrangements for periods when the designated safeguarding lead is unavailable due to

illness, leave, or other circumstances. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay

- Work with the board of governors or delegated authority to ensure their school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Understand the importance of information sharing within the school and with the safeguarding partners, other agencies, organisations and practitioners.
- Adhere to any other school-level duties outlined in the school's Child Protection and Safeguarding Policy and their job description.
- Keep clear, factual, contemporaneous and secure safeguarding records, accurately documenting concerns, decisions, actions taken (including whether referrals have been made), and distinguishing between observed concerns, professional judgement and historic information.
- Ensure that current safeguarding concerns are clearly distinguished from historic information and placed in appropriate context where records contain significant historic safeguarding information.
- Ensure that a structured safeguarding summary accompanies the child protection file identifying current safeguarding concerns, relevant context and ongoing support needs when transferring a file.
- Seek confirmation that safeguarding information has been received and will support effective transition by ensuring that safeguarding information can be readily reviewed and understood by the receiving setting.
- Ensure that Safeguarding information will be used to support children's safety, welfare and educational outcomes and will not be used in a manner that disadvantages the child.
- Contact the previous school if safeguarding records received are unclear.

All teachers within the school, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards.'
- Report, by law, any instances of FGM to the police.
- Adhere to the guidance that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

All staff within the school have a responsibility to:

- Consider, at all times, what is in the best interests of the pupils in the school.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide safe environments in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.

- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and DDSL(s) within the school.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL within the relevant school.
- Be aware of and understand the school's procedure to follow in the event that a pupil confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the school's DSL or DDSL(s) if they are unsure about how to manage safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.

3. Multi-agency working

Danson Primary School contributes to multi-agency working as part of its statutory duty. The school is aware of, and will follow, the local safeguarding arrangements.

The school will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The School will act in accordance with its safeguarding arrangements.

Danson Primary School will develop trusting relationships between families and agencies to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The School also recognises the particular importance of inter-agency working in identifying and preventing CSE.

The school will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging other's assumptions in a respectful manner.

Information sharing

Danson Primary School recognises that effective safeguarding depends on timely, appropriate and proportionate information sharing between professionals, agencies and safeguarding partners. Early information sharing enables concerns to be identified at the earliest opportunity, supports effective Early Help and Family Help, and helps protect children from harm.

All staff understand that information sharing is an essential part of safeguarding and promoting the welfare of children. Information will be shared in accordance with the UK GDPR, the Data Protection Act 2018 and relevant statutory safeguarding guidance. Data protection legislation is not a barrier to sharing information where there is a safeguarding purpose, including where it is necessary to protect a child from harm, promote their welfare, or enable appropriate assessment and intervention.

Staff understand that they do not need consent to share information where there is a lawful basis to do so for safeguarding purposes. Concerns that a child may be at risk of harm must be shared promptly with the Designated Safeguarding Lead (DSL) or a Deputy DSL, and with children's social care, the police or other relevant agencies where appropriate.

When sharing information, staff will ensure that it is:

- necessary;
- proportionate;
- relevant;
- accurate;
- timely; and
- shared securely.

All staff will understand that they must not allow uncertainty about information sharing or concerns about data protection to delay or prevent appropriate safeguarding action, nor assume

that another professional will take responsibility. Where there is any doubt about whether information should be shared, staff must seek advice from the DSL or a Deputy DSL. Fears about sharing information must never stand in the way of protecting a child.

Danson Primary School will maintain accurate and secure records of safeguarding concerns, actions taken and decisions relating to information sharing, in accordance with statutory guidance and the school's record-keeping procedures.

4. Early Help and Family Help

Early Help means providing support as soon as a concern or need emerges, at any point in a child's life. Effective Early Help can prevent concerns from escalating and supports children and families to achieve positive outcomes.

Danson Primary School recognises the important role that schools play in identifying children and families who may benefit from additional support. The school is committed to ensuring that all pupils receive appropriate support to access education, achieve their potential, remain safe and have their wellbeing promoted.

Through their daily contact with children and families, school staff are well placed to identify emerging concerns at the earliest opportunity. Staff will remain vigilant to changes in children's behaviour, presentation, attendance, progress, relationships or circumstances that may indicate that a child or family requires additional support.

Early Help includes support provided through universal services, community-based provision and targeted interventions. Where children and families require more coordinated support due to emerging, multiple or complex needs, The school will work collaboratively with children, parents/carers and partner agencies, including local authority Family Help services where available, to ensure that appropriate support is provided at the earliest opportunity.

The school will work in partnership with safeguarding partners and other agencies to contribute to assessments, plans and interventions designed to support children and families, reduce risk and prevent the escalation of concerns requiring statutory intervention.

Any pupil may benefit from early help, but in particular, staff within the school will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.

- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff within the school will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

Where early help is deemed appropriate, the DSL will take the lead. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

The board of governors or delegated authority will collaborate with the relevant LAs and external agencies to engage with the local early help process.

Danson Primary School staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

5. Abuse, neglect and exploitation

Danson Primary School recognises that abuse, neglect and exploitation are forms of harm that can have a significant and lasting impact on a child's physical and emotional wellbeing, development, safety and life chances. All staff working within the school will understand that safeguarding concerns can arise in any environment and context, including within the home, school, community,

online, institutional settings and through relationships with family members, peers, professionals, or people who are known or unknown to the child.

All staff will be aware that children may experience harm directly or indirectly. This includes children who may be abused, neglected or exploited themselves, as well as children who are affected by witnessing, hearing, experiencing or being exposed to the effects of abuse or harmful behaviour towards others.

The school recognises that abuse and neglect may occur through:

- the deliberate infliction of harm;
- the failure to act to prevent harm;
- the failure to meet a child's basic physical, emotional or developmental needs; or
- behaviour, actions or circumstances that place a child at risk of significant harm.

Harm is not limited to physical injury and may include emotional abuse, psychological harm, coercive and controlling behaviour, exposure to domestic abuse, exploitation, online abuse and other forms of ill treatment.

All staff will be alert to the impact of domestic abuse on children and understand that children may be harmed not only when they are directly involved in incidents, but also when they see, hear or experience the effects of domestic abuse within their environment. The school is committed to identifying children affected by domestic abuse and ensuring that appropriate safeguarding action and support are provided.

All staff will understand that abuse, neglect, exploitation and other safeguarding concerns are rarely isolated events. Children may experience multiple and overlapping vulnerabilities and concerns may develop over time. Staff must therefore maintain a professional curiosity, consider the wider context of a child's circumstances, and report any concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL(s), regardless of whether a specific category of abuse has been identified.

The school recognises that safeguarding risks may arise within and outside the family environment. Staff, particularly DSLs and Deputy DSLs, will remain alert to the risks of extra-familial harm, including harm arising from peer relationships, exploitation, criminal or sexual exploitation, harmful online interactions, community settings and other environments outside the school.

Staff will understand that children may be vulnerable to exploitation when individuals or groups seek to manipulate, coerce, control or take advantage of them. Exploitation may involve relationships, friendships, online contact, financial gain, status, power, threats or other forms of control. Any concerns that a child may be experiencing exploitation will be shared immediately with the DSL.

All staff will be aware of the signs and indicators of abuse, neglect and exploitation and understand the importance of taking timely action. Staff will follow the school safeguarding procedures and report concerns promptly to the DSL or Deputy DSL(s). Where there is uncertainty about whether a concern meets the threshold for referral or further action, staff must seek advice from the DSL.

The school recognises that technology is a significant component in many safeguarding and wellbeing issues. Staff will remain alert to online harms, including online abuse, cyberbullying, coercion, exploitation, the sharing of nude or semi-nude images, and technology-enabled harms, including the misuse of artificial intelligence to create harmful or exploitative content.

Staff will understand that safeguarding is everyone's responsibility and that concerns must never be ignored, minimised or delayed. The school will ensure that children receive appropriate support, that concerns are recorded accurately, and that information is shared with relevant safeguarding partners when required to protect children from harm.

6. Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be made aware of these issues.

Appendix A of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

7. Child-on-child abuse (including Harassment, Violence and Harmful Sexual Behaviour)

For the purposes of this policy, child-on-child abuse refers to abuse or harmful behaviour between children. The school recognises that children can abuse other children, and that this can take many forms, including bullying, physical abuse, sexual violence, sexual harassment, harmful sexual behaviours, exploitation, online abuse and the sharing of nude and semi-nude images and/or videos.

Child-on-child abuse can occur between children of any age, gender or background and may take place within school, outside of school, within the community, through peer relationships or online. All forms of child-on-child abuse, including harassment and violence, are unacceptable and will be taken seriously.

Danson Primary School has a zero-tolerance approach to all forms of abuse, including child-on-child abuse. The school is committed to preventing, identifying, responding to and reducing incidents of child-on-child abuse through effective safeguarding practice, education, early intervention and appropriate support.

All staff will understand that child-on-child abuse can happen between children of any age, gender, background or relationship. It can occur:

- within school;
- outside of school;
- within the community;
- within friendships or intimate relationships;
- through groups or peer networks; and
- online or through technology.

The school recognises that child-on-child abuse may be a one-off incident or part of a wider pattern of harmful behaviour. Staff will remain alert to changes in children's behaviour, relationships, emotional wellbeing, attendance, presentation or engagement, recognising that children may not always disclose abuse or identify their experiences as harmful.

All staff will understand that the absence of reported incidents does not mean that child-on-child abuse is not occurring. Staff will maintain professional curiosity and will report concerns promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL(s).

All staff will be aware of the indicators of child-on-child abuse, including how to identify concerns, respond appropriately to disclosures and record and report information in accordance with school safeguarding procedures.

Staff will understand the importance of challenging inappropriate, harmful or concerning behaviour between children and will not tolerate behaviours that may normalise abuse, discrimination, harassment, humiliation, intimidation or violence.

