



Child Protection and Safeguarding Policy

Raglan Primary and Nursery are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

		Date
Date of Review		October 2020
Date of Next Review		October 2021

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Key Persons

AGENCY	CP TEAM	ROLE	CONTACT DETAILS
Bromley Children's Safeguarding Partnership	Gemma Taylor	Local Authority Designated Safeguarding Lead (LADO)	020 8461 7669 (via Bromley Safeguarding Children's Board) gemma.taylor@bromley.gov.uk lado@bromley.gov.uk (general enquiries) lado@bromley.gcsx.gov.uk (secure email)
Bromley Children's Safeguarding Partnership	Joan Keenan O'Malley	Senior Education Safeguarding Officer	Joan.Keenan-O'Malley@bromley.gov.uk 0208 461 7266
Multi-Agency Safeguarding Hub (MASH)	MASH Team		020 8461 7373/7379/7026 mash@bromley.gov.uk out of Hours 030 0303 8671
Bromley Local Authority - Bromley Council	Jared Nehra	Director of Education	jared.nehra@bromley.gov.uk 020 8313 4501
Anti-Radicalisation	PREVENT Team		020 7340 7264 Counter.terrorism@education.gsi.gov.uk
Virtual School	Sally Kelly	Headteacher	Sally.kelly@bromley.gov.uk 07966774298
Raglan Primary School and Nursery and Nursery	Kath Margetts Sam Collins Giles Milton	DSL DDSL Governor	020 8460 6558 headteacher@raglan.bromley.sch.uk 020 8460 6558

DSL Designated Safeguarding Lead
DDSL Deputy Designated Safeguarding Lead

Additional Advice and support

Abuse or safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2	DfE Advice
	Domestic Abuse: Various Information/Guidance https://www.gov.uk/guidance/domestic-violence-and-abuse	Home Office
	Faith Based Abuse: National Action Plan https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief	DfE Advice
	Relationship Abuse: disrespect nobody https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/	Home Office Website
Bullying	Preventing bullying including cyberbullying https://www.gov.uk/government/publications/preventing-and-tackling-bullying	DfE Advice
Children and the courts	Advice for 5 – 11 year old witnesses in criminal courts https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds	MoJ Advice
Children missing from education, home or care	Children missing education https://www.gov.uk/government/publications/children-missing-education	DfE Statutory Guidance
	Children missing from home or care https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care	DfE Statutory Guidance
	Children and adults missing strategy https://www.gov.uk/government/publications/missing-children-and-adults-strategy	Home Office Strategy
Children with Family Members in Prison	National Information Centre on Children of Offenders https://www.nicco.org.uk/	Barnardo's in partnership with Her Majesty's Prison and Probation Service advice

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Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines	Home Office Guidance
	Child Sexual Exploitation: guide for practitioners https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners	DfE
	Trafficking: Safeguarding Children https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance	DfE and HO Guidance
Drugs	Drugs: Advice for Schools https://www.gov.uk/government/publications/drugs-advice-for-schools	DfE and ACPO advice
	Drugs Strategy 2017 https://www.gov.uk/government/publications/drug-strategy-2017	Home Office Strategy
	Information and Advice on Drugs https://www.talktofrank.com/	Talk to Frank Website
	Drug Strategy 2017 https://www.gov.uk/government/publications/drug-strategy-2017	Home Office Strategy
	Information and Advice on Drugs https://www.talktofrank.com/	Talk to Frank Website
	ADEPIS Platform sharing information and resources for schools covering drug (and alcohol) prevention http://mentor-adepis.org/	Website developed by Mentor UK
“Honour – Based” Violence (so called)	Female Genital Mutilation: Information and Resources https://www.gov.uk/government/collections/female-genital-mutilation	Home Office
	Female Genital Mutilation: multi agency statutory guidance https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation	DfE, DH and HO Statutory Guidance
	Forced Marriage: Information and Practice Guidelines https://www.gov.uk/guidance/forced-marriage	FCO and HO
Health and Well-Being	Fabricated or Induced Illness: safeguarding children https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced	DfE, department for

