



BABINGTON

HOUSE SCHOOL

SAFEGUARDING CHILDREN POLICY – INCLUDING EYFS WHOLE SCHOOL – INCLUDING EYFS

This policy incorporates Bromley Safeguarding Children Partnership (BSCP) with Babington House whole school and EYFS safeguarding policies and procedures

Date of Policy	Review Date	Reviewed By	Approved By
1 September 2026	September 2027 unless new guidance before this date	E Channon	Full governing Body Autumn term 2026

Safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Babington House School.
All systems, processes and policies operate with the best interests of the child at their heart.

ALWAYS REFER DIRECTLY TO THIS POLICY IF YOU HAVE ANY CONCERNS ABOUT THE WELFARE OR SAFETY OF A PUPIL

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Key Safeguarding Personnel (see Appendix 8 for all Essential Contacts)		
Role	Name, Position and Contact Information	
DSL Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	Elizabeth Channon <u>Head of Prep and Director of Pastoral</u> <u>02084675537 ext 255</u> echannon@babingtonhouse.com	
DDSL Deputy Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	David Laird <u>Head Teacher</u> <u>02084675537 ext 223</u> dlaird@babingtonhouse.com	
DDSL Deputy Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	Kate Edwards <u>Assistant Head Pastoral</u> <u>02084675537 ext 237</u> kedwards@babingtonhouse.com	
DDSL Deputy Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	Gemma Bailey <u>Assistant Head Academic</u> <u>02084675537 ext 257</u> gbailey@babingtonhouse.com	
DDSL Deputy Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	Jane Hawkins <u>Assistant Head SENDCO</u> <u>02084675537 ext 228</u> jhawkins@babingtonhouse.com	
Designated Governor for Child Protection/Safeguarding for the Whole School, including EYFS	Jack Magill jmagill.foyle2@gamil.com	
Chair of Governors	Chris Turner <u>Chair of Governors</u> <u>07768368071</u> ct1830@gmail.com	
Bromley Safeguarding Children Partnership	<u>020 8461 7816</u> http://www.bromleysafeguarding.org	

SPECIFIC RELATED POLICIES
Administering Medicines Policy
Anti-Bullying Policy
Curriculum Statement
Behaviour and Discipline and Behaviour Policy
Educational Visits Policy
E-Safety and Anti Cyber-Bullying Policy
First Aid Policies
Health and Safety Statement
Low Level Concerns Policy
Missing Child Policy and Procedures
Mobile Devices and Cameras in The EYFS Policy
Mobile Devices Policy
Self-Harm Policy

SENDA Policy (and Accessibility Plan)
Whistleblowing Policy
Visiting Speaker Policy

Babington House School has regard to the following DfE guidance:

This policy has regard to Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026

WORKING TOGETHER TO SAFEGUARD CHILDREN 2026 Working together to safeguard children 2026: a guide to multi-agency working to help, protect and promote the welfare of children
INFORMATION SHARING (REFERRED TO IN WT 2023) https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
THE PREVENT DUTY GUIDANCE 2015 - REVISED APRIL 2023 https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales
THE USE OF SOCIAL MEDIA FOR ON-LINE RADICALISATION https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation
UKIS – SHARING NUDES AND SEMI NUDES ADVICE FOR EDUCATION SETTINGS https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH GUIDANCE (2025) Relationships Education, Relationships and Sex Education and Health Education guidance
SAFEGUARDING AND REMOTE EDUCATION https://www.gov.uk/guidance/safeguarding-and-remote-education
DOMESTIC ABUSE ACT 2021 Domestic Abuse Act 2021 (legislation.gov.uk)
DISQUALIFICATION UNDER THE CHILDCARE ACT 2006 (UPDATED 31 AUGUST 2018) https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006
WHAT TO DO IF YOU'RE WORRIED A CHILD IS BEING ABUSED? (MARCH 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Introduction

The Governors and staff of Babington House School fully recognise the responsibility and importance it has to its commitment towards the safeguarding and protection of its pupils. Babington House School recognises our duty to consider safeguarding at all times and is committed to acting in the best interests of the child and take action to enable all children to have the best outcomes. All children have the right to be protected.

All Governors and staff, including volunteers, have a full and active part to play in protecting children and young people from harm. Safeguarding is the responsibility of everyone in the school and anyone can make a referral to the MASH team (Children's Social Care) (Multi Agency Safeguarding Hub Team) or the LADO (Local Authority Designated Officer). [Please see APPENDIX 8 for contact numbers](#). When reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school always considers what is in the best interests of the child.

To ensure full understanding of this policy by all, staff working within the school will be given safeguarding updates, and complete activities to demonstrate their understanding of policy and procedures (e.g. quiz, discussion, training); this is completed in English by most staff, but where English is not spoken at a good enough level to ensure understanding, training will be given in an alternative language.

All staff and Governors believe that our school should provide a caring, positive, safe, secure and stimulating environment which promotes the social, physical and moral development of the individual pupil.

In all safeguarding decisions, the wishes, feelings, views and lived experiences of the child will be sought, considered, and recorded wherever possible. Decisions will be child-centred and made in the best interests of the child.

It is essential to provide children with 'Family Help' Working Together to Safeguard Children (2026) says "Targeted early help services delivered through Family Help, are coordinated by a local authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, domestic abuse services, youth services, youth offending teams and housing and employment services. Targeted early help should be provided for children and families who have multiple and/or complex needs, or whose circumstances might make them more vulnerable. This could include where a child is living with wider family members under a kinship arrangement. Targeted early help might also be appropriate to support a pregnant person to provide safe and effective care for their unborn child. 135. Family Help is a voluntary approach, requiring the family's consent to receive support and services.

All staff should be particularly alert to the potential need for 'family help' for a child who:

- is unborn
- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is bereaved;
- is showing signs of being drawn in to anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups or county lines and/or serious violence, including knife crime;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is missing education, or persistently absent from education, including persistent absences for part of the school day or not in receipt of full time education;

- has experienced multiple suspensions and is at risk of, or has been permanently excluded.

Working Together to Safeguard Children”, 2026, defines Safeguarding and promoting the welfare of children as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, otherwise their family network through a kinship car arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children Social Care National Framework

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Effective safeguarding is anti-discriminatory and anti racist.

Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, which can impact children and families’ lives.

Policies will be reviewed annually, unless any deficiencies or weaknesses in child protection arrangements require remedies without delay or any new guidance or procedures are produced (Bromley Children’s Safeguarding Partnership/London Children’s Safeguarding Partnership, DFE, ISI etc).

Babington House School operates in line with Bromley Safeguarding Children Partnership for locally-agreed inter-agency procedures. Working Together to Safeguard Children 2026 demonstrates that Local Safeguarding Children Partnership will become the responsibility of three ‘Safeguarding Partners’. This is the ‘Local Authority’, a ‘clinical commissioning group’ and a ‘chief of police of a local force’. The Child Death Review Partner arrangements currently reside under the BSCP.

Both the Safeguarding Partner and Child Death Review Partner will feed into the National Child Safeguarding Practice Review Panel.

Please see [APPENDIX 8](#) for BCSP contact numbers.

The school recognises that safeguarding is not limited to policy and procedure but is embedded within the culture of the school. All staff share responsibility for creating an environment in which children feel safe, valued, respected and able to speak openly about concerns.

Key Phrases

Safeguarding = Prevention

All agencies working with children and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised.

Child Protection = Protection

Where there are concerns about children's welfare, all agencies taking appropriate actions to address those concerns in full partnership with other local agencies.

Child at Risk

A child is suffering or is likely to suffer significant harm, action should be taken to protect that child. A referral to the DSL (or DDSLs) à MASH/Police if crime committed

Child in Need

Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are not at immediate risk. A referral to the DSL (or DDSLs) à MASH

Child Protection Statement

At Babington House School we believe that the welfare and safety of all children in our care is of paramount importance. All children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We have regard to all legislative requirements and guidance, including those of the Children Act 1989 and 2004, Working Together to Safeguard Children, 2026, Keeping Children Safe In Education 2026, and The Prevent Duty, June 2015 (updated April 2023), and promote good practice at all times regarding the safety and welfare of the children. Please see the [page of this policy listing all DfE guidance that we have regard to.](#)

Aims

- To ensure that all staff understand that safeguarding is the responsibility of everyone in the school.
- To provide early help and support as soon as a problem emerges at any point in a child's life.
- To support children's development in ways that will foster security, confidence and independence ensuring that Every Child Matters five outcomes are achieved.
- To raise awareness of all staff through training and induction, (see [Appendix 14](#) for training criteria) including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. Ensuring an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To enable the children to have the self-confidence and the vocabulary to resist inappropriate advances.

- To ensure staff follow procedures and protocols in cases of suspected abuse and /or the need for care.
- To develop and promote working relationships with other agencies.
- To ensure that all adults who have access to children have been checked as to their suitability and have a DBS, Disclosure and Barring System and are checked against the Barred list (replaces List 99) and Prohibition from Teaching Check. Babington House School will implement recruitment procedures as recommended Part Three: Safer Recruitment, Keeping Children Safe in Education
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners, to build their understanding of and commitment to the welfare of all our children.
- To ensure that Children in Need and Children at Risk are safe and protected.
- To teach pupils about safeguarding, including e-safety, and how to build resilience to the risks of radicalisation.
- To provide pupils with opportunities to be 'listened to' through counsellors, buddies, prefects, staff, helplines. (See Safeguarding At Babington House Booklet, and Safeguarding Displays)

Procedures

Our procedures are in line with locally agreed interagency procedures including the Bromley and London Child Protection Procedures. We will ensure that:

- We have a Designated Lead and four Deputy Leads who will, in line with recommendations in the document "Keeping Children Safe in Education", undertake training and refresher training at two yearly intervals at level three or above, together with at least annual updates. All other staff will undertake training and refresher training as recommended by BCSP at level one, with at least annual updates, or when new legislation/guidance is produced and other updates when necessary.
- The school will ensure that temporary and voluntary staff who work with children are made aware of the arrangements, following a risk-based approach – whereby the school assesses the level of detail with which such staff should be provided.
- Induction training (Please see induction booklet and induction checklists for greater detail), which includes the school safeguarding policy, the staff code of conduct (covering all situations relevant to the school), Prevent, online safety, whistleblowing, acceptable use of IT, children who go missing from education policy, behaviour policy, appropriate relationships with staff/pupils and un/acceptable methods of communication. New staff / volunteers will be introduced to the DSL and Deputy DSLs who will explain their roles/function. All persons being inducted will be signposted to, and required to read and confirm that they understand, a copy of Part 1 (and Annex B) of "Keeping Children Safe in Education" and Working Together To Safeguard Children 2023.
- All members of staff develop their understanding of the signs and indicators of abuse or need. [Appendix 1](#)
- All members of staff know how to respond to a pupil who discloses abuse or if they are concerned about a child being in need or at risk. [Appendix 2](#) 'What to do when a child discloses abuse' and 'What to do when Concerned a Child may be in Need or at Risk'.
- All staff will be kept up-dated on safeguarding and child protection issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people. Issues may include: Children Missing from Care and Home, Sexually Exploited Children, Children Witnessing Domestic Abuse, Young Carers, Young Runaways, Forced

Marriages, Female Genital Mutilation, Radicalisation, Children Missing Education, Child sexual violence and sexual harassment Please see 'Specific Safeguarding Issues' on page 7.