Forms of Child-on-Child Abuse

Child-on-child abuse can take many forms, including but not limited to:

- **Bullying**, including cyberbullying, prejudice-based bullying and discriminatory bullying.
- **Abuse within intimate personal relationships between peers**, sometimes referred to as teenage relationship abuse.
- **Physical abuse**, including incidents that may be facilitated, encouraged, threatened or recorded through technology.
- **Sexual violence**, including incidents where technology or online platforms are used to facilitate, threaten, encourage or share harmful behaviour.
- **Sexual harassment**, including online sexual harassment, unwanted sexual comments, sexualised behaviour, sharing of sexual content, or behaviour that forms part of a wider pattern of abuse.
- **Causing someone to engage in sexual activity without consent**, including coercion, pressure, manipulation or threats.

- **The consensual and non-consensual sharing of nude and semi-nude images and/or videos**, including the creation, sharing or distribution of such content.
- **AI-generated or digitally manipulated intimate images**, including deepfake or fabricated sexual content created or shared without consent.
- **Upskirting**.
- **Initiation, hazing or initiation-type violence and rituals**, including activities involving humiliation, harassment, abuse, coercion or intimidation, whether occurring in person or online.
- **Racism, faith-targeted abuse, and other forms of discriminatory behaviour**: All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.
- **Exploitation or coercive behaviour between children**, including situations where one child seeks to control, manipulate or benefit from another child.

Vulnerable Children

The school recognises that some children may be at increased risk of experiencing or perpetrating child-on-child abuse. Schools will consider additional safeguarding support for children who may be particularly vulnerable, including (but not limited to):

- children with special educational needs and/or disabilities (SEND);
- children with health conditions or additional vulnerabilities;
- children who are isolated, bullied or socially excluded;
- children who are looked after or have experienced adverse childhood experiences;
- children experiencing disadvantage or family difficulties;
- children vulnerable to discrimination, prejudice or hate-based abuse;
- children who may be vulnerable to exploitation.

The School will ensure that safeguarding responses are inclusive and consider the individual circumstances of each child.

Online Child-on-Child Abuse

The school recognises that technology is a significant factor in many safeguarding concerns. Staff will remain alert to online forms of child-on-child abuse, including:

- cyberbullying;
- online harassment;
- coercion and manipulation;
- sexual exploitation;
- sharing of nude and semi-nude images;
- creation or sharing of AI-generated intimate images or deepfake content;
- online grooming and situations where adults may pretend to be children.

The DSL will assess all online safeguarding concerns carefully, including whether an alleged perpetrator is a child or whether an adult is impersonating a child online. Where an adult is

involved or suspected to be involved, including through online deception or grooming, the matter will be treated as an adult safeguarding concern and referred to the appropriate agencies.

Reporting and Pupil Voice

All pupils will be taught how to recognise unsafe situations, raise concerns and report child-on-child abuse involving themselves or others.

Pupils will be reassured that:

- they will be listened to;
- their concerns will be taken seriously;
- they will receive appropriate support;
- safeguarding action will be taken to help keep them safe.

The school recognises the importance of listening to children's voices and ensuring that children feel confident that concerns about peers will be acted upon.

Responding to Child-on-Child Abuse

The school recognises that children who experience child-on-child abuse may require immediate safeguarding support. The school also recognises that children who display harmful or abusive behaviours may themselves have experienced trauma, abuse, exploitation or other vulnerabilities and may require safeguarding support alongside appropriate intervention.

All concerns will be taken seriously, investigated appropriately and managed in a child-centred way. The DSL will consider:

- the needs and wishes of the child who has experienced harm;
- the safety and wellbeing of all children involved;
- the nature, severity and context of the behaviour;
- whether there are wider safeguarding concerns;
- whether external agency involvement is required.

Where appropriate, Danson Primary School will work with children, parents/carers and partner agencies to provide support, education, intervention and risk management.

Related Policies and Procedures

The school's procedures for responding to child-on-child abuse are outlined within the school **Child-on-Child Abuse (including harassment and violence) Policy**. Staff will follow this policy alongside relevant procedures within the:

- Anti-Bullying Policy;
- Behaviour Policy;
- Online Safety Policy;
- Relationships and Sex Education Policy; and
- Suspension and Exclusion Policy.

8. Online safety and personal electronic devices

Online Safety

Danson Primary School recognises that technology is an integral part of children's lives and that online safety is a fundamental aspect of safeguarding. The school understands that online risks can occur both within and outside of school, on school-owned devices, personal devices and through online platforms, applications and communication channels.

The school will ensure that the Online Safety Policy is implemented effectively and reviewed regularly to reflect current safeguarding risks, emerging technologies and the changing online environment.

As part of a broad and balanced curriculum, pupils will receive age-appropriate education to help them understand online risks, make informed choices, develop resilience and know how to seek help when they experience or witness harmful online behaviour.

Danson Primary School recognises that online harms may include, but are not limited to:

- online bullying and harassment;
- sexual harassment and sexual violence facilitated through technology;
- online grooming and exploitation;
- coercion and manipulation;
- sharing of nude and semi-nude images and/or videos;
- creation or sharing of AI-generated or digitally manipulated intimate images, including deepfake content;
- exposure to harmful, inappropriate or illegal content;
- misinformation, disinformation, conspiracy theories and harmful online communities;
- extremist or radicalising content;
- online fraud, scams and financial exploitation.

Four Categories of Online Risk

The school will ensure that online safety education and staff training address the four categories of online risk identified within KCSIE:

Content

Staff and pupils will understand the risks associated with exposure to illegal, inappropriate or harmful material, including but not limited to:

- pornography;
- violent or graphic content;
- racism and hate speech;
- misogyny and harmful gender-based content;
- self-harm and suicide content;

- anti-Semitism;
- extremism and radicalisation;
- misinformation, disinformation and conspiracy theories;
- harmful online communities.

Contact

Staff will understand the risks arising from harmful online interactions, including:

- online grooming;
- adults impersonating children or young people;
- sexual, criminal or financial exploitation;
- coercion and manipulation;
- peer pressure and harmful communication between children;
- inappropriate commercial contact and targeted advertising.

Conduct

Staff and pupils will understand that online behaviours can contribute to harm, including:

- cyberbullying;
- online harassment;
- sharing of harmful or sexual content;
- creating, sending, receiving or distributing nude and semi-nude images;
- AI-generated or manipulated intimate images;
- online sexual violence or harassment;
- misuse of technology to threaten, intimidate or exploit others.

Commerce

Pupils will be taught about risks associated with online financial activity, including:

- online gambling;
- inappropriate advertising;
- scams;
- phishing;
- fraud;
- financial exploitation.

Any concerns relating to financial scams or online exploitation will be reported through appropriate safeguarding channels.

Filtering and Monitoring

The school will ensure that there are appropriate filtering and monitoring systems in place in accordance with current filtering and monitoring standards published by the DfE.

Filtering and monitoring arrangements will be regularly reviewed to ensure they are effective, proportionate and responsive to emerging risks.

All staff will understand:

- the purpose of filtering and monitoring systems;
- their role in reporting concerns;
- how to escalate concerns where inappropriate content has been accessed or where systems may not be effective;
- that filtering and monitoring is a safeguarding responsibility shared by leadership, DSLs, governors, IT providers and staff.

Staff will receive information about filtering and monitoring arrangements as part of induction and safeguarding updates.

Communicating with Parents and Carers

The school recognises the important role parents and carers play in keeping children safe online.

The School will provide parents and carers with information and guidance regarding:

- online risks;
- parental controls and monitoring;
- the platforms, applications and technology children may use;
- how children are expected to use technology for educational purposes;
- how concerns about online safety can be reported.

Danson Primary School will ensure parents understand what pupils are being asked to do online as part of their education and how online activity is managed within school.

Reviewing Online Safety

The school will review our approach to online safety at least annually, supported by an online safety risk assessment which considers:

- current and emerging online threats;
- pupil experiences and concerns;
- safeguarding incidents;
- filtering and monitoring effectiveness;
- curriculum provision;
- staff and parent awareness.

Personal Electronic Devices

The use of personal electronic devices, including mobile phones, smart watches, cameras and recording devices, by staff, pupils, visitors and volunteers will be managed in accordance with our:

- Staff ICT and Electronic Devices Policy;
- Pupils' Personal Electronic Devices Policy;
- Data Protection Policy;
- Photography and Images Policy.

The school recognises that personal electronic devices can present safeguarding risks, including:

- inappropriate recording or sharing of images;

- cyberbullying;
- online harassment;
- sharing of nude and semi-nude images;
- unauthorised communication with pupils;
- breaches of confidentiality.

Staff must report concerns regarding the use of personal electronic devices by pupils, colleagues or other individuals to the DSL in accordance with safeguarding procedures.

Photography, Images and Recording

The school will ensure that photographs and videos involving pupils are planned appropriately and comply with safeguarding, data protection and consent requirements.

Danson Primary School will ensure:

- appropriate consent arrangements are in place;
- images are stored securely;
- images are only used for agreed purposes;
- staff understand expectations regarding personal devices and recording.

Where photographs or videos involve children who are looked after, adopted, subject to special circumstances or where there are identified security concerns, the DSL will consider any additional risks and, where appropriate, liaise with relevant professionals, carers or parents.

Upskirting

Upskirting is a criminal offence under the Voyeurism (Offences) Act 2019.

The offence includes operating equipment or enabling equipment to be operated for the purpose of taking an image beneath a person's clothing without consent or knowledge.

The school has a zero-tolerance approach to upskirting. Any concerns or incidents will be reported immediately to the DSL, who will determine the appropriate safeguarding response. This may include referral to external agencies, including the police, where appropriate.

9. Consensual and non-consensual sharing of Nude and Semi-Nude Images and/or Videos (Including AI-Generated or Manipulated Images)

Danson Primary School recognises that the consensual and non-consensual sharing of nude and semi-nude images and/or videos involving children is a safeguarding concern. This may also be referred to as image-based abuse, youth produced sexual imagery or the sharing of intimate images.

The school recognises that children may be harmed through the creation, possession, sharing or distribution of nude and semi-nude images and/or videos, regardless of whether the image was originally created or shared consensually. Children may experience significant emotional distress,

bullying, harassment, coercion, exploitation, threats or further abuse following the circulation of intimate images.