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		Health and HO
	Rise Above: Free PSHE resources on health, well-being and resilience https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources	Public Health England
	Medical Conditions: Supporting children in school https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3	DfE Statutory Guidance
	Mental Health and Behaviour https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities	HCLG
Online	Sexting: responding to incidents and safeguarding children https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis	UK Council for child internet safety
Private Fostering	Private Fostering: Local Authorities https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE Statutory Guidance
Radicalisation	Prevent duty guidance https://www.gov.uk/government/publications/prevent-duty-guidance	HO Guidance
	Prevent duty advice for schools https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty	DfE advice
	Educate against Hate Website https://educateagainsthate.com/	DfE and HO
Violence	Gangs and youth violence for schools and colleges https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence	HO Advice
	Ending violence against women and girls 2016-2020 strategy https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020	HO Strategy
	Violence against women and girls: national statement of expectations for victims https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations	HO Guidance

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	Sexual Violence and sexual harassment between children in schools and colleges https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges	DfE advice
	Serious violence strategy https://www.gov.uk/government/publications/serious-violence-strategy	HO Strategy

Roles and Responsibilities

The Board of Trustees has an overarching role in ensuring that policies, procedures and training in CSAT schools are effective and comply with the law at all times. The Trust's over-arching statement on Safeguarding and Child Protection is available on the website (www.raglanprimaryschool.com), but it is the responsibility of all schools within the Trust to develop their own policy to encompass the Trust's ethos.

The Local Governing Bodies (LGB) will monitor the effectiveness of safeguarding policies, procedures and training in their own school and report any concerns to the CEO or Chair of Trustees. The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, where appropriate (see appendix 3).

The LGB must appoint a Nominated Governor for Child Protection, who must meet regularly with the school's safeguarding team and report on safeguarding matters to the LGB each term.

Designated Safeguarding Lead

Raglan Primary School and Nursery has a Designated Safeguarding Lead (DSL) who is responsible for:

- co-ordinating action within the school and liaising with Children's Social Care and other agencies over cases of abuse and suspected abuse;
- acting as a source of advice within the school;
- ensuring that staff are familiar with the policy and procedures;
- record keeping;
- referral of individual cases of suspected abuse;
- arrange and lead regular Safeguarding Team meetings;
- liaising with agencies about individual cases and
- organising training on child protection within school.

The DSL is supported by a Deputy Designated Safeguarding Lead (DDSL). The Safeguarding Team should consist of no less than two people.

Head Teacher

The Head Teacher must ensure that there is DSL in post and must ensure that up-to-date records relating to Child Protection are kept. These include:

- Staff training records;
- Signed Code of Safe Conduct forms;

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- The Single Central Record (SCR).
- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Ensuring that Induction training refers to safeguarding policy
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met where applicable, for example the ratios specific to early years provision.

Staff

Staff have a responsibility to attend training that is offered and ensure that they have up-to-date knowledge. It is a requirement of employment that they read and sign the Safeguarding Policy.

All staff must be aware that possible signs of abuse can occur anywhere and at any time. Staff should be alive to the fact that such signs can present themselves in many different ways and that it is part of their duty of care to be vigilant and report any such concerns.

Staff must ensure children feel comfortable to make a disclosure, listen to them and know what to do next. See Appendix 2

Volunteers

Volunteers who work in CSAT schools should have a basic understanding of Child Protection issues, be vigilant and report any concerns to a member of staff.

1. Aims and Success Criteria

We aim to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- All staff are aware of how GDPR regulations operate alongside sharing safeguarding information with other agencies.

We will be succeeding when:

- All staff have received appropriate training in child protection issues and procedures.
- All staff have Prevent training and FGM training (Home Office online training) and are alert to the signs and who to contact.
- All staff receive safeguard updates when necessary and termly update emails regarding Prevent and FGM.
- All staff receive E-Safety training
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Trust may put in place to protect them.
- All child protection concerns are dealt with promptly and recorded appropriately
- Information is promptly and carefully assessed and passed to relevant statutory agencies.
- All staff are provided with Part One and Part 5 of Keeping Children Safe in Education (DfE 2019) and are aware of specific safeguarding issues.
- All Designated Officers undergo formal child protection training every two years (in line with LCSB) and receive regular (annual) safeguarding refreshers (e.g. via e-bulletins)
- Ensuring that children are taught about safeguarding, including online safety in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potential harmful and inappropriate online material.
- All staff know the process to make a referral to social care and to seek the support of the DSL.
- We create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