- All staff are obliged to read and confirm that they understand Part 1 and Annex B of "Keeping Children Safe in Education", and Working Together to Safeguard Children 2026
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- If there is an immediate safeguarding concern or a child makes a disclosure, this will be reported verbally and immediately to a DSL.
- All members of staff are made aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment.
- All members of staff will report concerns to a Designated safeguarding Lead using the safeguarding online reporting system 'CPOMS'
- Visitors and volunteers who need to report a concern should use the 'School Welfare/Child Protection Form' ([Appendix 4](#)).
- All parents/carers will be made aware of the school's Child Protection/Safeguarding Procedures.
- All staff are responsible for reporting concerns regarding a colleague's behaviour. See *Whistle-blowing policy*
- All staff will have seen a copy of this policy and new staff will be given a copy as part of their induction programme.
- Governors will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.
- A copy of the Bromley Safeguarding Children Partnership local procedures are available to view at <http://www.bromleysafeguarding.org/articles.php?id=609> . The Government's statutory guidance "Working Together to Safeguard Children" 2023 and "Keeping Children Safe in Education" links are available above.

Roles and Responsibilities

The Designated Lead (and Deputy Designated Leads) are responsible for:

- Implementing the policy within the whole school including the Early Years Foundation Stage.
- Adhering to the *London Child Protection Procedures, Bromley Safeguarding Children Partnership and School policies* with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing via CPOMS even if there is no need to make an immediate referral. These will be securely stored on CPOMS for each child. Records should include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- Ensuring that referrals to the LADO and or MASH (children's social care) will be made within one working day. The DSL will make prompt contact with MASH children's social care where

there are concerns that a child may be in need of help or at risk and/or to the LADO in relation to allegations against someone working in the school and/or to the Police if a criminal offence is suspected.

- The DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on: filtering and monitoring reports, safeguarding concerns, checks to filtering and monitoring systems
- Ensuring that there is a “Mobile Phone and Devices Policy” for the EYFS and “Acceptable Use of Mobile Phones and Cameras” for the Whole School – including EYFS
- Ensuring that any child in need or at risk is referred to the MASH team.
- Ensuring that if at any time there is a risk of immediate serious harm to a child a referral will be made to MASH (children’s social care) immediately. If Children’s social care are unable to attend immediately the Police will be contacted to attend. During these occasions, written referrals and forms will be completed once the child is known to be safe so they do not cause a delay to safeguarding the child.
- Ensuring that, in the case of the school dispensing with a person’s services because of unsuitability (harmed or poses a risk of harm to a child) to work with children, or would have done so had they not resigned (whether employed, contracted, a volunteer or a student), a report will be made promptly to the Disclosure and Barring Service and, where appropriate, the TRA (the Teaching Regulation Agency) an executive agency of the DfE
<https://www.gov.uk/government/organisations/teaching-regulation-agency>.
- Ensuring all records are kept confidentially and securely on CPOMS and are separate from pupil records.
- Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day one of any absence from school a member of staff will telephone the home. If there is no reply from the home and/or there are concerns for the child’s wellbeing Social Care and Education Welfare should be contacted. See BCSP “*children missing education policy and procedure 2018*”
<http://www.bromleysafeguarding.org/articles.php?id=609>
- Ensuring that relevant persons are appropriately trained in Safeguarding and on-line safety.
- Providing informal Safeguarding updates to staff with at least annual updates, or when new legislation/guidance is produced and other updates when necessary.
- Acting as a source of support and expertise to the school community.
- Referring cases of suspected abuse to the MASH team (children’s social care) or the Police where a crime may have been committed.
- Ensuring that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil’s social worker is informed. Information should be shared proactively with the new school so enable the new school to have support in place when a child arrives and to ensure that key staff, such as the SENDCO, are aware of any needs.
- Ensuring that the Safeguarding policy is updated annually.
- Keeping a record of staff attendance at child protection training.
- Developing effective links with relevant statutory and voluntary agencies.
- Having regard to the roles and responsibilities as listed in “Keeping Children Safe In Education” Annex C
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Liaising with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further

information can be found in the Statutory guidance - PACE Code C 2019
<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

- Receiving appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as family help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's safeguarding policy and procedures, especially new and part time staff.

The Deputy Designated Leads are responsible for the above in the absence/support of the Designated Lead.

The Governing Body

The Governing body has ultimate responsibility for Safeguarding. The Governing body ensures they facilitate a whole school approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart. It must ensure that the school has:

- a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training and a deputy with an equivalent level of training to take on the role in the absence of the DSL.
- a child protection policy and procedures that are consistent with LCSP requirements reviewed annually and made available to parents on request and is present on the school website.
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the Headmaster, receive child protection training, with refresher training at two-yearly intervals and at least annual updates. The DSL should receive refresher training at two-yearly intervals.
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- an up-to-date single central register which is thorough and robust.
- formal reports given to Governors on safeguarding data three times yearly
- training appropriate to Governors to fully understand their responsibilities and regulatory requirements.
- a requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including

online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

- a regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Governing bodies and proprietors have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met. To do this, they should identify and assign:

- a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met
- the roles and responsibilities of staff and third parties, for example, external service providers

The Governing Body has one member nominated as the Child Protection Governor responsible for managing allegations against the headmaster. The Governing body undertakes an annual review of the Child Protection policies and procedures and the efficiency with which the related duties have been discharged and ensures that any identified deficiencies or weaknesses are remedied without delay.

Where there is a safeguarding concern, Governing Bodies and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback.

The Governing body should ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The Governing body should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements – please see [Appendix 13](#) for more details.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body should be doing all that they reasonably can to limit children's exposure to online risks from the school's IT system. As part of this process, the Governing Bodies should ensure their school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governing bodies should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

Governors receive anonymised safeguarding trend analysis, including child-on-child incidents, online safety concerns, attendance vulnerabilities and outcomes of safeguarding audits.

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The Headmaster The Headmaster has responsibility for ensuring safeguarding is effective across the whole school including the EYFS and is responsible for: • Ensuring that the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are members of the Senior Leadership Team. • ensuring that the safeguarding policy and procedures are implemented and followed by all staff • allocating sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance of strategy discussions and other necessary meetings • ensuring that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures • ensuring that pupils' safety and welfare is addressed through the curriculum. • Ensuring that the LADO is contacted immediately in the case of an allegation against a member of staff or volunteer.
The Staff The Staff are responsible for ensuring that they discharge their duties effectively in following the Safeguarding Policy. All staff are responsible for safeguarding. As such, staff are to ensure they: • Attend and understand induction training (Please see induction booklet and induction checklists for greater detail), which includes the school safeguarding policy, the staff code of conduct (covering all situations relevant to the school), Prevent, online safety, whistleblowing, acceptable use of IT, children who are absent from education policy, behaviour policy, appropriate relationships with staff/pupils and un/acceptable methods of communication. New staff will be introduced to the DSL and Deputy DSLs who will explain their roles/function. All persons being inducted will be signposted to, and required to read and confirm that they understand, a copy of Part 1 (and Annex B) of "Keeping Children Safe in Education". • Report general concerns to the Designated Lead (or DDSL) using the online safeguarding reporting system CPOMS. • Report a disclosure immediately to a DSL; verbally in the first instance and then this should be recorded via CPOMS. • All staff are responsible for reporting concerns regarding a colleague's behaviour; verbally to the head teacher in the first instance, and then via Staff Safe on CPOMS. See Whistle-blowing Procedures (Appendix 6) • All staff have responsibilities in regards to Online safety, filtering and monitoring which include: – Report if you see or suspect that unacceptable content has been accessed – Report if, for example, lesson planning and preparation you identify that unacceptable content can be accessed – Report in advance if teaching content might cause a spike in filtering logs. For example, drugs education

- Report failure or abuse of the system
- Report any restrictions which are perceived to be unreasonable
- Report any abbreviations, mis-spellings or slang terms (particularly newly coined terms) which, when used in searches, may allow access to inappropriate content. Sometimes such terms are deliberately created in order to bypass filtering.

Staff must comply with the school's requests for updating training (policy and procedure).

Charitable Status

At Babington House, we have Charity status, Charity Commission guidance on charity and trustee duties to safeguard children is found below:

<https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees>

Filtering and Monitoring

Filtering and Monitoring

The Governing Body has overall strategic responsibility for filtering and monitoring. The school has identified:

- A member of the Senior Leadership Team responsible for operational oversight.
- A nominated Governor responsible for strategic oversight.
- The DSL responsible for reviewing safeguarding concerns arising from filtering and monitoring systems.

Filtering and monitoring systems are reviewed regularly to ensure they remain effective, proportionate and appropriate to the age and needs of pupils.

Online (E-Safety) Safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. We also recognise the overlap that can occur between online harm and harm experienced in person.

Online safety now sits at the heart of the updated *Working Together to Safeguard Children 2026*, which expands the definition of harm to reflect the realities of children's lives in a digital world. This guidance emphasises that harm can occur through a wide range of online experiences, including exposure to violent or hateful content, coercive or manipulative behaviour, online sexual abuse and exploitation, misinformation that undermines wellbeing, and technology-facilitated bullying or harassment. It also highlights emerging risks such as algorithm-driven radicalisation, AI-generated abuse, and the blurring of boundaries between online and offline relationships. Practitioners are expected to recognise that online environments can amplify vulnerability, create new avenues for grooming, and intensify the impact of peer dynamics. Digital spaces as integral to a child's lived experience, ensuring children are supported to navigate them safely, confidently, and with trusted adults ready to intervene when needed

To address this, our school aims to meet the Digital and Technology Standards March 2023 by implementing the following:

- o Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors. This will be the overall responsibility of the DSL.
- o Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- o Set clear guidelines for the use of mobile phones for the whole school community
- o Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- o Review (at least annually) and block inappropriate sites, which will be documented as to why
- o Ensure that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
- o Work closely with governors, the DSL and IT service providers in all aspects of filtering and monitoring.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- o **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- o **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- o **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- o **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

We have a robust 'Anti Cyber Bullying and E-Safety' policy that includes all KCSIE updates relating to online safety, remote learning, filters and monitoring, information security, cyber crime, reviewing online safety provision and information and support.