The school understands that technology continues to evolve and that children may also be vulnerable to the creation, sharing or manipulation of intimate images using artificial intelligence (AI), including digitally altered or deepfake sexual images created without a person's consent.

Danson Primary School will ensure that staff understand that incidents involving nude and semi-nude images and/or videos must be treated as safeguarding concerns and responded to in accordance with safeguarding procedures.

Generative AI and Cybersecurity

Generative AI Risks: We acknowledge the emerging safeguarding concerns associated with generative AI, including the generation of harmful or inappropriate content, impersonation, and misinformation.

Danson Primary School will ensure that:

- Filtering systems are configured to restrict access to unauthorised AI platforms.
- Cybersecurity measures follow the DfE's Cyber Security Standards for Schools and Colleges.
- Staff and children are educated on ethical, safe, and informed use of AI.

Legal Context and Safeguarding Response

Staff will be aware that creating, possessing or distributing indecent images of children is illegal. However, the school recognises that children involved in these incidents may be victims of harm and should not be unnecessarily criminalised.

The primary response will be safeguarding-focused, considering:

- the safety and wellbeing of the child;
- whether coercion, pressure, exploitation or abuse has occurred;
- whether there is a power imbalance between those involved;
- whether the incident forms part of wider child-on-child abuse, sexual harassment or sexual violence;
- whether there is evidence of adult involvement, grooming or exploitation.

The DSL will determine the appropriate safeguarding response, including whether referral to external agencies is required.

Responding to Reports of Nude and Semi-Nude Image Sharing

Where a member of staff becomes aware of an incident involving the sharing of nude or semi-nude images and/or videos, they must report this immediately to the DSL or Deputy DSL(s).

Where a pupil discloses that an image or video of themselves or another child has been shared, staff will:

- **not view, copy, print, save, store, screenshot, forward or share the image or video;**
- **not ask the pupil to send or show them the image or video;**
- inform the DSL immediately;
- explain to the pupil that the concern must be reported so that appropriate support can be provided;
- listen calmly and respond sensitively;
- avoid blaming, shaming or judging the pupil or others involved;
- reassure the pupil that they will be supported and that safeguarding action will be taken;
- record the concern accurately in accordance with safeguarding recording procedures.

If a member of staff accidentally views an image or video, they must not share or store it and must immediately inform the DSL and seek advice.

DSL Response and Risk Assessment

The DSL will assess each incident on an individual basis and consider:

- who is involved and their ages;
- whether the sharing was consensual or non-consensual;
- whether pressure, coercion, threats or manipulation were involved;
- whether the behaviour constitutes child-on-child abuse, sexual harassment or sexual violence;
- whether the child is vulnerable due to additional safeguarding factors;
- whether the image has been shared further or posted online;
- whether an adult or unknown individual is involved;
- whether external agency involvement is required.

Where there is evidence that an adult has created, obtained, shared or attempted to obtain intimate images of a child, including through online deception or grooming, this will be treated as an adult safeguarding concern and referred appropriately.

Education and Prevention

The school will ensure that pupils receive age-appropriate education through the curriculum to help them understand:

- consent and respectful relationships;
- the risks associated with sharing intimate images;
- online safety and digital footprints;
- the law relating to indecent images;
- how to seek help and report concerns.

Pupils will be reassured that they can report concerns and will be supported, regardless of whether they created or shared an image themselves.

Related Policies

Further procedures for managing incidents involving nude and semi-nude images and/or videos are set out within this policy and the school's:

- Child-on-Child Abuse Policy;
- Online Safety Policy;
- Relationships, Sex and Health Education Policy;
- Behaviour Policy.

10. Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly DSL and DDSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

11. Pupils potentially at greater risk of harm

Danson Primary School recognises that some groups of pupils can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

Home-Educated Children (Elective Home Education)

Parents and carers have a legal right to choose elective home education (EHE) for their child. The school recognises that, while many children who are electively home educated receive appropriate education and care, children who are removed from school may become less visible to education, health and safeguarding services.

Where a parent or carer indicates an intention to withdraw a child from the school to educate them at home, the school will consider whether there are any safeguarding concerns or vulnerabilities that require further discussion or support before the child is removed from roll.

Where appropriate and wherever possible, the school will work collaboratively with parents/carers, the local authority and relevant professionals to understand the reasons for elective home education and ensure that the child's welfare and safeguarding needs continue to be considered.

Particular consideration will be given where the child:

- has special educational needs and/or disabilities (SEND);
- has a social worker;
- is looked after or previously looked after;
- has known safeguarding concerns;
- may be vulnerable to becoming isolated or less visible to services.

In accordance with the **School Attendance (Pupil Registration) (England) Regulations 2024**, Danson Primary School will ensure that the local authority is informed of all deletions from the admissions register where a pupil is removed from roll, including where this is due to elective home education.

The school recognises that safeguarding responsibilities do not end when a child leaves the school roll. Where concerns remain, the school will continue to work with safeguarding partners and follow appropriate referral and information-sharing procedures.

Looked After Children (LAC) and Previously Looked After Children (PLAC)

Danson Primary School recognises that children who are looked after often have experienced abuse, neglect, trauma or significant disruption before coming into care. As a result, they may have increased safeguarding vulnerabilities and may require additional support to promote their safety, stability, wellbeing and educational outcomes.

Children who have previously been looked after, including care leavers, may also remain vulnerable due to their previous experiences and may require continued support and understanding.

The Board of Governors will ensure that staff within the school have the knowledge, skills and understanding required to safeguard and support looked after and previously looked after children effectively.

The school will ensure that appropriate staff have access to relevant information about each child's circumstances, including (where appropriate):

- the child's looked after legal status, including whether they are looked after under voluntary arrangements with parental consent or subject to an interim or full care order;
- contact arrangements with parents, family members or others with parental responsibility;
- the child's care arrangements;
- the level of authority delegated to carers by the local authority;
- relevant safeguarding concerns, vulnerabilities and support needs.

The DSL will ensure that appropriate safeguarding information is available and shared with relevant staff on a need-to-know basis.

The DSL will be provided with the necessary details of:

- the child's allocated social worker;
- the Virtual School Head (VSH);
- the Designated Teacher;
- and, where appropriate for previously looked after children, the child's Personal Adviser.

Danson Primary School will ensure effective partnership working with social care, the Virtual School, parents/carers and other professionals to promote the child's welfare and educational success.

Further safeguarding arrangements for looked after and previously looked after children are outlined within the school's Looked After Children Policy.

Pupils with Special Educational Needs and/or Disabilities (SEND)

The school recognises that children with SEND may face additional safeguarding vulnerabilities and may experience barriers that make it more difficult to recognise, communicate or report abuse or neglect.

Staff will understand that:

- indicators of abuse or neglect, including changes in behaviour, mood, communication, presentation or injuries, should not automatically be attributed to a child's disability or additional needs;
- children with SEND may experience abuse, bullying, exploitation, discrimination, neglect or child-on-child abuse at increased levels;
- some children may communicate distress differently or may require additional support to express concerns;
- communication barriers, cognitive differences or reliance on adults for care may increase vulnerability.

Staff will maintain professional curiosity and ensure that concerns about children with SEND are explored fully rather than assumed to be linked solely to the child's disability or diagnosis.

When managing safeguarding concerns involving a pupil with SEND, the DSL will work closely with:

- the school's Special Educational Needs Coordinator (SENCO);
- parents/carers where appropriate;
- relevant professionals and safeguarding partners.

Danson Primary School recognises the importance of ensuring that safeguarding responses are accessible, inclusive and adapted to meet the individual communication and support needs of the child.

Where concerns are identified, the child's voice and lived experience will remain central to decision-making.

LGBTQ+ Pupils

The school recognises that a pupil's sexual orientation, gender identity or the fact that they may be LGBTQ+ is **not, in itself, a safeguarding risk factor**. All pupils have the right to be treated with

dignity, respect and fairness and to learn in an environment that is safe, inclusive and free from discrimination.

However, the school recognises that some LGBTQ+ pupils, and pupils who are perceived by others to be LGBTQ+ (whether they identify as LGBTQ+ or not), may be vulnerable to additional safeguarding risks. These may include bullying, harassment, discrimination, abuse, online harms, prejudice-based behaviour, exploitation or other forms of harm.

Staff within the school will remain alert to the fact that a pupil's individual circumstances, relationships, experiences and wider environment may affect their vulnerability. Staff will not make assumptions about a pupil's identity, experiences or support needs but will maintain professional curiosity and respond appropriately where concerns arise.

The school recognises that risks may be increased where pupils do not have trusted adults with whom they feel safe to discuss their experiences, worries or concerns. The school will work to create an environment where every pupil feels valued, respected and able to seek support.

Staff will:

- challenge discriminatory, homophobic, biphobic or transphobic language and behaviour;
- take reports of bullying, harassment or abuse seriously;
- provide appropriate opportunities for pupils to raise concerns;
- ensure safeguarding responses are based on the individual needs and circumstances of the child;
- involve the DSL where there are concerns about a pupil's safety, wellbeing or vulnerability.

Danson Primary School will ensure that safeguarding practice remains child-centred and focused on protecting pupils from harm, promoting their wellbeing and ensuring that all pupils receive appropriate support.

Pupils experiencing prejudice-based harm, including racism, faith-based prejudice

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

Pupils Requiring Mental Health Support

The school recognises that mental health and emotional wellbeing are important aspects of safeguarding and that children's mental health difficulties may arise from a range of factors.

All staff will be aware that changes in a pupil's mental health, behaviour, mood, presentation, relationships, attendance or engagement may indicate that a pupil has experienced, or may be at risk of experiencing, abuse, neglect, exploitation or other safeguarding concerns.

Staff will understand that mental health concerns do not automatically indicate that abuse or neglect has occurred. However, they should remain professionally curious and consider whether there may be underlying safeguarding factors contributing to a pupil's presentation.