- All staff are aware of escalating a concern as outlined in BSCB Escalating Concerns policy.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2019\)](#) and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018.](#), which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- [General Data Protection legislation 2018](#)

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

3. Definitions

Safeguarding and Promoting the Welfare of Children means:

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

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

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

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

4. Equality Statement

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

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are looked-after, or have previously been looked after

5. Roles and Responsibilities

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

5.1 All Staff

All staff will be given a copy of this Policy on joining a school in the Trust and will sign the policy list form to confirm that they have read the Policy and agree to follow it. In addition, all staff will read and understand parts 1 and 5 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(2019\)](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff Code of Conduct **and** the role of the designated safeguarding lead (DSL) (See also safeguarding procedures for individual schools within the Trust)
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation
- Previously looked after children who potentially remains vulnerable. All staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The Designated Safeguarding Lead (DSL)

The DSL is named in the Key Personnel on Page 4 of this policy. The DSL will be a member of the SLT and takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. If an urgent concern arises outside normal school hours, the DSL can be contacted by e-mail or mobile phone. When the DSL is absent, the DDSL will act as cover.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.

6. Confidentiality

It is important that all staff and volunteers feel confident that they will be supported if they have to deal with a safeguarding issue. It is also vital that the confidentiality of parents and pupils is respected. Staff will be mindful that:

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in appendix 3

7. Information Sharing

Staff will be pro-active in sharing information with local agencies. All staff are trained in GDPR/DPA and understand their duties with regard to the legislation

and know that they are expected to share safeguarding information effectively.

The school co-operates with our statutory duty if named as a relevant safeguarding agency.

8. Recognising Early Signs and Taking Action

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

8.1 If a Child is in Immediate Danger

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

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly. A referral direct to the local authority can be made via the GOV.UK website at:

<https://www.gov.uk/report-child-abuse-to-local-council>

8.2 If a Child Makes a Disclosure to You

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

8.3 If you Discover that FGM has Taken Place or a Pupil is at Risk of FGM

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

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

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

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

Any member of staff who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow our local safeguarding procedures.