Most of our pupils will use mobile phones, devices and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's Anti-Bullying policy explains how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

We use an external IT contractor and a web filtering and monitoring system to set and monitor all devices used in school to ensure all safeguarding systems are in place and effective. It is every staff members' responsibility to report any instances of infiltration of unsuitable materials to the DSL. The DSL will also be responsible for regularly monitoring and reviewing the filtering system in place to identify if there are any concerns around use of ICT.

KCSIE requires all staff to undertake e-safety training.

(Please also see 'Sexting' and 'non-consensual sharing of nude and semi-nude images and/or videos' advice from UKCIS [Appendix 1](#))

Please also see link to Harmful online challenges and online hoaxes for advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

Artificial intelligence

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Babington House School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Staff should remain alert to risks associated with AI generated content, including deepfake imagery, AI-facilitated bullying, impersonation, grooming, exploitation, misinformation and online abuse. Concerns should be reported in line with safeguarding procedures.

Babington House School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying/behaviour policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

Specific Safeguarding Issues

Please see [Appendix 1](#) for definitions and signs of abuse. Please use the links attached to each type of Abuse below for detailed information.

As an all-through multicultural school, it is important that all members of staff are aware of specific safeguarding issues that may be affecting our pupils (please see below). Expert and professional organisations can provide up-to-date guidance and support on these specific safeguarding issues. [Appendix 1](#) contains definitions and signs of child abuse and neglect. There are four main types of abuse:

- [Physical](#)
- [Emotional](#)

- [Sexual](#)
- [Neglect](#)

The updated *Working Together to Safeguard Children 2026* guidance expands the definition of abuse to reflect the increasingly complex ways harm can occur in children's lives. It emphasises that abuse is not limited to physical acts but includes patterns of coercion, control, exploitation, and neglect that may be subtle, cumulative, or facilitated through digital environments. The 2026 update highlights emerging forms of harm—such as technology-assisted abuse, online grooming, and exposure to extremist content—while strengthening recognition of emotional abuse, contextual safeguarding concerns, and the impact of persistent low-level neglect. By broadening these definitions, our policy reinforces that safeguarding partners must consider the full spectrum of risks affecting children's safety and wellbeing, including those arising in families, peer groups, communities, and online spaces.

We recognise that children may face overlapping risks and multiple harms and all staff will be aware of this and how to escalate their concerns.

An overview of the topics below are also included, for more information ([see Appendix 1](#)) or visit www.nspcc.org.uk or via www.gov.uk

- [Child Sexual Exploitation](#)
- [Child Criminal Exploitation](#)
- [Bullying, including cyberbullying](#)
- [Domestic Abuse](#)
- [Child Trafficking](#)
- [Female Genital Mutilation \(also see HBV\)](#)
- [Breast Ironing](#)
- [County Lines](#)
- [Child-on-Child Sexual Violence and Sexual Harassment](#)
- [Relationship Abuse](#)
- [Fabricated or induced illness](#)
- [Forced Marriage \(also see HBV\)](#)
- [Upskirting](#)
- [Sexting](#)
- [Consensual and Non-Consensual sharing of nude and semi-nude images and or videos](#)
- [Preventing Radicalisation \(Prevent Duty, June 2015, updated 2023\)](#)
- [Gangs and Youth Violence](#)
- [Children who are absent from Education](#)
- [Mental Health](#)
- [Private Fostering](#)
- [Drugs \(Please see Drugs policy\)](#)
- [Faith abuse](#)
- [Gender-based violence](#)
- [Children missing from home or Care](#)
- [Missing Children and Adults](#)
- [Hate](#)
- [Honour Based Abuse](#)

If a child is at risk of immediate serious harm a verbal referral should be made to MASH (children's social care) immediately.

Sexual Harassment

Sexual harassment is defined as 'unwanted conduct of a sexual nature' (Sexual violence and sexual harassment between children in schools and colleges', 2021, paragraph 15). It is likely to violate a child's dignity, make them feel degraded or humiliated. It can include behaviours such as telling sexual stories, making lewd comments or sexual remarks, or physical acts such as bra strap pulling, lifting up skirts, grabbing bottoms, genitalia or breasts. (When interpreting whether this behaviour crosses the line into sexual violence, the DSL will consider the experience of the victim). Sexual harassment can also take place online, and technology can be used to facilitate offline abuse, and may include the non-consensual sharing of sexual images and videos, unwanted sexual comments and messages and sexual coercion and threats.

Sexual Violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault as detailed in 'Sexual violence and sexual harassment between children in schools and colleges' (KCSIE). A child under the age of 13 can never consent to any sexual activity. The age of consent is 16. Sexual intercourse without consent is rape.

The school will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside the school and/or online. Sexual violence and sexual harassment can occur between two children of any age and sex and within intimate personal relationships between peers. A group of children may sexually assault or sexually harass a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

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 should a victim ever be made to feel ashamed for making a report or have their experience minimised. All staff working with children are advised to maintain an attitude of 'it could happen here'.

Early intervention can help prevent problematic, abusive and/or violent behaviour in the future. The distress experienced by children who are victims will likely find the experience stressful and distressing, which is likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attend(s) the same school. Babington House is aware that safeguarding incidents and/or behaviour can be associated with factors outside the school, including intimate personal relationships.

It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely that it will be perpetrated by boys. All staff will receive training to manage a report using CPOMS.

Babington House School has a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The school is aware of 'searching screening and confiscation advice for schools' and UKCIS sharing nudes and semi-nudes: advice for education settings working with children and young people/'. **Staff should not view or forward illegal images of a child.**

The person to whom the child discloses will recognise that the child has placed them in a position of trust and will listen carefully in a non-judgemental fashion, reflect back and use the child's language, will be clear about boundaries, will not ask leading questions and explain that they will pass this information onto the DSL. Leading questions should be avoided but staff can ask children if they have been harmed and what the nature of that harm was. It is essential that a written record is made of the report.

A written account of the disclosure will be recorded on CPOMS. This will record the facts as the child presents them. The DSL will make an immediate risk assessment, considering how best to support and protect the victim and the alleged perpetrator and all other children, and respond according to the steps outlined in Part 5 KCSIE.

The DSL will take responsibility to ensure that the ongoing response to the victim and the alleged perpetrator will be in accordance with KCSIE 2026. Immediate consideration will be given as to how best to support and protect the victim and alleged perpetrator(s) (and any other children involved or impacted).

Please see '**Supporting Children**' below for information regarding procedures for supporting the victim and alleged perpetrator, creating risk assessments, considerations and responses.

It is of incredible importance in how Babington House School responds to a report because of the impact it will have on the confidence of future victims to report or come forward.

It is important that decisions and actions are regularly reviewed, and relevant policies updated to reflect lessons learnt: Babington House will look for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, Babington House will decide on a course of action and consider whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur. Babington House will identify what can be done to minimise the risk of it happening again.

Consensual and Non-Consensual Sharing of nude and semi-nude images and/or videos.

Non-consensual sharing of nude and semi-nude images and /or videos is illegal and abusive. Consensual sharing of nude and semi-nude images and/or videos, especially between older children of the same age, may require a different response. It might not be abusive but children still need to know it is illegal. See advice from UKCIS in [Appendix 1](#) including what to do if an incident comes to your attention.

What to do if an incident comes to your attention:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.

- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Child on Child Abuse

(Including 'Banter')

Babington House School recognises that children can abuse other children (often referred to as child on child abuse). This can happen both inside and outside of school and online. All staff play an important role in preventing child on child abuse and responding where they believe a child may be at risk from it.

Babington House School has a zero-tolerance approach to child on child abuse. The school acknowledges that even when there are no reported cases of child on child abuse, this does not mean it is not happening.

KCSIE states that child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal real relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals. (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We recognise that Child on Child abuse can take place and staff will report **any** concerns regarding Child on Child abuse to the DSL or DDSs. All staff will challenge inappropriate behaviour between peers. We ensure that we minimise the risk of Child on Child abuse, including providing pupils with key pupils and staff that they can talk to.

Certain initiation ceremonies, sexting, non-consensual sharing of nude and semi-nude images and/or videos and gender-based issues would come under the scope of Child on Child abuse.

The school makes it clear through PSHE, assemblies and general practice that abuse is never passed off as ‘banter’ or ‘part of growing up’, “just having a laugh” or “boys being boys”.

Babington House ensures that victims of Child on Child abuse are supported and listened to.

If a disclosure of Child on Child abuse is made to a member of staff, student or volunteer, Babington House’s Child Protection concerns procedures should be instigated immediately. A referral (to the relevant body e.g. MASH/Police will take place) if the DSL considers that the threshold for referral has been reached.

Please also see the Anti-bullying Policy.

Should a bullying incident provide you with a ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’ this should be treated as a child protection concern and the school’s child protection procedures should be followed.

For details of signs of abuse please ([Appendix 1](#)). In the event of a disclosure or seeing signs of possible abuse by one or more pupils against another pupil, the member of staff would report this to the DSL and the DSL would make the referral to the MASH team. In the case of sexual abuse from one or more children to another, please contact the Police in addition to the MASH team. Please see contact details below and in [Appendix 8](#).

Anti-Racist Practice and Escalation of Concerns The school is committed to an actively anti-racist safeguarding culture in which all pupils are protected from discrimination, prejudice, and racial harm. All staff share responsibility for recognising and challenging racist incidents, biased language, discriminatory attitudes, and any practice that may disadvantage pupils from minoritised ethnic groups. Staff must record and report all concerns relating to racism or discriminatory behaviour in line with safeguarding procedures, ensuring these are treated with the same seriousness as any other safeguarding risk. Concerns should be reported immediately to the Designated Safeguarding Lead (DSL); where the concern involves a member of staff or relates to systemic practice, it must be escalated to the Headteacher, and if necessary to the Chair of Governors or the Local Authority Designated Officer (LADO). Leaders are responsible for ensuring concerns are investigated promptly, patterns are monitored, and actions are taken to prevent recurrence, in line with KCSIE 2026 expectations for creating safe, inclusive environments.

Serious Violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Supporting Children

- Pupils will require sensitivity if they have disclosed, leading questions are not to be asked.
- Pupils will be listened to.
- We recognise that a child who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- We know that disabled children are more vulnerable to abuse than non-disabled children, and are especially liable to bullying and intimidation. (See "*Safeguarding disabled children 2009*")
- All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims should never be given the impression that they are creating a problem reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Supporting victims and perpetrators - in relation to any type of Child on Child Abuse (including sexual violence and sexual harassment)

- 1) A risk assessment will be completed by the DSL/DDSLs identifying how best to support and protect the victim and alleged perpetrator (and all other children), where appropriate, advice from the MASH team / police will be sought. This will be kept under review on a case-by-case basis.
- 2) Considerations will be made towards:
 - The wishes of the victim in terms of how they want to proceed
 - The nature of the alleged incident
 - The ages of the children involved
 - The development stages of the children involved
 - Any power imbalance between the children
 - Is the incident a one-off, or a sustained pattern of abuse
 - that sexual violence and sexual harassment can take place within intimate personal relationships between peers
 - Are there ongoing risks to the victim, other children, school or college staff
 - Contextual safeguarding issues
 - The importance of understanding intra familial harms and any necessary support for siblings following incidents
- 3) Responses will be made in accordance to the steps in Part 5 of KCSIE.