Where concerns arise, staff will:

- listen to the pupil;
- provide appropriate reassurance and support;
- report safeguarding concerns promptly to the DSL or Deputy DSL(s);
- follow the school's safeguarding and mental health support procedures.

The school will work collaboratively with pupils, parents/carers and relevant professionals, where appropriate, to ensure that children receive suitable support for their mental health and wellbeing. The school recognises the importance of early identification, prevention and intervention and will ensure that pupils experiencing mental health difficulties are supported while safeguarding concerns are appropriately assessed and addressed.

12. Use of school premises for non-school activities

The school recognises that safeguarding responsibilities extend to situations where school premises are used by external organisations, community groups, clubs, providers or individuals to deliver activities involving children and young people.

Where the school hires, leases, licenses or otherwise permits the use of its premises to external organisations or individuals, appropriate arrangements will be in place to safeguard and promote the welfare of children. Danson Primary School will have regard to the Department for Education's guidance **Keeping Children Safe in Out-of-School Settings** and any other relevant statutory safeguarding guidance.

The school will ensure that appropriate due diligence is undertaken before permitting external organisations to use school premises for activities involving children. This will include seeking assurance, proportionate to the nature of the activity, that providers have suitable safeguarding arrangements in place.

Where activities are delivered under the direct supervision, management or control of the school, the school's safeguarding, child protection, behaviour and staff conduct procedures will apply in full.

Where activities are provided independently by an external organisation, the school recognises that the provider retains primary responsibility for safeguarding children attending those activities. However, before granting access to school premises, the Board of Governors, Headteacher or delegated representative will seek appropriate assurance that safeguarding arrangements are effective and suitable.

Such assurance may include, where appropriate:

- a safeguarding and child protection policy;
- a staff code of conduct;
- safer recruitment procedures;
- arrangements for managing allegations and low-level concerns;

- appropriate suitability and vetting checks for staff and volunteers;
- procedures for responding to safeguarding concerns and sharing information;
- health and safety arrangements;
- behaviour management procedures;
- arrangements for reporting concerns to statutory agencies where required.

The level of assurance sought will be proportionate to the nature, duration, frequency and risk associated with the activity being delivered.

Danson Primary School will ensure that safeguarding expectations and responsibilities are clearly documented within any lease, licence, hire agreement, transfer of control agreement or other contractual arrangement relating to the use of school premises. Such agreements will specify safeguarding requirements and make clear that failure to comply with these requirements may result in the suspension or termination of the agreement.

Where appropriate, arrangements will be established to facilitate communication between the external provider and the school, including procedures for reporting safeguarding concerns relating to children who attend the school.

Danson Primary School reserves the right to withdraw permission for the use of its premises where safeguarding concerns arise or where providers fail to maintain satisfactory safeguarding arrangements.

Extra-Curricular Activities, Extended Services and Clubs

Danson Primary School recognises the valuable contribution that extra-curricular activities, extended services, sports clubs, community groups and enrichment programmes make to children's development, wellbeing and educational experience.

All activities delivered by the school, whether during or outside normal school hours, will operate in accordance with the school's safeguarding and child protection procedures.

Where extra-curricular activities or clubs are delivered by external organisations, Danson Primary School will work collaboratively with those providers to promote the safety and welfare of children and ensure that appropriate safeguarding arrangements are in place.

Staff, volunteers and providers delivering activities involving children will be expected to:

- understand their safeguarding responsibilities;
- promote the welfare and wellbeing of children;
- maintain appropriate professional boundaries;
- recognise indicators of abuse, neglect, exploitation and other safeguarding concerns;
- know how to report concerns and seek advice;
- understand local safeguarding procedures and reporting pathways.

Where concerns arise regarding a child's safety or welfare, staff and volunteers must take prompt action in accordance with safeguarding procedures and refer concerns to the Designated Safeguarding Lead (DSL), Children's Social Care, the police or other relevant agencies as appropriate.

Danson Primary School will seek assurance that organisations delivering activities involving children have appropriate safeguarding training arrangements in place and that adults working with children understand their responsibilities for safeguarding and child protection.

Sports Organisations

Where activities involve sport or physical recreation, Danson Primary School will encourage providers to comply with recognised safeguarding standards and national safeguarding expectations.

The school expects organisations affiliated to, or funded through, national sporting bodies to work towards and maintain appropriate safeguarding standards, including compliance with safeguarding requirements established by the school's governing body and relevant national frameworks.

13. Alternative Provision

The school recognises that pupils attending alternative provision (AP) may have complex educational, behavioural, health, social or safeguarding needs and may therefore be at increased risk of abuse, neglect, exploitation or becoming less visible to safeguarding services. The school remains responsible for promoting the welfare of pupils placed in alternative provision and will maintain appropriate oversight of each placement.

Before a placement is made, Danson Primary School will undertake appropriate due diligence to satisfy itself that the alternative provision is suitable to meet the pupil's educational, safeguarding and welfare needs. This will include seeking written assurance, where appropriate, that the provider:

- has effective safeguarding and child protection policies and procedures that reflect current statutory guidance;
- has safer recruitment and appropriate vetting arrangements in place for staff and volunteers;
- has suitable arrangements for managing safeguarding concerns, allegations and low-level concerns;
- provides appropriate supervision, behaviour management and pastoral support;
- has effective procedures for recording and sharing safeguarding information;
- understands how to work with safeguarding partners where concerns arise.

The level of assurance sought will be proportionate to the nature of the placement and the risks identified for the individual pupil.

Prior to placement, Danson Primary School will ensure that relevant safeguarding information is shared with the alternative provider to enable appropriate support and risk management. Equally, the school expects alternative providers to share safeguarding concerns promptly with us (the placing school) so that appropriate action can be taken.

The Designated Safeguarding Lead (DSL) will maintain appropriate communication with the alternative provider throughout the placement and will ensure that safeguarding information is reviewed and updated where necessary.

Danson Primary School will satisfy itself that each placement continues to meet the pupil's educational, safeguarding and welfare needs through regular monitoring, review and communication with the provider, the pupil, parents/carers and other relevant professionals. Those responsible for commissioning, monitoring or reviewing alternative provision will recognise that pupils attending alternative provision may be particularly vulnerable to contextual safeguarding risks, including exploitation, child-on-child abuse, criminal exploitation, sexual exploitation, online harms and other extra-familial risks. These vulnerabilities will be considered when assessing, reviewing and supporting placements.

14. Work Experience

Danson Primary School recognises that work experience can provide valuable opportunities for pupils while also requiring appropriate safeguarding arrangements.

Danson Primary School will ensure that appropriate safeguarding and health and safety checks are undertaken before pupils commence work experience placements. The suitability of the placement will be assessed having regard to the age, maturity, vulnerability and individual needs of the pupil.

Where appropriate, the school will seek assurance that work experience providers:

- understand their safeguarding responsibilities;
- have suitable safeguarding and child protection procedures;
- know how to recognise and report safeguarding concerns;
- have appropriate arrangements for supervision and risk management.

Danson Primary School will ensure that pupils understand how to raise concerns during their placement and know who they can contact if they feel unsafe or require support.

Where work experience takes place within the school, safer recruitment and vetting requirements will be applied in accordance with statutory guidance. Any DBS checks required will be determined in line with current legislation and the nature of the role being undertaken, rather than solely by the age of the pupil.

15. Concerns about pupils

The school recognises that safeguarding is everyone's responsibility and that all staff have a duty to identify, respond to and report concerns about a child's welfare at the earliest opportunity. Every member of staff has a responsibility to act where they have concerns that a child may be suffering, or is likely to suffer, abuse, neglect, exploitation or any other form of harm.

The Board of Governors will ensure that robust safeguarding arrangements are implemented consistently across the school. The school will monitor the effectiveness of safeguarding practice through quality assurance activities, safeguarding reviews, and regular reporting to the Board.

The designated safeguarding governor (or safeguarding link governor) within the school will undertake safeguarding monitoring visits at least termly to provide assurance that safeguarding arrangements are operating effectively. These visits will include consideration of whether the school:

- has clear and well-understood procedures for staff to report safeguarding concerns promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL(s);
- has effective arrangements for the DSL to seek advice, make referrals and work collaboratively with Children's Social Care, Family Help services, safeguarding partners and other relevant agencies;
- ensures safeguarding concerns are responded to promptly, appropriately and in accordance with statutory guidance;
- provides safeguarding induction, training and regular updates so that staff understand their safeguarding responsibilities;
- maintains effective safeguarding recording systems and information-sharing arrangements;
- promotes a culture where safeguarding concerns are identified, recorded, shared and acted upon without delay.

The school recognises that children may not feel ready, able or know how to tell someone that they are experiencing abuse, neglect, exploitation or other forms of harm. Children may not recognise that what is happening to them is abusive, may feel embarrassed, frightened or ashamed, may fear the consequences of telling someone, or may have communication needs that make disclosure difficult.

All staff will therefore maintain **professional curiosity**, remain vigilant to changes in a child's presentation, behaviour or circumstances, and consider the child's lived experience when assessing concerns. Staff will never assume that someone else has acted and will always report concerns to the DSL or Deputy DSL(s), even where there is uncertainty about the level of risk.

Where concerns indicate that a child or family may benefit from additional support, the DSL will consider whether **Early Help, Family Help** (where available locally), or other multi-agency support is appropriate. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will make an immediate referral to Children's Social Care and, where appropriate, the police.

The school will ensure that all staff understand the importance of timely, lawful and proportionate information sharing. Staff will understand that data protection legislation does not prevent the sharing of information where this is necessary to safeguard or promote the welfare of a child. Where staff are uncertain whether information should be shared, they will seek advice from the DSL without delaying action that may be necessary to protect a child.

The school has a zero-tolerance approach to all forms of abuse, including **child-on-child abuse**. All concerns involving child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour, bullying, exploitation or online abuse, will be managed in accordance with The school's **Child-on-Child Abuse Policy** and safeguarding procedures.