8.4 If you have Concerns About a Child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

8.5 Early Help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

8.6 Referral

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

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

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

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

8.7 If you have Concerns About Extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

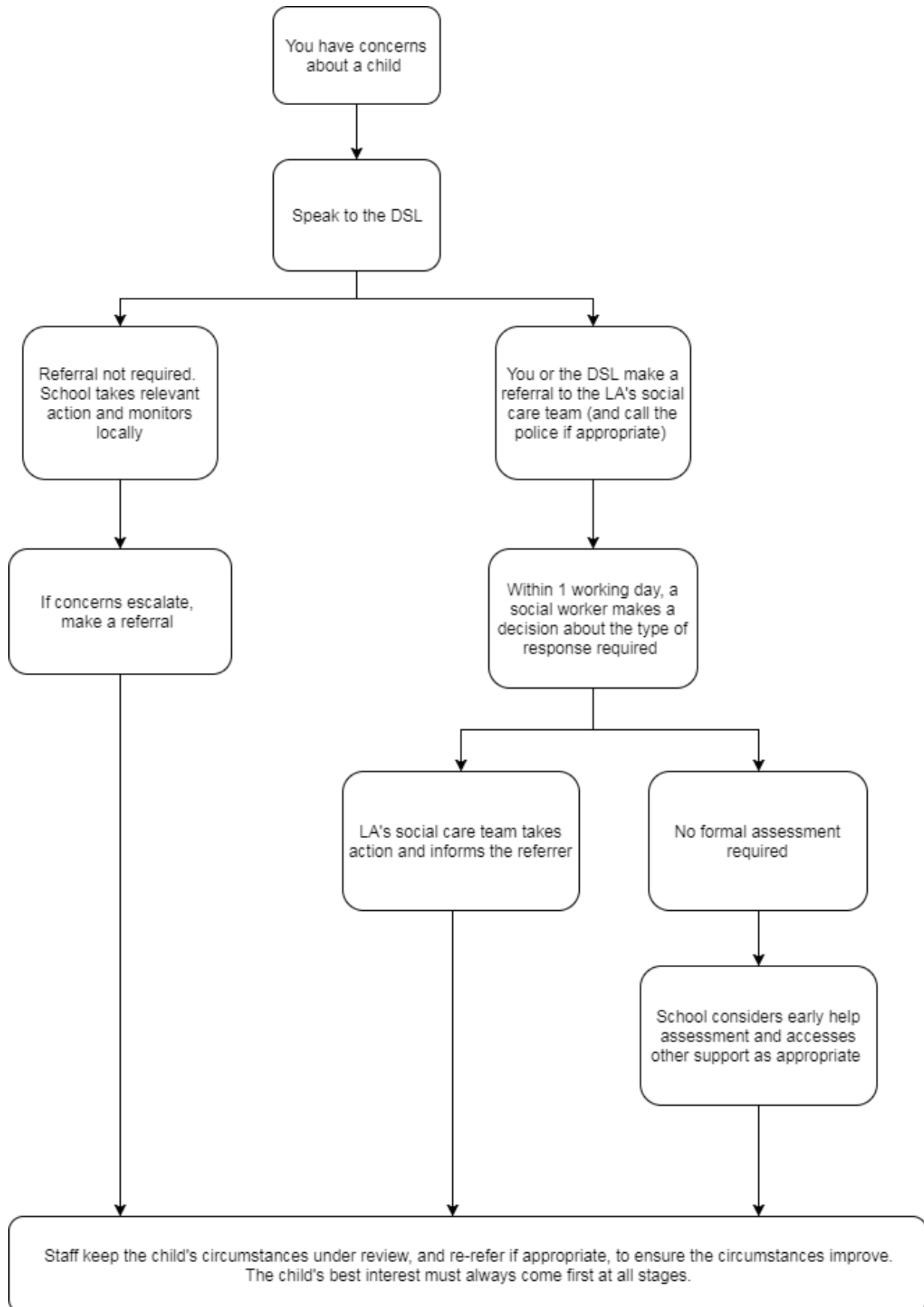
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care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

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

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

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

Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)



8.8 Concerns About a Staff Member or Volunteer

If you have concerns about a member of staff or volunteer, speak to the DSL. Concerns about the DSL should be brought to the attention of the Head Teacher. If you have concerns about the Head Teacher, speak to the governors with responsibility for Safeguarding.

The Head Teacher/Safeguarding Governor/DSL will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

8.9 Allegations of Abuse Made Against Other Pupils

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

The DfE has published detailed advice to support schools. The advice is available here: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

This includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school approach to preventing child on child sexual violence and sexual harassment.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

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

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

- You must tell the DSL and record the allegation, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

8.10 Responding to Reports of Sexual Violence and Sexual Harassment

Our initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or the situation dismissed as 'banter'. A victim must never be made to feel ashamed for making a report.

We will follow our usual safeguarding practices in such cases, including:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps.
- the report will only be shared with those people who are necessary in order to progress it.
- We will explain to the victim what the next steps will be and who the report will be passed to
- We recognise a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust.
- We will be supportive and respectful of the child, listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- We will devote full attention to the child and listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- The staff member will immediately write up a thorough summary only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Notes of such reports could become

part of a statutory assessment by children's social care and/or part of a criminal investigation;

- Where the report includes an online element, we will be aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges).
- The designated safeguarding lead (or deputy) should be informed, as soon as practically possible.

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

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

9 Notifying Parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

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

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

10 Mobile Phones and Cameras

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

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

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

Visitors will be made aware that they should not use mobile phones whilst on site, and that under no circumstances should they take photographs.

11 Complaints and Concerns About School Safeguarding Practices

11.9 Complaints Against Staff

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

11.10 Whistleblowing

The Trust has a Whistle Blowing Policy which staff should refer to should they feel that our Safeguarding Policy is unsafe or failing pupils.