The school will identify if there are any ongoing risks to the victim, the alleged perpetrator, other pupils, or staff. The school will identify if the incident/disclosure should be:

 - Managed internally
 - Managed with Early Help
 - Referred to children's social care
 - Reported to the police in parallel to children's social care

Immediate consideration will be given as to how best to support and protect the victim and alleged perpetrator(s) (and any other children involved or impacted).

In the event of a report of rape or assault by penetration, whilst the DSL/DDSLs is/are liaising with the police and social care, the alleged perpetrator(s) will be removed from any classes they share with the victim and consideration will be given as to how they can be kept apart on the premises and journeying to and from school if applicable.

These actions are in the best interests of all involved and will not be perceived to be a judgement on the guilt of the alleged perpetrators.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator will be considered by the DSL/DDSLs whose actions will be determined on a case-by-case basis.

Support to safeguard children will be given to all pupils by:

- Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children.
- Notifying MASH/Police as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.
- Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensuring all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Including in the curriculum opportunities for PSHE and Citizenship which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help.
- Providing educational opportunities to teach children to keep themselves safe (including online).

All victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Headmaster or the Designated Lead will disclose any information about a pupil to other staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to disclose information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

- Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to:

- societal attitudes and assumptions,
- child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Children with SEND can, therefore, face additional Safeguarding challenges and there may be additional barriers to recognising abuse and neglect in this group of children. This may include

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration
- Children with SEND being disproportionately impacted by issues such as bullying without showing any outward signs
- Children with SEND being unable to communicate instances of possible abuse

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs (SEND)
- living in a domestic abuse situation
- affected by parental substances misuse
- living away from home
- vulnerable to being bullied, or engaging in bullying living in temporary accommodation
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessibility formats.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, they should ensure that appropriate staff have access to the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority

delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and 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.

The Designated Teacher

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Independent schools are expected to have a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

The designated teacher should work with the virtual school head, if required, to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

Children who are lesbian, gay, bisexual or gender questioning (LGBGQ+)

The fact that a child or a young person may be LGBGQ+ is not in itself an inherent risk factor for harm. However, children who are LGBGQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBGQ+. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL

Risks can be compounded where children who are LGBGQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

LGBGQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Supporting Staff

- We recognise that staff working in the school that have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Lead and to seek further support as appropriate.
- Both the Designated Lead and Deputy Leads will provide support and guidance to each other as required. All persons should contact the Governor responsible for safeguarding should further support be needed. Other support networks will be allocated as necessary depending upon the nature of support needed.

Abuse/Breach of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

To avoid allegations of abuse, all staff should read and adhere to the school's Code of Conduct (See: [Appendix 5](#)).

Allegations Against Staff, Volunteers, Supply Staff, and Contractors

Allegations of abuse by teachers and other staff, including supply staff, volunteers and contractors are identified as

- 1) An allegation that may meet the harms threshold
- 2) An allegation/concern that do not meet the harms threshold 'low level concerns'.

Please see the separate 'Low Level Concerns Policy' for managing an allegation/concern that does not meet the harms threshold

Allegations that meet the harms threshold may indicate that a person would pose a risk of harm if they continue to work in their present position or in any capacity with children in the school: This should be followed if anyone working in the school including volunteers, contractors and supply staff) has:

- 1) Behaved in a way that has harmed a child, or may have harmed a child and/or;
- 2) Possibly committed a criminal offence against or related to a child and/or;
- 3) Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- 4) Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including because of transferable risk).

If the school identifies that a child has been harmed, that there may be an immediate risk of harm to the child or if the situation is an emergency, the MASH team (and as appropriate the Police) will be immediately contacted. (in accordance with the processes set out in part one of KCSIE)

The school will ensure that the welfare needs of the child are met and identify (with the LADO) how to investigate and support the person subject to the allegation.

- If such an allegation is made, the member of staff receiving the allegation will a) take the allegation seriously b) ensure the child is safe and supported and c) inform the Head teacher as soon as possible. The member of staff should then accurately record what they have been informed/observed on CPOMS 'Staff Safe' online platform.
- The 'Case Manager' Head teacher, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO) as soon as basic enquiries have been conducted (in line with BCSP) to establish facts to help determine whether there is any foundation to the allegation and to collate the initial information that the LADO will require.
- If an allegation is made against the Designated Safeguarding Lead or Deputy Leads, the Head teacher must be informed, who will then discuss the allegation with the Local Authority Designated Officer (LADO) without first informing the Designated Safeguarding Leads.
- If an allegation is made against the Head teacher then the Chair of Governors must be informed, and they will then discuss the allegation with the LADO without first informing the Head teacher.
- The school will follow both part 4 of KCSIE, the London and Bromley's Safeguarding Children Partnership protocols for managing allegations.
- If the school ceases to use a person's services because of unsuitability (harmed or poses a risk of harm to a child) to work with children or would have done so had they not resigned (whether employed, contracted, a volunteer or a student), the Designated Safeguarding Lead will report promptly to the Disclosure and Barring Service, after consultation with the LADO.
- Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.
- Compromise agreements cannot be used to prevent a referral being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation.
- Governors of Babington House school have a legal duty to respond to requests from the DBS for information they hold already but they do not have to find it from other sources.
- If a teacher has been dismissed for misconduct (or would have been dismissed had (s)he not resigned first, the school will give consideration to making a referral to the The Teaching Regulation Agency (TRA) <https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>
 - Reasons for such consideration are:
 - Unacceptable professional conduct

- Conduct that may bring the profession into disrepute
- A conviction at any time for a relevant offence.

Any referral made to the DBS will be passed on automatically to the TRL. Therefore, the school's responsibilities for referral to the TRL occur when an instance of dismissal for misconduct does not reach the threshold for DBS referral.

Babington House School will make every effort to maintain confidentiality and guard against any unwanted publicity. These restrictions apply up to the point where the accused persons charged with an offence, or the DfE or TRA publish information about an investigation or decision in a disciplinary case.

Records concerning allegations of abuse must be preserved for the term of the independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

Record Keeping for Allegations against an adult

For all allegations, other than those found to have been malicious or false, the following information must be kept on the file of the person accused:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- A note of any action taken, and decisions reached and whether the outcome was substantiated, unsubstantiated or unfounded.
- A copy provided to the person concerned, where agreed by children's social care or the police
- A declaration on whether the information will be referred to in any future reference.

Substantiated allegations should be included in references, provided that the information is factual and does not include opinions.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's **Whistleblowing code for issues relating to children and young people** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Head teacher. Complaints about the Head teacher should be reported to the Chair of Governors.

Sharing Low Level Concerns

All staff will be made aware of the staff code of conduct. Any breach of this would be considered a low-level concern. Please see separate Low Level Concerns Policy

The Low-Level Concerns Policy contains the school's procedure for sharing confidentially such concerns

Low Level Concerns should be shared with the headmaster, if the headmaster is not available, Low-Level concerns should be shared with a DSL/DDSLs. The DSL should inform the

headmaster of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern.

The Head teacher should be the ultimate decision maker in respect of all low-level concerns, the Head teacher may wish to consult with the DSL and take a more collaborative decision-making approach.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with the LADO.

Babington House School will create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Recording low-level concerns.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Low Level Concern records are kept confidentially with the HR Manager, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO (as per above).

Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

The school will retain records at least until the individual leaves their employment.

References

The school will only provide substantiated safeguarding concerns/allegations that meet the harm threshold in references. Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) meets the harm threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

Responding to low-level concerns

The school's low-level concerns policy sets out the procedure for responding to reports of low-level concerns. If the concern has been raised via a third party, the Head teacher (or a nominated deputy) should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously, and
- to the individual involved and any witnesses.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken.

Safer Recruitment – Please also see Recruitment Policy

All applicants to any school position will undergo safer recruitment procedures to ensure that children will be safe within their care. All offers are only made subject to an Enhanced DBS check with barred list information (where applicable*) and prior to commencing employment the candidate must have completed all safeguarding procedures successfully.

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in KCSIE, together with the school's individual procedures.

Please see the Recruitment Policy for further detail.

All new members of staff, Governors and volunteers will be added to the single central register before commencing work. Information stored includes:

- An identity check – such as, passport/photo driving licence and utility bill.
- Name, address, DOB
- Post and appointment start date
- Enhanced DBS check and number
- Barred list check
- Prohibition from teaching, prohibition from management check
- Medical Fitness form received
- Overseas criminal references check where appropriate
- References – dates received and checked
- Check of qualifications

All successful candidates will be given a period of probation. This will usually last for one year and then become a permanent contract.

All staff sign to confirm they have read and understood the Safeguarding policy through induction.

Extended school and non-school activities, on and off-site arrangements

Hirers of premises who work with children need to meet the new standards of [Using after-school clubs, tuition and community activities](#)

Where extended school activities are provided by and managed by the school, our own Safeguarding policy and procedures apply.

- Hirers should appoint a DSL who has completed safeguarding and child protection training; children should know who this is
- The hirer must be aware of the specific safeguarding issues that can put children at risk of harm and undertake appropriate training
- Hirers must regularly review the performance and suitability of staff and volunteers after appointment
- School will ensure that people who hire the premises follow the new guidance
- If school were to receive allegations about staff working for a hirer, using their premises to run activities for children, our safeguarding policy would be followed, including contacting the LADO

When our pupils attend off-site activities, a risk assessment will be completed which is checked by our Educational Visits Officer.

Where services or activities are provided separately by another body, appropriate safeguarding and child protection policies and procedures should be in place by the provider. It will be the responsibility of the DSL to ensure these are in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Photography and images

Please see our Acceptable Use of Mobile Devices Policy and our EYFS Mobile Phone and Camera Policy, which applies to the whole school, ie all those on school premises.

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

(please see data protection images and consent form – [online form](#))

- All Classes are provided with a school digital equipment for assessment and celebration purposes. EYFS staff will keep their designated equipment in a secure location when not in use by staff. This is to ensure that no visitor may have access to the camera or its images.

Ref: EYFS Statutory Framework, sec 3.4.