The school recognises the importance of working collaboratively with children, families and partner agencies to achieve the best possible outcomes. Where appropriate, and where this is consistent with the child's safety and best interests, the DSL will consider whether a **Family Group Decision-Making (FGDM)** approach or other family-led planning process may help identify and coordinate support within the wider family network. This will not delay referrals to Children's Social Care where statutory intervention is required.

All safeguarding concerns, decisions, actions taken and outcomes will be recorded accurately, contemporaneously and securely in accordance with the school's safeguarding recording procedures.

16. What to do if you suspect abuse has occurred and Managing referrals

16.1 What to do if you suspect abuse has occurred

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

The Designated Safeguarding Leads in the school are Mrs Leona Casey (Co-Head Teacher) and Mrs Anne Allen (Co- Head teacher) and have 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 Mrs Leona Casey (Co-Head Teacher) or Mrs Anne Allen (Co-Head Teacher), the matter should be brought to the attention of any of the following Deputy DSLs – Mrs K Hui/Miss Herdecka. In their absence, speak to any member of the safeguarding team listed on page 2 of this Policy. The Designated Safeguarding Leads and any of the Deputy Designated Safeguarding Leads (mentioned above) are contactable on their school mobile phone when not on the school premises.

Suspensions 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.

16.2 Managing Referrals

The school is committed to ensuring that safeguarding concerns are identified, responded to and referred promptly in order to protect children from harm. All staff have a responsibility to act immediately where they are concerned about a child's safety or welfare and must follow the school's policy and procedures.

Reporting Safeguarding Concerns Flowchart and safeguarding procedures.

All staff, particularly Designated Safeguarding Leads (DSLs) and Deputy DSLs (DDSLs), will be familiar with the local safeguarding partnership arrangements, local authority referral pathways and threshold guidance. The DSL will provide advice, guidance and support to staff where required and will ensure that referrals are made in a timely, child-centred and proportionate manner.

Where a child may be suffering, or is likely to suffer, significant harm, the DSL (or another appropriate member of staff if necessary) will make an immediate referral to Children's Social Care and, where appropriate, the police. If a child is in immediate danger, any member of staff may make a referral directly to Children's Social Care or contact the emergency services without delay. The DSL must be informed as soon as possible thereafter.

Where a child or family would benefit from additional support but the threshold for statutory intervention is not met, the DSL will consider whether **Early Help, Family Help** (where available locally), or other appropriate multi-agency support should be initiated.

Information shared with external agencies will be relevant, necessary, proportionate, accurate, timely and shared in accordance with data protection legislation and statutory safeguarding guidance. Staff will understand that concerns about confidentiality or data protection must not prevent appropriate information sharing where this is necessary to safeguard or promote the welfare of a child.

The DSL will work collaboratively with Children's Social Care, Family Help services, health professionals, education providers, the police and other safeguarding partners to ensure that children receive appropriate support and protection. The DSL will contribute to assessments, strategy discussions, child protection conferences, child in need meetings, Team Around the Family (TAF) meetings, Family Help arrangements and other multi-agency processes where appropriate. Where criminal investigations are taking place, the school will work closely with the police and other agencies to ensure that safeguarding action supports the child while avoiding actions that could compromise any investigation.

The school will not delay taking action to safeguard a child because a statutory assessment, police investigation or other enquiry is ongoing or has not yet commenced. Appropriate support and protective measures will be implemented immediately where required.

Where Children's Social Care decides that statutory intervention is not appropriate, the DSL will carefully consider the rationale for that decision. If the school believes that a child remains at risk of harm or that the child's needs have not been appropriately addressed, the DSL will follow local escalation or professional challenge procedures and re-refer where appropriate. Where statutory intervention is not required and Danson Primary School agrees with the decision, the DSL will consider what other support, including Early Help, Family Help or pastoral intervention, may be appropriate.

Danson Primary School recognises the importance of keeping children informed, where appropriate and in accordance with their age, understanding and best interests. Wherever

possible, children will be supported to understand the safeguarding process, the decisions being made, the support available and the actions being taken to keep them safe.

The school will normally work in partnership with parents and carers when safeguarding concerns arise. However, parents or carers will not be informed before a referral is made where doing so may place a child or another person at increased risk of harm, prejudice a criminal investigation or otherwise compromise the child's safety.

All safeguarding referrals, decisions, discussions, actions taken and outcomes will be recorded accurately, promptly and securely in accordance with the school's safeguarding recording procedures.

Professional Challenge and Escalation

Danson Primary School recognises that effective safeguarding relies upon constructive professional challenge and robust multi-agency working.

Where there is disagreement regarding decisions made by another agency, or where staff believe that a child's needs have not been appropriately recognised or addressed, the DSL will follow the local safeguarding partnership escalation procedures to ensure that the child's welfare remains paramount.

Staff will continue to advocate for children where they believe that further assessment, intervention or support is required.

17. Concerns About the School's Safeguarding Practice

Danson Primary School promotes an open and transparent safeguarding culture in which all staff feel confident to raise concerns about safeguarding practice.

Any concerns regarding safeguarding practice within the school should be raised promptly with the Headteacher or other appropriate senior leader, in accordance with the school's safeguarding and governance procedures.

Where a member of staff feels unable to raise concerns through normal management channels, or believes that concerns have not been addressed appropriately, they should follow the school's **Whistleblowing Policy**. Staff may also seek advice or report concerns through external whistleblowing routes where appropriate, including the NSPCC Whistleblowing Advice Line.

No member of staff will suffer detriment for raising genuine safeguarding concerns in good faith.

18. Safeguarding Concerns and Managing Allegations About Adults Working with Children

The school will manage all safeguarding concerns, allegations and reports relating to adults working with children in accordance with statutory guidance, local safeguarding arrangements and the school's **Managing Allegations Against Adults Working with Children Policy**.

This applies to concerns involving:

- trainee teachers
- employees;
- agency and supply staff;
- volunteers;
- governors;
- contractors;
- third-party providers;
- anyone undertaking work on behalf of The school.

Danson Primary School recognises the distinction between:

- **allegations that may meet the harm threshold;** and
- **low-level concerns** which do not meet the harm threshold but may indicate behaviour inconsistent with the school's staff code of conduct or expected professional standards.

An allegation may meet the harm threshold where an adult has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against, or related to, a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Danson Primary School will ensure that all allegations meeting the harm threshold are referred promptly to the appropriate agencies, including the Local Authority Designated Officer (LADO) where required, and managed in accordance with statutory procedures.

Low-level concerns will be managed in accordance with Danson Primary School's **Low-Level Concerns Policy**. All staff are expected to report low-level concerns so that patterns of behaviour can be identified, risks managed appropriately and a strong safeguarding culture maintained. The welfare of the child will remain the school's paramount consideration throughout all safeguarding and allegation management processes.

19. Communication, Information Sharing and Confidentiality

The school recognises that effective safeguarding depends upon timely, accurate and appropriate communication and information sharing between staff, schools, safeguarding partners and other relevant agencies. The welfare of the child is paramount, and concerns about confidentiality or data protection must never prevent information from being shared where this is necessary to safeguard or promote the welfare of a child.

All staff will understand that they have a responsibility to share safeguarding information appropriately and without unnecessary delay where there are concerns that a child may be suffering, or is likely to suffer, abuse, neglect, exploitation or any other form of harm.

The Designated Safeguarding Lead (DSL) will ensure that safeguarding information is managed in accordance with statutory guidance and will:

- understand the importance of effective information sharing within the school, across the school and with safeguarding partners, Children's Social Care, Family Help services (where applicable), health professionals, the police and other relevant agencies;
- ensure that safeguarding information accompanies pupils whenever they transfer to another school or educational setting, including in-year transfers and transition between phases of education, so that appropriate support can continue without delay;
- understand and apply the requirements of the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and relevant information-sharing guidance;
- maintain accurate, factual, contemporaneous and secure safeguarding records;
- ensure that records include concerns raised, discussions held, decisions made, actions taken and the rationale for those decisions, including where referrals are made, not made or where professional challenge or escalation has taken place;
- ensure safeguarding records are retained, stored securely and transferred appropriately in accordance with statutory requirements and The school's records management procedures.

Danson Primary School recognises that effective safeguarding often depends upon sharing information with appropriate professionals at the right time. Information will be shared lawfully, proportionately, accurately, securely and only with those who need the information to safeguard or promote the welfare of a child.

All safeguarding and child protection information will be treated as confidential. Access to safeguarding records will be restricted to those with a legitimate safeguarding need to know. Staff must not discuss safeguarding concerns outside appropriate professional contexts or disclose information unnecessarily.

Staff will never promise a child that information shared with them will be kept confidential. Where a child makes a disclosure, staff will explain, in an age-appropriate manner, that information may need to be shared with other professionals whose role is to help keep them safe. Wherever appropriate, children will be informed about what information will be shared, with whom and the reasons for doing so.

Danson Primary School recognises that, in some circumstances, information may need to be shared without the consent of the child or their parent/carer where there is a lawful basis to do so and where this is necessary to safeguard or promote the welfare of a child, protect another person from harm, or support the prevention, detection or prosecution of crime. Decisions to share information without consent will always be carefully considered, proportionate, recorded and based upon the individual circumstances of the case.

Where a child has experienced sexual violence, sexual abuse or sexual harassment, the school will respect and protect the child's privacy and dignity. Danson Primary School recognises that victims of alleged sexual offences are entitled to lifelong anonymity under the law, subject to limited statutory exceptions. Information relating to such cases will only be shared with those who need

to know in order to safeguard children, support the victim, manage risk or comply with legal obligations.

Where criminal investigations are ongoing, the school will work closely with the police and other agencies to ensure that information is shared appropriately and that actions taken by the school do not compromise any investigation.

Danson Primary School will normally work in partnership with parents and carers where safeguarding concerns arise. However, parents or carers will not be informed before information is shared or a referral is made where doing so could:

- place a child or another person at increased risk of harm;
- prejudice a criminal investigation;
- compromise safeguarding enquiries; or
- otherwise be contrary to the child's best interests.

The DSL will determine, in consultation with relevant agencies where appropriate, when and how parents or carers should be informed.