12 Record-Keeping

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

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school and in accordance with the Trust's Data retention Policy.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

13 Training

13.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

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

Staff will also receive safeguarding and child protection updates through termly e-mail updates and staff meetings as required.

Volunteers will receive appropriate training, if applicable

13.2 The DSLs and Deputy

The DSLs and Deputy DSL will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

13.3 Governors

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

13.4 Recruitment – Interview/Appointment Panels

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

14 Disqualification Regulations under the Child Care Act

The school complies with all safeguarding legislation and therefore ensure that anyone who works in, or is directly concerned with managing:

- Early years provision (providing care for a child up to and including reception age)
- Later years provision (providing care outside school hours for children under 8 but not including school activities such as choir and sports teams)
- isn't disqualified under the [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#).

Where a third party is used for school activities, the school will obtain confirmation from the third party that the employer has informed the member of their staff that they will be committing an offence if they work in a school setting or are involved in its management while disqualified from doing so and that they have asked their staff to inform them if they consider that they could be disqualified.

15 Monitoring Arrangements

This policy will be reviewed **annually** by the Head Teacher. At every review, it will be approved by the full governing board.

16 Links with Other Policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Sex and relationship education
- First aid
- Curriculum
- Whistle-Blowing
- Recruitment and Selection Policy and Procedures

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- The Equal Opportunities Policy
- Disciplinary and Grievance Policy
- GDPR

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education (2019)

They are not however exhaustive, and staff should make themselves aware of the information contained on the Bromley Children Safeguarding Partnership website which is regularly updated and links to other very useful safeguarding sites.

<http://www.bromleysafeguarding.org/>

Appendix 1: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Peer on Peer Abuse involves children abusing other children. This is most likely to include, but may not be limited to: bullying(including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence such as sexual assault, assault by penetration and rape

Physical abuse 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.

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Upskirting, this involves taking a picture under a persons clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious violent crime

Signs that children are at risk from or are involved with serious violent crime include: increased absence from school, a change in a child's friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm, signs of a significant change in well being, signs of assault or unexplained injuries, possession of unexplained gifts or new possessions

Appendix 2: Safer Recruitment and DBS checks – Policy and Procedures

We will record all information on the checks carried out in the school's single central record (SCR). We follow requirements and best practice in obtaining these checks, as set out below.

Appointing New Staff

When appointing new staff, we will:

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

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain

a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing Staff

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

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

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

Agency and Third-party Staff

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

Contractors

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

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

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

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

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

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

Trainee/Student Teachers

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the

scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

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

Adults who supervise pupils on work experience

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

Appendix 3: Allegations of Abuse made Against Staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Connect Schools Academy Trust

Definitions for Outcomes of Allegation Investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for Dealing with Allegations

In the event of an allegation that meets the criteria above, the Head Teacher (or Safeguarding Governor where the Head Teacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be

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provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. They can also seek advice and support from their Trade Union Representative, or from the counselling services offered to staff through the Health Assured EAP Scheme.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the Academy Trust will ask the police at the start of the investigation to obtain consent from the individuals

involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific Actions

Action Following a Criminal Investigation or Prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a Case where the Allegation is Substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals Returning to Work after Suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or Malicious Allegations

If an allegation is shown to be deliberately invented, or malicious, the Head Teacher, or other appropriate person in the case of an allegation against the Head Teacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-Keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning Lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 4: Specific Safeguarding Issues

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

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

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

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

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

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

Child Sexual Exploitation

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

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

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

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

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable

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

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing Radicalisation

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

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

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

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

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

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

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including online and e-safety.

Checking the Identity and Suitability of Visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

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

Visitors are expected to sign in and wear a visitor's badge. Staff are expected to challenge anyone they see on site without a visitor badge visible.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of Children

Raglan has a Late Collection of Children statement. If a child is not collected at the end of the session/day, they will be taken to main reception. The school will try and contact the parent or emergency contact provided. If the school cannot contact anyone, they will make every effort to reassure the child and keep him/her in a friendly and familiar place until the parent arrives. If no one has come by 5pm and no contact has been made, the school will contact the Duty Social Worker who will arrange for the child to be looked after until the parent is traced. This may involve taking the child to a Social Services Office or waiting in a public building with a responsible professional or being placed with a temporary foster carer. Placement with a foster carer will be an informal arrangement until 10 pm but after that time the child will be formally accommodated under Section 20 of the Children Act.