Visiting Speakers

Please see the 'Visiting Speaker Policy' for full information. A summary of key points are below:

- All visiting speakers are provided with the visiting speaker policy and safeguarding booklet in advance of their arrival at school. This is sent to them by the member of staff organising the event.
- The visiting speaker is required to provide the school with the content of their speech/talk, for school to check its suitability.
- Visiting Speakers are asked to bring with them photographic forms of identification, such as a driving licence or a passport, for school to verify their identity. Online checks will also be carried out. Where they also have a DBS in place, school will ask to see this. This is checked by the Receptionist who signs them in and issues them with their visitor's pass.
- The person organising the visiting speaker will complete the visiting speaker checklist and risk assessment and provide this information to the DSL, HR Manager and school office. They are always also responsible for the supervision of the visiting speaker on the day.

Making A Child Protection Referral

(essential contacts – [Appendix 8](#))

Referrals to the Children and Families Hub (formerly known as MASH) or Police will usually be made by the DSL or Deputy DSLs, however, safeguarding and child protection is the responsibility of all members of staff, anyone can make a referral to the Children and Families Hub (children's social care). (Please see contact details below). It is important for schools to provide as much information as possible as part of the referral process to allow any assessment to consider all the available evidence and enable a contextual approach to address potential harm in contexts outside the home.

Please see the Bromley Children's Safeguarding Partnership's Thresholds of Need (Nov 2021)

Whom to contact:

For Referrals and Advice related to safeguarding children who may be in need of help or at risk, please contact:

Children and Families Hub

Referral and Assessment Team

Civic Centre, Stockwell Close, Bromley, BR1 3UH

Telephone: 020 8461 7373 / 7379 / 7026

Fax: 020 8313 4400

E-mail: CandFhub@bromley.gov.uk

Bromley Referral Form

Referrals should be made via the C&F hub portal:

<https://childrensportallcs.bromley.gov.uk/web/portal/pages/home>

If you are seriously concerned about a child's immediate safety, call 999 and ask for the police.

Out of Hours – Emergency MASH Duty Team

0300 303 8671

Monday to Friday 5.00pm - 8.45am

Weekends and Bank Holidays 5.00pm – 9.00am the next working day

Seek advice from the Duty Social Worker if you are unsure whether to make a referral.

All referrals should be sent in writing via the C&F hub portal. The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24-72 hours).

With few exceptions the parents should be informed when a referral is being made, however, this is not a requirement and should not be done if it potentially places a child at risk of harm. If you are unsure, consult a Duty Social Worker via the **Children and Families Hub** team.

LADO

Anyone can make a referral to or gain advice from the **Local Authority Designated Officer (LADO)** regarding concerns or suspicions about behaviour towards children by staff or volunteers. The LADO will decide whether the allegation made is a potential criminal offence in which case a referral will be made to the Police. If the allegation indicates a child or children may be at risk of significant harm then a child protection investigation will be undertaken by Children's Social Care.

The LADO is contacted when it is believed that a member of staff or volunteer has:

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

A LADO provides advice and presides over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

LADO Contact Numbers

Gemma Taylor

Bromley Safeguarding Children Partnership,

0208 461 7669.

0208 313 4635

<http://www.bromleysafeguarding.org/articles.php?id=604>

If neither are available please contact 0300 303 8671

If you think a child is in immediate danger, contact the Police on **999** without delay.

Family Help Assessment (EH Assessment) ([Appendix 10](#))

The EH Assessment is designed as a tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs.

You might use a EH Assessment:

- If you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing.
- You receive a request from the child/young person or parent/carer for more support.
- You are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address.
- You want to use the EH Assessment to help you identify the needs of the child/young person and/or to pool knowledge and expertise with other agencies to support the child/young person better.
- If you need to hold a **Team Around the Child (TAC)** meeting, which enables inter-agency working directly with the family.
- If you have completed an EH assessment and feel escalation to social care or support from BCP is required, then the EH assessment you have completed, can then be sent in with the referral to the children and families hub to support this and avoid duplication with families.

For guidance about the threshold criteria for referrals to the Children and Families Hub, please see the Bromley Safeguarding Children Partnership (BSCP) *Partnership model for providing services to support children and families in Bromley*

Case Conferences

- If invited to a Child Protection Case Conference staff will be given priority to attend.
- A full report should be taken to the Conference or sent (if unavoidably unable to attend).
See [Appendix 9](#)

Please also refer to the School's policies on Bullying, Behaviour, Physical Restraint, Attendance, Health and Safety, First Aid.

Complaints procedure

Our complaints procedure will be followed where a current parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headmaster and Governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

The school is not obliged to use its complaints procedure to manage complaints from former parents, unless the complaint was lodged before the child left the school.

The Governing Body should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied. (KCSIE).

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. Practitioners should work collaboratively across agencies to help and protect children through strong and effective information sharing.

In line with the updated *Working Together to Safeguard Children* guidance, staff are required to share safeguarding information promptly, lawfully, and proportionately with relevant agencies to support early identification of risk and effective multi-agency responses. The school will also analyse safeguarding data regularly to identify patterns, emerging concerns, and areas for improvement, ensuring that decision-making is informed, evidence-based, and centred on the welfare of children.

APPENDIX 1

DEFINITIONS AND SIGNS OF CHILD ABUSE

Types of Abuse (“Keeping Children Safe in Education”)

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Type of Abuse	Description
Abuse:	a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.
Physical Abuse Definition:	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.
Emotional Abuse Definition:	the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child 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
Sexual Abuse Definition:	involves forcing or enticing a child or young person 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, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, 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. 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.
Neglect Definition:	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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Taken from "Keeping Children Safe in Education")

WHAT TO LOOK OUT FOR SIGNS AND SYMPTOMS OF SEXUAL ABUSE

Sexual Abuse

Children who have been sexually abused may show a variety of signs. They may try to tell you about abuse through hints or clues. They may also describe behaviour by an adult that suggests they are being groomed for future abuse. Other signs include:

Suddenly starting to behave differently

- aggressive behaviour
- sleep problems
- bed-wetting or soiling
- risk-taking behaviour during adolescence
- negative thoughts
- not looking after themselves
- problems with school, or missing school.

Avoiding particular adults

- Avoids being alone with a particular family member
- Fears an adult or is reluctant to socialise with them.

Sexually inappropriate behaviour

- Becoming sexually active at a young age
- Promiscuity
- Use of sexual language or information

Physical symptoms

- Anal or vaginal soreness
- An unusual discharge
- Pregnancy

How long these effects last depends on the individual child, the nature of the abuse and the help they receive.

What to look out for in adults

You should also be alert to any adults who pay an unusual amount of attention to your child, for example:

- giving your child gifts, toys or favours
- offering to take your child on trips, outings and holidays
- seeking opportunities to be alone with your child.

WHAT TO LOOK OUT FOR SIGNS AND SYMPTOMS OF EMOTIONAL ABUSE

Emotional Abuse

Emotional abuse can affect a child from infancy, through adolescence, and into adulthood. A parent's behaviour is central to a child's development. Signs that a child may be suffering emotional abuse include:

- a parent's constant negative and harsh behaviour towards their child
- a fearful, distant or unaffectionate relationship.

Signs of emotional abuse may also be present in a child's actions, or their physical, mental and emotional development.

Effects on physical development

A child's physical development can be delayed. For example, tense meal times can affect a child's eating.

Effects on mental development

Emotional abuse can hold back a child's mental development, such as their intelligence and memory. It can also increase the risk of a child developing mental health problems, such as eating disorders and self-harming.

Effects on emotional development

A child should be able to understand and express a range of emotions as they grow older. Emotional abuse can restrict a child's emotional development, including their ability to feel and express a full range of emotions appropriately, and to control their emotions.

Behavioural problems

Emotional abuse can put a child at greater risk of developing one or more behavioural problems, such as:

- learning difficulties
- problems with relationships and socialising
- rebellious behaviour
- aggressive and violent behaviour
- anti-social behaviour and criminality
- self-isolating behaviour (making people dislike you)
- negative impulsive behaviour (not caring what happens to yourself).

WHAT TO LOOK OUT FOR SIGNS AND SYMPTOMS OF NEGLECT

Neglect

Neglect can have a debilitating and long-lasting effect on a child's physical wellbeing, and on their mental, emotional and behavioural development. In some cases the effects can cause permanent disabilities and, in severe cases, death.

Signs that a child could be suffering from neglect include:

- **living in an inadequate home environment**
- **being left alone for a long time**
- **being persistently ignored by parents or carers**
- **poor appearance and delayed development**
- **taking on the role of carer for other family members.**

Physical effects of neglect may include:

- **poor muscle tone/prominent joints**
- **poor skin: sores, rashes, flea bites**
- **thin or swollen tummy**
- **poor hygiene, like being dirty or smelly**
- **untreated health problems, such as bad teeth**
- **unwashed clothing**
- **inadequate clothing, like not having a coat in winter**

Emotional and behavioural effects may include:

- **difficulties with school work**
- **missing school**
- **being anxious about, or avoiding, people**
- **difficulty in making friends**
- **being withdrawn**
- **anti-social behaviour**
- **early sexual activity**
- **drug or alcohol misuse.**

WHAT TO LOOK OUT FOR SIGNS AND SYMPTOMS OF PHYSICAL ABUSE

Physical Abuse

Injuries which are normal for children

All children have accidents, like bumps and falls. Injuries which are normal for children include:

- Bruising on the shins, knees, elbows, and backs of the hands.
- Bruising on children who are crawling or walking (especially older children).
- Bruising on the forehead (for toddlers).
- Scalds from hot liquid spills on the upper body.

Injuries caused by physical abuse

The harm caused to children by physical abuse can range from minor injuries to major trauma. These can include:

- bruising:
 - on the cheeks, ears, palms, arms and feet
 - on the back, buttocks, tummy, hips and backs of legs
 - on babies who are not yet crawling or walking
 - a history of bruising
 - multiple bruises in clusters, usually on the upper arms or outer thighs
 - bruises which look like they have been caused by fingers, a hand, or an object
- burns or scalds:
 - burns of the backs of the hands, feet, legs, genitals, or buttocks
 - burns which have a clear shape, like a circular cigarette burn
- large oval shaped bite marks
- fractures
- scarring
- poisoning
- drowning or suffocating
- head injuries caused by a blow or by shaking
- fabricated or induced illness.

WHAT TO LOOK OUT FOR SIGNS AND SYMPTOMS OF MENTAL HEALTH OR BEHAVIOURAL PROBLEMS

Mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

As well as the physical signs of abuse, children may also suffer mental health problems such as:

- depression and anxiety
- aggression and violence
- problems with relationships and socialising
- trying to hide injuries under clothing
- running away from home
- being distant and withdrawn.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff are well placed to observe children day-to-day and identify those whose behaviour suggest that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Additional Guidance and information

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

Rise Above – Lesson Plans and Materials

<https://riseabove.org.uk/>

Child trafficking

Children are trafficked for:

- sexual exploitation, including prostitution
- benefit or credit card fraud
- forced marriage
- criminal activity, e.g. pickpocketing, begging or in the drugs trade
- exploitative factory or agricultural work
- domestic work, such as cleaning, childcare and other chores.