Danson Primary School expects all staff to exercise professional judgement and seek advice from the DSL whenever there is uncertainty regarding information sharing. Staff should not delay sharing information where doing so may place a child at risk.

Any actual or suspected breach of confidentiality, unauthorised disclosure of safeguarding information or inappropriate handling of safeguarding records will be treated seriously. Such incidents will be investigated promptly, appropriate remedial action will be taken, and lessons learned will be used to strengthen safeguarding practice, information governance and staff training.

20. Safer recruitment

Danson Primary School is committed to safeguarding and promoting the welfare of children by ensuring that robust safer recruitment procedures are followed for all individuals who work, volunteer or provide services within the school.

The school's detailed procedures for safer recruitment, including recruitment processes, pre-employment checks, interview arrangements, references, risk assessments and induction requirements, are outlined within the **Safer Recruitment Policy**.

Danson Primary School recognises that safer recruitment is an essential safeguarding measure and that appropriate checks must be completed before individuals begin working with children, unless exceptional circumstances apply and appropriate safeguards are in place.

The Board of Governors retains overall responsibility for ensuring that safer recruitment arrangements are effective across the school. This responsibility may be delegated appropriately to senior leaders or authorised personnel, but accountability remains with the school.

Pre-Employment and Suitability Checks

Danson Primary School will ensure that appropriate pre-employment and suitability checks are undertaken for all prospective employees, including:

- new employees;
- existing employees moving to roles requiring additional checks;
- internal candidates;
- individuals who have lived or worked outside the UK;
- volunteers;
- governors;
- contractors and third-party workers where appropriate.

The checks undertaken will be proportionate to the role and level of contact the individual will have with children and will comply with statutory safeguarding requirements.

An enhanced Disclosure and Barring Service (DBS) check with barred list information will be obtained for individuals undertaking **regulated activity** with children.

A person is considered to be undertaking regulated activity where their role involves the type of work and level of contact defined in legislation, which may include individuals who:

- are responsible for the care or supervision of children;
- regularly work in schools or educational settings when children are present;
- undertake activities that meet the regulated activity criteria.

The school will use the Department for Education (DfE) and Disclosure and Barring Service guidance to determine whether a role requires an enhanced DBS check with barred list information.

Volunteers

Danson Primary School recognises the valuable contribution made by volunteers across its schools and is committed to ensuring that all volunteers are suitable to work with children and understand their safeguarding responsibilities.

All volunteers will be subject to appropriate safeguarding checks based on the nature of their role, the frequency of their activities, the level of supervision provided and whether their role meets the definition of regulated activity.

Where a volunteer is undertaking **regulated activity with children**, an **Enhanced DBS check with Children's Barred List information** will be obtained before the volunteer begins their role.

A volunteer may be considered to be undertaking regulated activity where they carry out relevant activities frequently (once a week or more), on more than three days in any 30-day period, or overnight, and where the activity meets the statutory definition of regulated activity.

Where a volunteer is not undertaking regulated activity, the school will undertake an appropriate assessment of risk and determine what checks and safeguarding measures are required. This may include:

- an Enhanced DBS check without barred list information;
- identity checks;
- references;

- safeguarding induction;
- appropriate supervision arrangements;
- ongoing monitoring of suitability.

Where volunteers are supervised by staff who are engaging in regulated activity, the school will ensure that the supervision arrangements are sufficient, reasonable and appropriate to safeguard children.

Danson Primary School will maintain records of volunteer checks, including any risk assessments undertaken to determine whether a DBS check is required.

Contractors, Self-Employed Individuals and Third-Party Workers

Danson Primary School recognises that safeguarding responsibilities extend to individuals working on behalf of schools, including contractors, agency workers, self-employed individuals and third-party providers.

The school will ensure that appropriate checks and assurances are obtained before individuals begin work that involves contact with children.

Where contractors or self-employed individuals are required to undertake DBS checks, Danson Primary School will ensure that appropriate arrangements are in place, including confirmation that checks have been completed through an appropriate registered body or umbrella organisation where applicable.

Where third-party organisations provide services within the school, written confirmation will be obtained that appropriate safeguarding and suitability checks have been undertaken.

Overseas Checks

Danson Primary School recognises that individuals who have lived or worked outside the UK may require additional checks to establish their suitability to work with children.

Where applicable, schools will obtain appropriate overseas criminal record information or certificates of good conduct, having regard to the guidance issued by the DfE.

Where overseas checks cannot be obtained, Danson Primary School will ensure that appropriate alternative safeguarding measures are considered and recorded.

DBS Referrals

Danson Primary School will make a referral to the Disclosure and Barring Service (DBS) where it is legally required to do so.

A referral will be made where the school has removed an individual from regulated activity with children because they:

- have harmed a child or placed a child at risk of harm;
- have committed, or may have committed, a relevant offence against a child;
- are considered unsuitable to work with children.

The duty to refer applies where an individual is removed from regulated activity, including where they:

- are dismissed;

- resign or otherwise leave their role following safeguarding concerns;
- are suspended;
- are redeployed to duties that do not involve regulated activity.

Danson Primary School will ensure that decisions regarding DBS referrals are made promptly and recorded appropriately.

Information from the SCR should not be published publicly, as it contains sensitive personal data and vetting details meant strictly for internal safeguarding and regulatory inspections. Public release would violate UK GDPR and data protection laws. Statutory guidance mandates that the register be kept secure and confidential. Access is restricted strictly to authorized school leaders, governors, and external inspectors such as Ofsted.

21. Single Central Record (SCR)

Danson Primary School will maintain an accurate and up-to-date **Single Central Record (SCR)**.

The Single Central Record (SCR) will provide a clear and auditable record that all required recruitment and safeguarding checks have been completed in accordance with statutory requirements. The SCR will be maintained accurately and kept up to date, in a format that enables information to be accessed promptly when required, including for inspection, audit and monitoring purposes.

The SCR will include, where applicable, details of:

- identity checks;
- enhanced DBS checks;
- children's barred list checks;
- prohibition from teaching checks;
- checks of professional qualifications where required;
- right to work in the UK checks;
- overseas checks where applicable;
- Section 128 checks for individuals undertaking management positions;
- further checks required for specific roles;
- details of DBS checks undertaken for volunteers;
- whether a volunteer is engaging in regulated activity;
- any risk assessment undertaken where a volunteer is not subject to a barred list check;
- supervision arrangements where applicable.

Danson Primary School will ensure that SCR records are accurate, secure and regularly monitored.

Agency and Supply Staff

Danson Primary School will ensure that appropriate safeguarding checks have been completed for agency workers, supply staff and third-party staff before they begin work.

Where staff are supplied through an agency or employment business, Danson Primary School will obtain written confirmation that the appropriate checks have been completed.

Confirmation will include:

- confirmation that required DBS checks and suitability checks have been completed;
- confirmation of the date checks was completed;
- confirmation of any relevant information relating to suitability.

Where individuals are providing education or services on behalf of the school, including through online delivery, appropriate safeguarding checks and assurances will be obtained.

SCR Records for Volunteers and Additional Safeguarding Information

The Single Central Record (SCR) will include appropriate information relating to volunteers and any additional safeguarding checks or assessments undertaken to support effective safeguarding practice.

Where applicable, the SCR will record:

- details of any DBS checks undertaken for volunteers, including the level of check completed;
- whether the volunteer is engaging in regulated activity with children;
- whether a Children's Barred List check has been undertaken where the role meets the definition of regulated activity;
- details of any risk assessments undertaken to determine whether a volunteer requires a DBS check or whether a barred list check is required;
- details of supervision arrangements where a volunteer is not engaging in regulated activity but is working with children under supervision;
- written confirmation from supply agencies, employment businesses or third-party providers that required safeguarding and suitability checks have been completed;
- any additional safeguarding information considered necessary to demonstrate that appropriate measures are in place to safeguard children.

Danson Primary School will ensure that decisions regarding DBS checks, barred list checks, supervision arrangements and risk assessments are appropriately recorded and regularly reviewed to ensure that they remain suitable and effective.

Information relating to individuals will be removed from the SCR when they cease working, volunteering or providing services for the school, in accordance with the school's data retention requirements and records management procedures.

22. Support and Training of Staff, Governors and Volunteers

We at Danson Primary School are committed to the provision of safeguarding training at all levels for all our staff and governors.

Staff Training and Awareness

The school will ensure that all staff and volunteers receive appropriate safeguarding and child protection training at induction and that this training is updated **at least annually**. Additional training and updates will be provided whenever required, including following significant changes to legislation, statutory guidance, local safeguarding arrangements, emerging safeguarding risks or changes to school procedures.

Training will equip staff with the knowledge, skills and confidence to recognise, respond to and report safeguarding concerns effectively and to understand their individual responsibilities in maintaining a strong whole-school safeguarding culture.

Induction Training

All staff and volunteers will receive safeguarding and child protection training as part of their induction. This will include, as a minimum:

- the **Child Protection and Safeguarding Policy**;
- the **Staff Code of Conduct**;
- **Part One and Part Five, and Annex A of Keeping Children Safe in Education (KCSIE) 2026**, as applicable to their role;
- the **Behaviour and Anti-Bullying Policy**;
- the school's policy and procedures relating to **children missing education**;
- the **Whistleblowing Policy**;
- appropriate safeguarding and child protection training, including **online safety**, with an understanding of staff roles and responsibilities in relation to filtering and monitoring;
- information about the **role, responsibilities and identity of the Designated Safeguarding Lead (DSL) and Deputy DSL(s)**;
- the procedures for reporting safeguarding concerns, including concerns about adults working with children;
- the school's arrangements for information sharing, confidentiality and safeguarding record keeping.

All staff and volunteers are expected to familiarise themselves with the above policies and guidance insofar as they relate to the safeguarding of pupils.