Missing Pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will call the police and all named contacts, and members of staff will search the area around the school.

Appendix 5 - Safeguarding Considerations during the COVID-19 Pandemic Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Raglan Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in specific areas.

Safeguarding Arrangements During School Closure from 23 March 2020

KCSIE is the statutory safeguarding guidance that all schools must have regard to, and the principles of this guidance remain unchanged during the extraordinary circumstances of the COVID-19 measures which the school is taking.

The situation is not however, business as usual, but there are a number of important safeguarding principles which remain unchanged, and which we must all bear in mind at all times:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Guidance from the DfE will be updated daily

(<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-collegesand-other-providers>)

and The Department for Education COVID-19 helpline, is available to answer questions:

DfE coronavirus helpline

Email DfE.coronavirushelpline@education.gov.uk

Telephone 0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

You will need the URN for your school. These are set out below:

Raglan URN 140088

Definition of Vulnerable Children

Children with a Social Worker
Children referred to Social Care
Children under assessment by Social Care
Children recently removed from Social Care Support Plans
Children with EHCPs
Children in receipt of Early Help (CAFs)
Children where Early Help (CAFs) were in process
Children with complex health needs

There may also be children who do not meet the definition of vulnerable, but for whom there may be concerns. These children should be identified to the DSL to consider whether further support is necessary.

Attendance

Both schools will have a register of children where parents have indicated that they are key workers and will need care at school, as well as the vulnerable children. Where a child defined as vulnerable does not attend, this should be followed up with the parent or carer. In all cases where a vulnerable child does not attend, or discontinues, the social worker should be informed.

All schools take a daily register of children attending which is returned to the DfE via secure access.

Reporting Concerns

If you have a concern about a child, this should be reported in the usual way, where possible to your usual DSL or DDSL. It is possible that they may not be available during this time as they may become unwell. As a Trust, we will ensure that a trained DSL or DDSL is available whenever possible. A full list of Safeguarding Leads is included in this appendix

On-line safety

During this time, all schools are using more online resources, and the resources used must all comply with the Trust GDPR requirements. As part of the online planning process we must ensure children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

All Trust schools should be in regular contact with parents and carers, for example through weekly newsletters and also through the home learning being set each week. We should use our lines of communication to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online.

Parents and carers may well be looking for other support from the many companies offering tuition. Schools must advise parents of the need to use reputable providers who can evidence their online safety and credentials for having access to children. Schools should signpost parents and carers to the following support:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

Updates for keeping safe online are published on the school website for parent access with details for reporting online abuse.

Peer -on -peer Abuse regarding COVID-19

If any member of staff identifies peer-to-peer bullying or abuse around a child or family with possible, suspected or confirmed contraction of COVID-19, the usual school procedures will be adhered to.

All reported case information will be kept confidential by SLT. Medical advice as received by PHE will be strictly adhered to.

DfE.coronavirushelpline@education.gov.uk
0800 046 8687

This appendix complies with COVID-19: Safeguarding in schools, colleges and other providers 27.3.2020

Mental Health

Advice and support for Staff Wellbeing Access is to be emailed to staff. Support for CYP and families published on the School Website as informed by the Local Authority and updated as received.

Support for pupils and students in the current circumstances can include existing provision (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. You can ready the guidance on

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Mentally Healthy Schools has put together a toolkit for schools and containing guidance on monitoring staff wellbeing and children's mental health:

<https://www.mentallyhealthyschools.org.uk/resources/a-toolkit-for-schools-and-colleges/>

Bereavement

Unfortunately, it is almost inevitable that some members of our school communities will suffer bereavement during this crisis. All schools will be in contact with their families and staff, and will become aware if this happens.