Children at risk of trafficking

Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country.

Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place.

It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated.

They may be scared, or they may not realise that they are a victim or are being abused.

While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Behavioural signs of child trafficking

You may notice some unusual behaviour, such as a child who:

- is guarded and reluctant to talk
- performs excessive household chores
- rarely leaves their house
- displays sexualised behaviour inappropriate for their age
- gets into and out of cars with adults they don't know
- is constantly out late or away overnight
- receives unexplained phone calls enquiring about him or her
- does not appear to be in school
- is unclear about where in the UK they are living or how they got there.

Trafficked children are likely to be frightened, confused and:

- scared of their abusers
- frightened of being returned to their own country
- ashamed about what has happened to them
- afraid of, or not trust, adults who are trying to help them.

Physical symptoms of child trafficking

Trafficked children may suffer physical symptoms including:

- injuries due to physical abuse
- health problems caused by poor working conditions
- addiction to drugs or alcohol
- sexually transmitted infections or HIV
- multiple pregnancies.

Signs that an adult may be trafficking children

An adult who is trafficking or exploiting children may:

- have multiple visa applications for different children
- act as a guarantor for multiple visa applications for children
- travel with different children who they are not related to or responsible for
- insist on remaining with the child at all times
- abandon a child or claim not to know a child they were previously with.

Bullying (Guidance from NSPCC. Please also see Anti bullying policy)

Advice about the signs of bullying and what you can do if you think a child is being bullied

Bullying is hurtful behaviour, usually repeated over a long period of time. It can happen at and outside of school, such as on the way to school or in clubs and groups.

Bullying can also take place online. Sometimes called cyberbullying, it can happen through social networking websites or on mobile phones. Because it can occur 24 hours a day, seven days a week, a child may feel that there is no escape.

What is bullying?

Types of bullying include:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening or intimidating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constantly criticising or spreading rumours
- racial or sexual bullying
- physical assaults, such as hitting and pushing
- online through social networking, or using mobile phones, also known as cyberbullying.

Signs and symptoms of bullying

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child may be too frightened to tell anyone in case the bullying gets worse or they might believe that they deserve, or are responsible for, the bullying that they have experienced.

Bullying can affect a child's health, and it can cause emotional and behavioural problems. As it is often non-physical the effects may not be visible.

However, there are several warning signs that you can look out for in their appearance and behaviour – although no sign indicates for certain that a child is being bullied.

Signs you may notice could be that a child:

- has their belongings taken or damaged
- is over-tired and hungry from not eating lunch (if their dinner money or lunch has been taken)
- is afraid to go to school, is mysteriously 'ill' each morning, or skips school
- suffers a drop in performance at school
- asks for, or steals, money (to pay)
- is afraid of travelling on the school bus or on their own to school
- is nervous, loses confidence, or is distressed
- stops eating or sleeping
- begins to bully others
- refuses to say what's wrong or is withdrawn
- is physically injured.

The effects of bullying can be devastating on children and sometimes endure into adulthood. At its worst, bullying has driven children to self-harm and suicide.

Causes of bullying

Children who bully may be older or bigger than their victim, or they may have some other advantage which gives them a sense of power. On the other hand, they may feel powerless themselves and bully others to gain a sense of power.

They may have had a difficult upbringing in which they have learned aggressive behaviours. They may be used to getting their own way, or they may have learned these behaviours through being bullied themselves.

Some children who bully may not be conscious of their motives and they may not even realise how badly their behaviour is affecting others. They may imagine a variety of reasons for targeting their victim. The victim may be someone who is constantly targeted: some victims seem to attract

negative attention wherever they go, others are not used to dealing with bullies and are easier targets. Many who experience bullying just happen to be in the wrong place at the wrong time.

What you can do about bullying

If you know a child is being bullied there are some practical steps that you can take to stop it. Your first approach should be to sit down with the child and explain what bullying is and ask if they are being bullied. Remain calm, patient, and be understanding. Remember, it can be hard for a child to talk about bullying because they sometimes fear what may happen if they tell. They may fear parents going to the school, for example, and creating a scene. They may feel ashamed that it is happening to them, or they may fear upsetting their parents.

It's important that you gather as much information as possible, before taking any action, so that you can assess the scale of the problem. Don't jump to conclusions or assume there is only one version of events.

If the bullying seems mild it may be that you can help the child learn strategies for dealing with it. If the bullying seems moderate or severe you may need to take the matter further with the school, organisers of the setting in which it's occurring, or get help from elsewhere.

Tips for dealing with bullying

You could try the following to help a child deal with bullying:

- Encourage a child to walk away, or stay in a group – as they are less likely to be bullied when others are around.
- Help a child with making new friends.
- Make sure a child knows that they have the right to ask for help, and that they know who to ask for help in different situations, like a teacher or a nearby parent.
- Help a child to learn assertiveness skills, like learning to shout 'No!' and to display more confident body language.
- Act out some role plays, so the child can practice what to do when confronted with bullying.
- Encourage a child to hide their feelings from bullies – if a child can look calm, neutral or bored, they are less likely to be bullied.
- Encourage a child to talk about their feelings at home, or somewhere they feel safe.
- Help a child to rebuild their self-esteem by giving them opportunities to do things that build their confidence and make them feel good about themselves.

These strategies may be very difficult for a child who is upset, frightened or traumatised by bullying. If a child is unwilling to talk to you, they could be encouraged to contact [ChildLine](#).

Talking to the school

If a child is being bullied at school and you have discussed it with the child, you may decide to talk to the school in an attempt to have it stopped.

All schools have a responsibility to protect pupils from bullying. However, how the school responds will depend a great deal on the staff, the character of the school, and the school's anti-bullying policy. If you approach the school you should:

- arrange to meet with the classroom or form tutor, or Head of Department
- take a notebook to jot down the main points of what is said at the meeting
- make it clear that you will not tolerate bullying, and tell the teacher what effect it is having on the child
- ask for protection for the child by asking:
 - the teacher for confidentiality in order to protect the child from any recriminations by the bullying child for 'telling'
 - that members of staff keep an eye out for the bullying
 - for adequate supervision of play areas and extra supervision, if necessary
- ask how the school intends to deal with the bullying
- ask for a copy of the school's anti bullying policy, if you've not been given a copy already
- follow up to see what progress has been made

- if you are unsatisfied by the teacher's response, take the matter to the Head teacher; if unsatisfied by the Head Teacher's response, take the matter to the Headmaster
- if you are still not satisfied, write to the School Governors.

Other places to get help

If you are not satisfied with the school's response, or if a child is being bullied somewhere other than school, you will probably need to seek help elsewhere. Depending on the circumstances, you could:

- contact your local authority's education department
- write to your MP
- take legal action against the school
- transfer the child to another school, or consider educating the child at home
- contact a Police Community Liaison Officer
- seek professional counselling through your doctor
- get advice from the Children's Legal Centre
- contact the NSPCC.

Further help and advice

NSPCC: Advice and support for adults concerned about a child.

Police: Emergency and non-emergency Police services.

Anti Bullying Alliance: Organisation working to stop bullying.

Kidscape: Anti-bullying helpline for parents of bullied children.

The Advisory Centre for Education: Support and advice for parents whose children have problems at school.

Cyberbullying

Cyberbullying can significantly harm a child's physical and emotional health. It can cause:

- depression
- anxiety
- feelings of sadness and loneliness
- changes in sleep and eating patterns
- loss of interest in hobbies
- health problems
- self-harm or suicide in extreme cases.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex B for further details.

A girl or woman may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above.

Staff should activate local safeguarding procedures (see Bromley LA procedures below in bullet points), using existing national and local protocols for multi-agency liaison with Police and MASH (children's social care).

- If you become aware of a case you **must make a report to the Police force and MASH team in the area where the girl resides**
- The report can be given orally to the local Police force or in writing (**Please see contact details in [Appendix 8](#)**)
- You must identify the girl (name, age/DOB, and address) and explain why the report is being made
- Provide your name and professional details to the Police
- Use the relevant referral form, provided by the Police, for local area in which the girl resides.
- Confirm that you have or will be undertaking safeguarding action under "Working Together to safeguard children" 2026, as appropriate
- Ensure you are given a reference number from the Police
- This duty **cannot** be delegated, if you become aware of a case of FGM you must speak to the DSL or Deputy DSLs immediately who will support you in reporting it directly to the Police and MASH team.

Child criminal exploitation: county lines (taken from KCSIE)

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office and The Children’s Society County Lines Toolkit](#) For Professionals

Child-on-Child Sexual Violence and Sexual Harassment

Please refer to the detailed information in [KCSIE - Part 5](#)

Child Sexual Exploitation (CSE) (including Teenage relationship abuse) and Child Criminal Exploitation (CCE) (“Keeping Children Safe in Education”)

Child Sexual Exploitation

These are forms of abuse that occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Child Criminal Exploitation

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE and CCE

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Supporting practice in tackling child sexual abuse - CSA Centre Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse

<https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

Some people think that relationship abuse is just about violence, or physically forcing somebody to do something they don't want to – but that isn't true. Abuse can be emotional and verbal, and could escalate to physical or sexual abuse. All types are serious and they're never OK.

What is emotional abuse?

Some people use emotional abuse to control people. These signs can be more difficult to spot, but could include:

- Getting angry when you want to spend time with your friends
- Isolating you from friends and family
- Threatening to spread rumours about you
- Saying things like "If you loved me you would..."
- Putting you down all the time, using names like 'frigid' or 'slut' to control what you do, humiliate you and destroy your self-esteem
- Trying to control your life (telling you how to dress, who you hang out with and what you say)
- Threatening to harm you or to self-harm if you leave them

- Demanding to know where you are all the time
- Monitoring your calls and emails, threatening you if you don't respond instantly
- Getting really angry, really quickly
- Using force during an argument
- Blaming others for their problems or feelings
- Being verbally abusive
- Using threatening behaviour towards others
- Pressuring you to send them nude pictures

If someone is lesbian, gay, bi or transgender and not 'out', their partner might threaten to 'out' them if they don't do what they want.

What is physical abuse?

Some people use violence to force someone to do something or threaten to use it to control them. It could include:

- Hitting
- Punching
- Kicking
- Slapping
- Pushing someone against a wall and refusing to let them go
- Holding somebody down

What is sexual abuse?

Forcing someone to do any sexual acts they don't want to is rape or sexual assault. This kind of abuse can happen in relationships.