Safeguarding and Child Protection Awareness Training

Through safeguarding training and regular updates, staff will develop the knowledge and confidence to:

- recognise signs and indicators of abuse, neglect, exploitation and other safeguarding concerns;
- understand how safeguarding concerns may present differently in different children, including children with SEND and other vulnerabilities;
- understand the importance of taking all concerns seriously and responding promptly;
- understand the school's procedures for reporting concerns to the DSL or Deputy DSL(s);
- understand when concerns may require referral to external agencies and the importance of appropriate information sharing;

- understand the potential impact of **adversity, trauma and abuse** on children's development, behaviour and wellbeing;
- understand the principles of **contextual safeguarding**, including risks arising outside the school or family environment;
- recognise and respond appropriately to **child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour**;
- understand the specific safeguarding needs of **children in care, previously looked-after children, children with SEND, young carers and other children who may be particularly vulnerable**;
- recognise concerns relating to **child criminal exploitation (CCE), child sexual exploitation (CSE)** and other forms of exploitation, including relevant referral pathways such as the National Referral Mechanism where appropriate;
- understand the **Prevent duty** and how concerns relating to radicalisation or extremism should be reported.

Sexual Development, Harmful Sexual Behaviour and Image-Based Abuse Training

Staff will receive appropriate training to understand children's sexual development and age-appropriate sexual behaviour. This will enable staff to distinguish between healthy sexual development and behaviour that may be harmful, coercive, abusive or exploitative.

Training will include:

- children's sexual development and age-appropriate sexual behaviour;
- harmful sexual behaviour and circumstances in which sexualised behaviour may indicate a safeguarding concern;
- sexual violence and sexual harassment, including child-on-child sexual harassment;
- the risks associated with the creation, possession and sharing of **nude and semi-nude images and/or videos**;
- the potential impact on children who are depicted in such images or videos, whether the original sharing was consensual or not;
- the importance of responding sensitively, proportionately and without blame or judgement;
- when concerns should be escalated to the DSL and when external agencies may need to be involved.

Staff will understand that the motivations behind the creation or sharing of nude or semi-nude images may vary and may include:

- curiosity;
- peer pressure or pressure from an intimate partner;
- coercion or manipulation;
- seeking approval, acceptance or attention;
- exploitation;
- malicious sharing;
- bullying or harassment.

The context of each incident must therefore be carefully assessed. Staff must avoid making assumptions about the behaviour, motivation or intentions of the children involved and must follow the school's safeguarding procedures.

Online Safety Training

Through safeguarding and online safety training, all staff will understand:

- the range of risks children may face online;
- behaviours, changes in presentation or other indicators that may suggest a child is experiencing online harm;
- how online activity can contribute to wider safeguarding concerns, including exploitation, child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour;
- the risks associated with inappropriate online content, communication and contact;
- the procedures for reporting concerns about a pupil's online activity;
- how to report concerns relating to inappropriate online content, communication or behaviour;
- the additional online risks that may be experienced by pupils with SEND and other vulnerabilities;
- the school's expectations and procedures regarding filtering and monitoring.

Online safeguarding concerns will be treated as safeguarding concerns and must be reported promptly to the DSL or Deputy DSL(s) in accordance with the school's reporting procedures.

Ongoing Staff Training and Updates

All staff and volunteers will undertake appropriate safeguarding and child protection training **at least annually** to equip them to carry out their responsibilities effectively.

The DSL will provide additional safeguarding updates at relevant intervals, including through staff meetings, briefings and other appropriate communication. Updates will reflect emerging safeguarding risks, local and national developments, changes to legislation and statutory guidance, and lessons learned from safeguarding practice.

Staff will be provided with opportunities to contribute to and inform the school's safeguarding arrangements and will be encouraged to raise concerns about safeguarding practice, emerging risks or gaps in provision.

Designated Safeguarding Lead and Deputy DSLs Training

In addition to the basic safeguarding training provided to all staff, the **Designated Safeguarding Lead (DSL), Deputy DSL(s) and other members of the safeguarding team** will undertake specialist training appropriate to their roles and responsibilities.

The DSL and Deputy DSL(s) will undertake appropriate training in **inter-agency working** and will receive refresher training **at least every two years**. They will also undertake regular updates and continuing professional development to ensure that their knowledge and skills remain current.

The DSL will undertake **Prevent awareness training** and will ensure that their knowledge remains up to date in relation to the Prevent duty and local procedures for responding to concerns about radicalisation and extremism.

Training will provide the DSL and Deputy DSL(s) with a good understanding of:

- their own roles and responsibilities in relation to safeguarding and child protection;
- how to identify, understand and respond to specific needs that may increase a child's vulnerability;
- specific safeguarding harms and risks that may affect children;
- the assessment process for providing **early help and statutory intervention**, including local thresholds and referral arrangements;
- local safeguarding partnership procedures and referral pathways;
- the processes followed by children's social care, including child protection conferences and child protection review conferences;
- the roles, responsibilities and procedures of other agencies involved in safeguarding children, particularly **children's social care**;
- the importance of effective inter-agency working and information sharing;
- the importance of providing appropriate information and support to children's social care and other safeguarding agencies;
- the impact that adversity, abuse and trauma can have on children's development and wellbeing;
- the specific safeguarding needs of children in need, children with SEND, children with relevant health conditions, young carers and other children who may be particularly vulnerable;
- contextual safeguarding and extra-familial harm;
- child-on-child abuse, sexual violence, sexual harassment and harmful sexual behaviour;
- child criminal exploitation and child sexual exploitation;
- online safety, including the additional risks faced by pupils with SEND;
- safer working practices and the management of allegations against adults working with children;
- local safeguarding arrangements and relevant changes to legislation, statutory guidance and safeguarding practice.

The DSL and Deputy DSL(s) will have access to appropriate resources, professional advice and relevant refresher training to ensure that they are able to fulfil their safeguarding responsibilities effectively.

The DSL will ensure that safeguarding training records are maintained and that appropriate arrangements are in place to monitor compliance with mandatory safeguarding training requirements.

Safeguarding Training for Governors

The school will provide **enhanced safeguarding training for governors** to equip them with the knowledge and understanding required to provide effective strategic challenge, oversight and assurance.

Governor training will enable governors to:

- understand their statutory safeguarding responsibilities and the school's safeguarding arrangements;
- understand the role and responsibilities of the DSL and wider safeguarding team;
- scrutinise and challenge the effectiveness of safeguarding policies, procedures and practice;
- test and assure themselves that safeguarding arrangements are effective and appropriately implemented;
- understand safeguarding risks affecting the school's pupils and the measures in place to address them;
- understand the importance of safer recruitment, allegations management, training, filtering and monitoring, attendance and information sharing;
- monitor whether the school is adopting a robust **whole-school approach to safeguarding**;
- ensure that safeguarding remains a strategic priority and that appropriate resources, training and support are available;
- provide effective challenge where safeguarding practice or arrangements require improvement.

Governors will receive safeguarding updates as necessary to ensure that their knowledge remains current and that they are able to provide effective strategic oversight and challenge.

The governing body will ensure that safeguarding is regularly considered as part of its monitoring and assurance arrangements and that it is satisfied that the school's safeguarding policies and procedures are effective in protecting pupils and promoting their welfare.

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. Staff should ensure that all safety measures are observed if they have to transport children.

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.

23.4 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 Online 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.

23.5 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. 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.

25. Whistle Blowing

Staff should be aware that children may feel unable to raise concerns if they see staff members failing to do so themselves. All staff are therefore encouraged to speak openly about any concerns they have regarding the attitudes or actions of colleagues, in accordance with the School's and Local Authority's Whistleblowing Policy.

26. 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.

27. Monitoring and review

This policy is reviewed at least annually by the DSL and the headteacher. This policy will be updated as needed to ensure it is up to date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is September 2027.

The school will ensure that any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the governing board. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the school's procedures.

If any concerns are raised by the LADO or Ofsted about safeguarding issues, the following actions will be taken:

The DSL conducts an investigation as a priority and comply with any deadlines given

The Chair of the School Board reports to the LADO or Ofsted on the findings of the investigation and sets out any action to be taken

The school endeavours to comply as soon as possible with any recommendations from the LADO or Ofsted

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 Safeguarding and 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 item at all of our governor 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: 1 September 2026

Co-Head teacher (name): Mrs Leona Casey

Head teacher (signature):

Co-Head teacher (name): Mrs Anne Allen

Head teacher (signature):

Chair of Governors (name): Mrs Heather Mash

Chair of Governors (signature):

Governor Responsible for Child Protection (name): Mrs Heather Mash

Governor Responsible for Child Protection (signature):

Date policy ratified by Governing Body:

Date to be reviewed: 1 September 2027

APPENDIX A

Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. Domestic abuse
2. Homelessness
3. Children absent from education
4. Child abduction and community safety incidents
5. Child criminal exploitation (CCE)
6. Cyber-crime
7. Child sexual exploitation (CSE)
8. Modern slavery
9. FGM
10. Virginity testing and hymenoplasty
11. Forced marriage
12. Radicalisation
13. Pupils with family members in prison
14. Pupils required to give evidence in court
15. Mental health
16. Serious violence
17. Private Fostering

1. Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

Staff will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

2. Homelessness

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

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

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

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

3. Children absent from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that it responds to children persistently being absent from education and will support in identifying such abuse and help prevent the risk of pupils becoming absent from education in the future.

Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing from Education Policy.

The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 school days or more.

The school will follow the DfE’s guidance on improving attendance where there is a need to work with children’s services due to school absences indicating safeguarding concerns.

Admissions register

Pupils will be placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil’s name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies a school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, schools will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

Schools will also remove a pupil from the admissions register where the school and LA have been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the relevant school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives

- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the School Attendance (Pupil Registration) (England) Regulations 2024

The school will work with the LA to establish methods of making returns for pupils back into the school and will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

4. Child abduction and community safety incidents

For the purposes of this policy, **“child abduction”** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers. All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

The school will provide pupils with practical advice and lessons to ensure they can keep themselves safe outdoors.