Bereavement support is available from different sources, but Winston's Wish has a very useful website for bereaved children, particularly during the current pandemic:

<https://www.winstonswish.org/coronavirus/>

Living On has been used by several of the Bromley schools, it is a charity local to the Bromley area

<http://livingon.org.uk/>

Vulnerable Children Contact Arrangements

Children on CP are being contacted by school and/or social workers regularly

Children on CIN are being contacted by school and/or social workers regularly

Children under assessment and recently removed are being contacted every week

EHCP children are being contacted weekly

Early Help (CAF) and PRA children are being contacted a minimum of fortnightly

If you have any concerns regarding children or families, please do not hesitate to contact any of the safeguarding team (emails below).

If you find yourself unable to contact a member of the team or there are any emergencies call the MASH Team (numbers below) KELSI Front Door or the police as you see fit.

Full DSL and DDSL Contact List

As not all staff might be available at all times as they may be unwell, all safeguarding teams from all the Trust schools will be available. You should try to contact your own DSL/DDSL before referring to this list.

School	DSL	DDSL(S)
Crofton Infants Primary School	Liz Quayle EQuayle@crofton-jun.bromley.sch.uk	Susie Sargent SKing@crofton-inf.bromley.sch.uk Tricia Jolly PJolly@crofton-jun.bromley.sch.uk Aimee Day ADay@croftoninf.bromley.sch.uk
Crofton Juniors Primary School	Liz Quayle EQuayle@crofton-jun.bromley.sch.uk	Susie Sargent SKing@crofton-inf.bromley.sch.uk

Raglan Primary School and Nursery
Part of Connect Schools Academy Trust

		<p>Debbie Weaver DWeaver@crofton-jun.bromley.sch.uk</p> <p>Georgina Baron GBaron@crofton-jun.bromley.sch.uk</p>
Cage Green Primary School	<p>Joanna Styles JStyles@cage-green.kent.sch.uk</p>	<p>Claire Ellis CEllis@cage-green.kent.sch.uk</p> <p>Abby Carter ACarter@cage-green.kent.sch.uk</p> <p>Anna Clarke AClarke@cage-green.kent.sch.uk</p> <p>Jo Dove jdove@cage-green.kent.sch.uk</p> <p>Jo Wilson jwilson@cage-green.kent.sch.uk</p> <p>Sarah Creed screed@cage-green.kent.sch.uk</p>
Raglan Primary School	<p>Kath Margetts KMargetts@raglan.bromley.sch.uk</p>	<p>Sam Collins SCollins@raglan.bromley.sch.uk</p>
River Mill Primary School	<p>Suzanne Leader headteacher@rivermillprimaryschool.co.uk</p>	<p>Billy Jordan BJordan@rivermillprimaryschool.co.uk</p>
Valley Primary School	<p>Stephen Jackson SJackson@valley.bromley.sch.uk</p>	<p>Yesim Mulla YMulla@valley.bromley.sch.uk</p> <p>Katie Bradley KBradley@valley.bromley.sch.uk</p> <p>Rachel Coulson RCoulson@valley.bromley.sch.uk</p>

Staff Mobility

If it becomes necessary to use one of the Trust schools as a Hub for children from other schools within the Trust, staff can be moved between schools on a temporary basis. Any staff doing this will be given an induction about the children on a case by case basis, dependent on existing skills and knowledge. They will all require a copy of the school's revised CP policy and DSL arrangements. All staff employed by the Trust have current enhanced DBS clearance.

BCS Contact Details (Bromley Schools)

- **MASH (Multi Agency Safeguarding Hub)** - manages referrals to children's social care. Can provide advice and assistance by calling 020 8461 7373 / 7379 / 7026 or via the secure email box mash@bromley.gcsx.gov.uk
- **BCP (Bromley Children Project)** – Support for those who need help with parenting, debt, gaining employment, child's behaviour at home or school, domestic violence, family members affected by drugs, alcohol, crime or anti-social behaviour 020 8461 7259
- **CAF (Common Assessment Framework)** – a voluntary assessment that looks at the issues affecting the family with a strong focus on how to improve the situation and who are the best agencies to support them 0208 461 7174

Children's Social Care | London Borough of Bromley, Civic Centre, Stockwell Close, Bromley,
BR1 3UH **Tel:** *Out of Hours: 0300 303 8671*