Domestic abuse: (www.gov.uk)

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. KCSIE 2022

The cross-government definition of domestic abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available in Annex B KCSIE Sept 2022.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This is not a legal definition.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as teenage relationship abuse. Depending on the age of the young people, this may not be recognised in law under the statutory definition of domestic abuse (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Definition of domestic abuse: guide for local areas

To help local areas consider the extension to the definition of domestic abuse may impact on their services, the Home Office, in partnership with Against Violence and Abuse (AVA) has produced [a guide for local areas](#).

A guide for Wales is currently being developed and will be published in due course.

Forced marriage

Read [information and practice guidelines](#) for professionals protecting, advising and supporting victims of forced marriage.

Three steps to escaping domestic abuse

Read the leaflet the Home Office developed with Southall Black Sisters at women in black and minority ethnic communities: [Three steps to escaping domestic violence](#).

Domestic abuse and young people

The changes to the definition of domestic abuse raise awareness that young people in the 16 to 17 age group can also be victims of domestic abuse.

By including this age group the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service.

Fabricated or induced illness (from 'Safeguarding children in whom illness is fabricated or induced': supplementary guide to "Working Together to Safeguard Children" 2026).

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **fabrication** of signs and symptoms. This may include fabrication of past medical history;
- **fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- **induction** of illness by a variety of means.

List of Behaviours

The following list is of behaviours exhibited by carers which can be associated with fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

- deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child's body so as to cause physical signs.
- interfering with treatments by over dosing with medication, not administering them or interfering with medical equipment such as infusion lines;
- claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems;
- exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous;
- obtaining specialist treatments or equipment for children who do not require them;
- alleging psychological illness in a child.

Forced Marriage:

Guidance taken from: 'The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage' on www.gov.uk <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

Forced marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional

pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages

Motives prompting forced marriage

Often perpetrators are convinced that they are upholding the cultural traditions of their home country, when in fact these practices and values may have in fact changed. There are also others who are placed under significant pressure from their extended family to ensure their children or other family members are married. In some instances, an agreement may have even been made about marriage when a child is in its infancy.

Many young people will then be living through their entire childhoods with the expectation that they will marry someone of their parents or other family members choosing. What needs to be communicated to all of those at risk is that forced marriage is a **CRIME** and that they have a fundamental human right to be able to choose their future spouse.

Perpetrators who force their children or other family members into marriage often justify their behaviour as protecting their children, building stronger families and preserving 'so-called' cultural or religious beliefs. When challenged on this practice, they often do not see anything wrong in their approach. The act of forcing another person into marriage cannot be justified on religious grounds; every major faith condemns it and, crucially, freely given consent is a prerequisite of all religions

Some of the key motives that have been identified are:

- Controlling unwanted sexuality (including perceived promiscuity, or being lesbian, gay, bisexual or transgender) - particularly the behaviour and sexuality of women.
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in, what is perceived to be, a "westernised manner".
- Preventing "unsuitable" relationships, e.g. outside the ethnic, cultural, religious or caste group.
- Protecting "family honour" or "izzat".
- Responding to peer group or family pressure.
- Attempting to strengthen family links.
- Achieving financial gain.
- Ensuring land, property and wealth remain within the family.
- Protecting perceived cultural ideals.
- Protecting perceived religious ideals which are misguided.
- Ensuring care for a child or adult with special needs when parents or existing carers are unable to fulfil that role.
- Assisting claims for UK residence and citizenship.
- Long-standing family commitments.

Sexting and Consensual and Non-consensual sharing of nude and semi-nude images and/or videos
(Guidance from NSPCC and UKCIS)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](#)

What to do if an incident comes to your attention

- Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

What is sexting

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Young people may also call it:

- Cybersex
- Sending a nudie, picture or selfie.

What are the dangers of sexting

Young people may see 'sexting' as harmless activity but there are risks. Taking, sharing or receiving an image, even voluntarily, can have a long-lasting negative impact. **It's illegal**

It may be common but 'sexting' is illegal. By sending an explicit image a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

No control of images and how they are shared

It's easy to send a photo or message but the sender has no control about how it's passed on. When images are stored or shared online they become public. They can be deleted on social media or may only last a few seconds on apps like Snapchat, but images can still be saved or copied by others.

These images may never be completely removed and could be found in the future, for example when applying for jobs or university.

Vulnerable to blackmail, bullying and harm

Young people may think 'sexting' is harmless but it can leave them vulnerable to:

Blackmail

An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.

Bullying

If images are shared with their peers or in school, the child may be bullied.

Unwanted attention

Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images.

Emotional distress

Children can feel embarrassed and humiliated. If they are very distressed this could lead to suicide or self-harm.

- o **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence
- o **Extremism** Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance <https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>, that aims to:
 1. negate or destroy the fundamental rights and freedoms of others; or
 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 3. intentionally create a permissive environment for others to achieve the results in (1) or (2).
- o **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

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

- o Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- o 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 school procedures outline in this policy, including discussing their concerns with the DSL.

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

The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. Additional support The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education, September 2022 are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Gangs and Youth Violence

Please refer directly to the document [‘Preventing youth violence and gang involvement’](#) for signs of gangs and youth violence for both primary and secondary aged children;

Drugs (Please see Drugs policy)

Please refer directly to the document '[DfE and ACPO drug advice for schools](#)' 2012, for information regarding drugs.

Early Intervention *(taken from the above document)*

Schools can have a key role in identifying pupils at risk of drug misuse. The process of identifying needs should aim to distinguish between pupils who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

Pupils whose parents/carers or family members misuse drugs *(taken from the above document)*

Schools will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Most are pro-active in the early identification of children's and young people's needs and in safeguarding the children in their care. Screening is important in assessing needs. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a safeguarding issue, the school will follow the procedures set out in its drug policy. This should include protocols for assessing the pupil's welfare and support needs and when and how to involve other sources of support for the child such as Children's Services, services commissioned by the Drug and Alcohol Action Teams (DAAT) programmes and, where appropriate, the family.

Faith Abuse (all information taken from "National Action Plan to Tackle Child Abuse Linked to Faith or Belief")

Please refer directly to the documents within '[Child abuse linked to faith or belief: national action plan](#)' for information regarding Faith Abuse.

"Child abuse is never acceptable wherever it occurs and whatever form it takes. Abuse linked to belief, including belief in witchcraft or possession, is a horrific crime which is condemned by people of all cultures, communities and faiths." (taken from the executive summary of the above documentation)

Child abuse is condemned by people of all cultures, communities and faiths, and is never acceptable under any circumstances. Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them as evil or as a witch. Where this type of abuse occurs, it causes great distress and suffering to the child.

- **Everyone working or in contact with children has a responsibility to recognise and know how to act on evidence, concerns and signs** that a child's health, development and safety is being or may be threatened, especially when they suffer or are likely to suffer significant harm.
- **Standard child safeguarding procedures apply and must always be followed** in all cases where abuse or neglect is suspected including those that may be related to particular belief systems.
- **The number of cases of child abuse linked to a belief in spirits, possession and witchcraft is small**, but where it occurs the impact on the child is great, causing much distress and suffering to the child. It is likely that the proportion of this type of abuse remains unreported.
- Research commissioned by the DfE in 2006 reviewed child abuse cases that had occurred between 2000 and 2005 to identify any cases where the abuse was linked to accusations of possession or witchcraft. 38 cases involving 47 children were found to be relevant and

sufficiently well documented. The children came from a variety of backgrounds including African, South Asian and European.

• **Child abuse linked to faith or belief may occur where a child is treated as a scapegoat for perceived failure.** Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which children become at risk. These reasons can include family stress, deprivation, domestic abuse, substance abuse and mental health problems. Children who are different in some way, perhaps because they have a disability or learning difficulty, an illness or are exceptionally bright, can also be targeted in this kind of abuse

Children who are absent from education (Advice on School Attendance – www.gov.uk)

Please refer directly to the document below for information regarding attendance and children absent from Education. Please also refer to the school's attendance policy.

The school recognises that persistent absence, severe absence and part-time timetables can be indicators of safeguarding concerns including neglect, child criminal exploitation, child sexual exploitation, mental health needs and family difficulties. Attendance concerns will therefore be considered as part of the school's safeguarding response.

All staff should be aware that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging, but also where children are already known to the local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:

- Guidance on school attendance 'Working together to improve school attendance' including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).

- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.
- general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#).

Staff should also be aware of the Bromley Children's Safeguarding Partnership

Child Missing From Home or Care (Advice on School Attendance – www.gov.uk)
Please refer directly to the document ' Children who run away or go missing from home or care ' for information regarding children who are missing from home or care.

Gender based Violence (Advice on gender based violence – www.gov.uk)
Please refer directly to the documents included in the attachment below for up-to-date newsletters and guidance regarding children who may be suffering from gender based violence.
https://www.gov.uk/government/policies/violence-against-women-and-girls

Private Fostering (Advice on private fostering – Children's Act 1989 - www.gov.uk)
Please refer directly to the Children's Act 1989 – Private Fostering using the link below.
https://www.gov.uk/government/publications/children-act-1989-private-fostering

Children with Family Members in Prison – KCSIE
Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Hate
Please refer directly to the link to the website ' Educate Against Hate ' which provides information for: • Parents; • Teachers; and • School Leaders This website contains resources and information that can be used to educate pupils against 'Hate'.

Upskirting
'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Both males and females can be the victims of upskirting.

Honour Based Abuse – Including Forced Marriage and Female Genital Mutilation

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

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 17 that requires a different approach ([see FGM section and contact details Appendix 8](#)).

Homelessness – KCSIE

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/ or require accommodation:

Sexual violence and sexual harassment between children in schools KCSIE

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

What is Sexual Violence?

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

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

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

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile,

offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- sexual “jokes” or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

BREAST FLATTENING OR IRONING

<http://nationalfgmcentre.org.uk/breast-flattening/>

Signs that a female could be at risk of breast ironing/flattening

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening
- If there are references to breast flattening in conversation, for example a girl may tell other children/adults about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights
- One or both parents or elder family members consider breast flattening integral to their cultural identity
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening
- A girl/family has limited level of integration within UK community

Signs that breast ironing/flattening may be taking or have taken place

- A girl may disclose to a teacher, close adult, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- Reluctance to undergo medical examination
- Fearful of changing for physical activities due to scars showing or bandages being visible

What to do if you are concerned about a pupil?

If you are concerned that a girl is at risk of breast flattening, school safeguarding procedures must be followed. A referral must be made to the local children's services team.