5. Child criminal exploitation (CCE)

For the purposes of this policy, **“child criminal exploitation”** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

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

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

All staff across the school will recognise that children who are criminally exploited are victims of abuse, regardless of whether they have committed criminal offences or whether their involvement appears to be consensual. It is not possible for a child to consent to exploitation, abuse or

trafficking. Staff will understand that children of any gender can be at risk of Child Criminal Exploitation (CCE) and that many may not recognise they are being exploited. All safeguarding concerns relating to CCE will therefore be responded to through a child-centred, victim-focused approach.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.

County lines

For the purposes of this policy, **“county lines”** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging,’ where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owning a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

6. Cyber-crime

For the purposes of this policy, **“cyber-crime”** is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking.’
- Denial of Service attacks, known as ‘booting.’
- Making, supplying or obtaining malicious software, or ‘malware,’ e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

7. Child sexual exploitation (CSE)

For the purposes of this policy, **“child sexual exploitation”** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

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

School staff will be able to recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. Schools will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. Staff will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.

- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All concerns related to CSE will be managed in line with the Child Sexual Exploitation (CSE) Policy. Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then manage the matter to conclusion. The school will cooperate as needed.

8. Modern slavery

For the purposes of this policy, **“modern slavery”** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff within the school will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

9. FGM

For the purposes of this policy, **“FGM”** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All school staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school’s procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been conducted. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All school staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal

a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman.'
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All school staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending prolonged periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help but not being explicit about the problem due to embarrassment or fear.

Honour or Faith-based abuse (HBA)"

10. Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to conduct, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing - Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a prolonged period which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A pupil has already experienced or is at risk of other forms of HBA
- A pupil is already known to social services in relation to other safeguarding issues

- A pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or notable change in behaviour
- A pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

11. Forced marriage

Honour or Faith-based abuse (HBA)”

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child’s eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.

- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victim's needs at an early stage and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.

- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

Schools will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

Schools will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

Schools will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school’s RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

12. Radicalisation

For the purposes of this policy, **“radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **“extremism”** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **“terrorism”** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. The school will ensure that procedures are in place for staff to be alerted to changes in pupils’ behaviour which could indicate that they may need help or protection. The school will also ensure that staff can use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work together with local safeguarding arrangements as appropriate.

The school will ensure that schools engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

The DSL in the school will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as **“the Prevent duty”**. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in school’s Prevent Duty Policies.

13. Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support, as necessary. They will receive a copy of ‘Are you a young person with a family member in prison?’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

14. Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet ‘Going to Court’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

15. Mental health

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

Staff will not attempt to make a diagnosis of mental health problems and schools will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

These indicators include, but are not limited to:

- Significant changes in behaviour;
- Ongoing difficulty sleeping;
- Withdrawing from social situations;
- Not wanting to do things they usually enjoy.

If a child is in danger, the DSL / staff will call 999 or take them to A&E. If urgent but not an emergency, the NHS 111 will be called, selecting the mental health option.

The school will ensure that staff are also aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff within the school who have a mental health concern about a pupil that is also a safeguarding concern are encouraged by the school to act in line with this policy and the school's Child Protection and Safeguarding Policy and speak to the DSL or DDSL(s).

The school will ensure that it can access a range of advice to help staff members identify pupils in need of additional mental health support, including working with external agencies. It will also ensure that there is a wide variety of advice and support offered to its staff while ensuring an ethos that is positive towards being open about mental health is adopted and implemented in the school.

In all cases of mental health difficulties, schools' Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

16. Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Frequent absence from school.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Changes in friendships or peer groups;
- Carrying a weapon;
- Increased aggression or violent behaviour;
- Unexplained money, gifts, new possessions or expensive items;
- Involvement in county lines or criminal exploitation;
- Significant decline in behaviour or educational engagement.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff are trained to:

- recognise the warning signs of serious violence;
- understand local patterns and contextual safeguarding risks;

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL who will:

- make referrals where appropriate to children's social care and/or the police;
- work with safeguarding partners and community agencies;
- include serious violence within safeguarding training and child-on-child abuse procedures.

2022 Act expects a range of

17. Private Fostering

The school recognises that privately fostered children may be particularly vulnerable and may require additional safeguarding support.

Private fostering occurs when a child under the age of 16 (or under 18 where the child has special educational needs and/or disabilities) is cared for by someone who is not their parent, a person with parental responsibility or a close relative for a period of 28 days or more.

All staff will be aware of the indicators that a child may be living in a private fostering arrangement and will report any concerns to the Designated Safeguarding Lead (DSL).

Where the school becomes aware that a pupil may be privately fostered, the DSL will notify the relevant local authority as soon as reasonably practicable so that the local authority can fulfil its statutory duties and undertake any necessary assessments or visits.

The school will continue to work in partnership with the local authority, parents/carers, private foster carers and other relevant professionals to safeguard and promote the welfare of the child.

APPENDIX B

Staff Disqualification Declaration

Name of staff member:

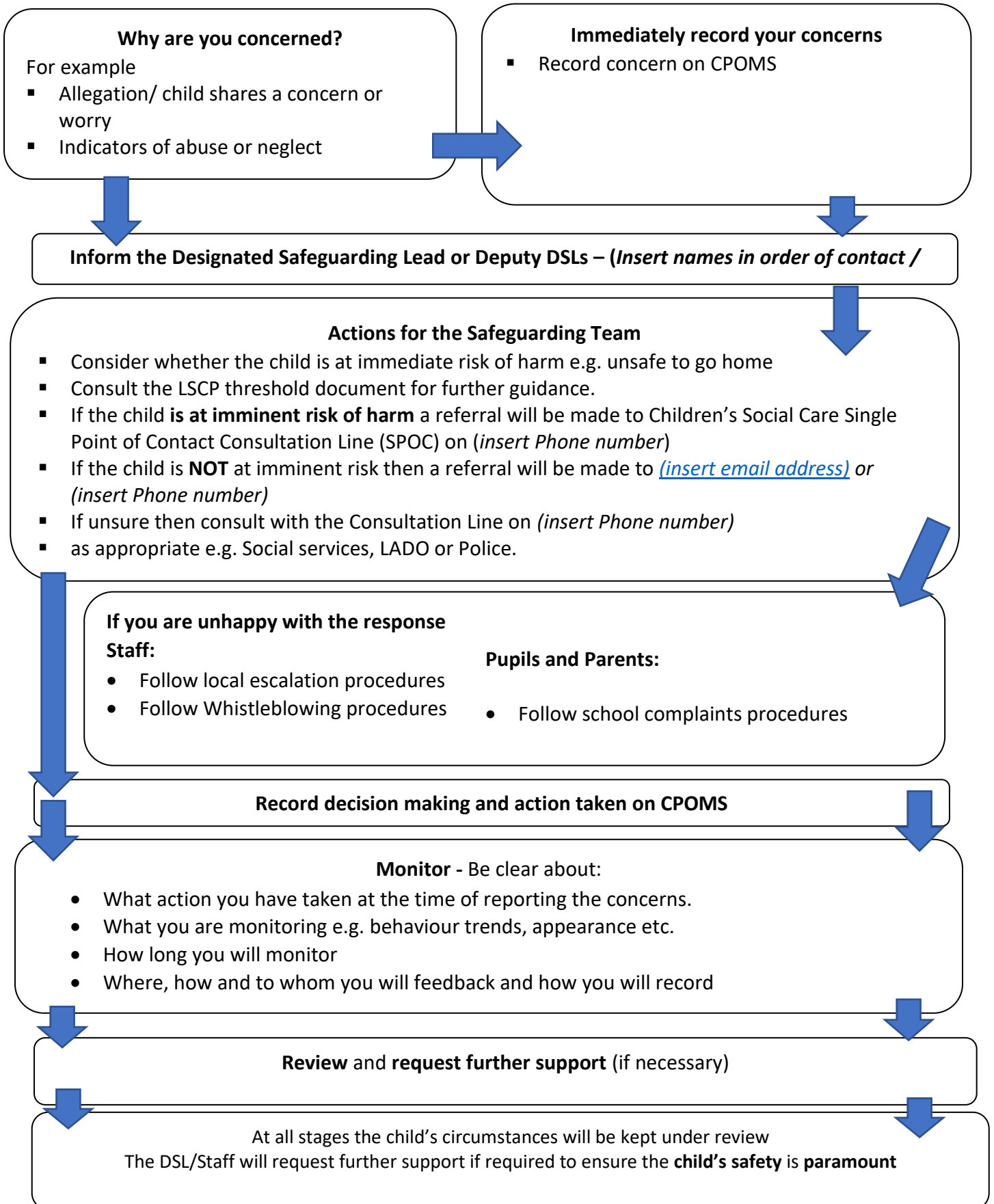
Position:

Orders and other restrictions		Yes/No
Have any orders or other determinations related to childcare been made in respect of you?		
Have any orders or other determinations related to childcare been made in respect of a child in your care?		
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?		
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?		
Are you barred from working with children by the DBS?		
Are you prohibited from teaching?		
Specified and statutory offences		
Have you ever been cautioned, reprimanded, given a warning for or convicted of:		
• Any offence against or involving a child?		
• Any violent or sexual offence against an adult?		
• Any offence under The Sexual Offences Act 2003?		
• Any other relevant offence?		
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?		
Provision of information		
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.		
Details of the order restriction, conviction or caution:		
The date(s) of the above:		

The relevant court(s) or body/bodies:	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions and/or convictions, a DBS certificate may be provided.	
Declaration	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that: I understand my responsibilities to safeguard children. I understand that I must notify the <u>headteacher</u> immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.	
Signed:	
Print name:	
Date:	

APPENDIX C

FLOWCHART ACTIONS TO TAKE IF YOU HAVE A CONCERN



APPENDIX D

GUIDELINES IF A PUPIL GOES MISSING

While pupils are in school, we have a 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 E

‘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 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*

APPENDIX F

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:
 - o Warn the person about their actions, verbally or in writing
 - o Require them to sign an undertaking not to do so again
 - o Ban them from taking images at school events, temporarily or permanently
 - o Ban them from attending school events, temporarily or permanently,
 - o 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 to 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 G

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?

APPENDIX H

ONLINE 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)