If you are concerned that the girl is in immediate danger, contact the police by calling 999. You should also contact the Foreign and Commonwealth Office if the girl has been taken abroad (telephone: 020 7008 1500)

APPENDIX 2

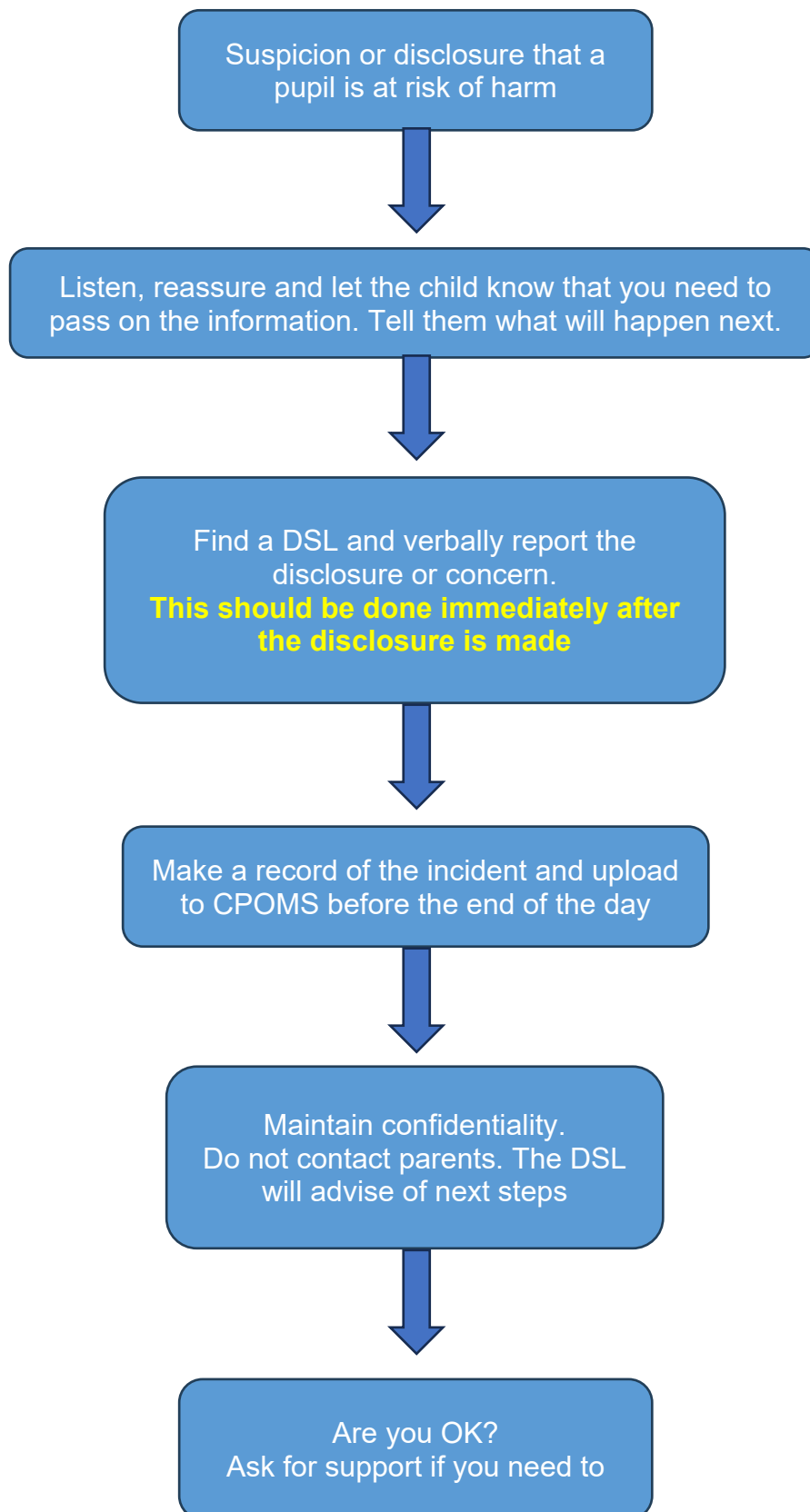
WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

- Stay calm and reassuring
- Ensure that the child is not asked leading questions.
- Be sensitive at all times with the child.
- Arrange a time and place to talk privately immediately after the child has initiated contact
- Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the Police
- Don't make any other promises to the child - the situation may cause you to react emotionally
- Listen and reassure
- **Do not press for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.
- Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.
- As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child.
- **Verbally share the disclosure to a DSL immediately**

Note: A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

WHAT TO DO WHEN A CHILD DISCLOSES ABUSE



APPENDIX 3

CHILD PROTECTION PROCEDURES PHYSICAL INJURY TO CHILDREN

Checklist for Recording

When you notice an injury to a child which needs to be recorded, try to record the following information on CPOMS in respect of each mark:

- Exact position of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in approximate centimetres or inches (or use indicators e.g. size of one pence coin, etc.)
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff, etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot/does the child feel hot?
- Does the child feel pain?

Note: Do not attempt to guess at things beyond your own field of expertise, e.g. age of injury.

Only record visible injuries; do not ask to see parts of the body which are normally covered up. If the child is injured Children's Social Care will arrange for a Child Protection Medical. Do not photograph any injuries, use the body map below to draw where an injury is on a child.

Also record

- Explanation for the injury:
 - Child (use child's own words)
 - Adult
- General appearance of the child:
 - Clothing
 - Hygiene
- Child's attitude/demeanour
- Parent's attitude
- Action taken/proposed
 - In your view, does the child need treatment?
- Your name, designation, agency, telephone number
- Date and time of your observation

APPENDIX 4

Welfare Concern Form

Visitors and Volunteers to use this form to record any concern about a pupil's welfare or safety and give it to the Designated Safeguarding Lead (Elizabeth Channon, David Laird, Gemma Bailey, Kate Edwards, Jane Hawkins)	
Pupil's full name:	Class:
Date of this record:	Class Teacher /Form Tutor:
Your name and designation:	Why are you concerned about this pupil?
Signature: Please provide details of your school, agency or service together with your contact details.	
What have you observed and when? (anything you have personally witnessed)	What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated)
What have you been told and when? (Write here anything you have been told by the pupil or any other person. Be clear about who has said what)	If the pupil made a disclosure, what did they say? Use the pupil's own words.

Have you spoken to anyone else about your concern? Yes ☐ No ☐ If yes, who?	Is this the first time you have been concerned about this child? Yes ☐ No ☐ If No, further details:
Are the parents aware of your concern? Yes ☐ No ☐	
If this is an allegation about a member of staff, please inform David Laird immediately. If this is an allegation about the Head Teacher please inform the Chair of Governors immediately.	
DSL/DDSLs to upload to CPOMS and record responses online.	

APPENDIX 5

CODE OF CONDUCT FOR STAFF AND VOLUNTEERS

The aim of this Code of Conduct is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

Please also see the school's Discipline and Behaviour Policy, Use of Mobile Phones & Devices Policy and Low-Level Concerns Policy.

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team, to safeguard and protect pupils and to be an excellent role model.

All school staff should observe the following code of conduct to ensure that they behave in a reasonable way towards each other, the pupils, parents and the external community.

All school staff and volunteers should ensure that the code of conduct is followed to avoid rendering themselves liable to disciplinary action as outlined in the Disciplinary Procedures.

Staff Relationships with Pupils

- Staff must treat each pupil as an individual and differentiate to meet individual needs.
- Staff must not breach the trust of their pupils, they must recognise the power imbalances between pupils and staff and ensure that power and authority are never misused.
- Sexual relationships with any pupils are forbidden; it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.
- Staff and students may only exchange emails for school business, such as homework and, in such cases, only by using the staff school email addresses. For all other matters, staff should contact parents, rather than the pupils, if necessary.
- Staff must refrain from having 'friendships' with any pupils in the school on social media or former pupils who are under the age of 18.
- Staff must ensure that any social media used does not bring the school into disrepute.
- Staff must ensure that privacy settings on social media are regularly updated to avoid parents and pupils accessing personal information.
- Staff must ensure that if a child has an accident or needs changing, this is done in sight of two adults.
- EYFS assessment devices (ipads/pods) must never be taken into the lavatories.
- Should a pupil need to be escorted by a member of staff in their own car, due to an emergency, two members of staff should be in attendance.
- Staff working on a 1:1 basis (e.g. music tuition, learning support, sports coaching) with pupils, should ensure that they are teaching in a room with a glass door/window and know who to ask for support (e.g. first aid/safeguarding disclosure/behaviour).
- Should a child become infatuated with a member of staff, this should be reported to the Head teacher and parents will be informed. Restorative work will be considered to attempt to restore the appropriate balance in the working relationship.
- Staff must not give pupils any gifts to avoid misconception. Small gifts can be accepted from pupils if they are deemed reasonable, i.e., a leaving gift or a small token to say thank you. Gifts should be reported to the Head teacher if it is felt to be inappropriate or given with inappropriate intention.

Staff Relationships with Parents

- Staff should maintain positive and polite professional relationships with parents at all times.
- In the instance of a disgruntled parent, staff should seek advice and support from their line manager to ensure that both staff member and the parents reach a resolution.
- Staff should ensure that with any social media, especially where parents are 'friends', the content does not bring the school into disrepute.
- Privacy settings must ensure that the reputation of staff members and school is not at risk of reputational damage.
- Members of staff should ensure that pupils are never discussed on social media, and should never have images of any Babington House students undertaking school activities on their social media pages. The only exception to this rule is where a student is the child of that particular member of staff, in which case only images solely of that member of staff's child/ren may be used, ie not including any other Babington House students.

Whistleblowing

- Staff should follow the schools' 'Whistleblowing' procedures if they have any concerns about a member of staff or volunteer. These are found in the staff handbook, in the Safeguarding Policy and also in the separate Whistleblowing Policy which can be found on SharePoint.
- Staff should always act to address any inappropriate behaviour by pupils or staff that they have witnessed.
- Staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.

Equality and Diversity

- Employees have an obligation to ensure that they conform to the requirements of the Equality and Diversity Policy, and must not act in a manner which could be considered to be of an unlawful discriminatory nature against fellow employees, pupils, parents or other people with whom they come into contact on the school's business.

Standards of Work

- Staff must encourage all pupils to reach their full potential.
- The school postal service must not be used for private purposes without prior permission from the Headmaster or member of the Senior Leadership Team.
- An orderly and courteous manner must be maintained at all times in school with the whole community (pupils, parents, suppliers and colleagues).
- As role models to our pupils, staff must set examples of behaviour and conduct which can inspire pupils. Staff must therefore not use inappropriate or offensive language at any time.
- All staff must demonstrate the highest standards of conduct in order to encourage our pupils to do the same.
- Staff must not contribute to, or instigate, workplace gossip and negativity about parents, pupils and colleagues and the school, both in and out of school.
- Alcohol may not be consumed on the school premises without express permission by the Headmaster.
- Illegal substances are not permitted on the school premises.
- No member of staff should be under the influence of any illegal substance or alcohol when engaging in any work for the school.
- Staff must seek medical advice if they are taking medication which may affect their ability to care for children.

- Any staff medication must be securely stored at all times or given to the School Nurse.
- Employees are not permitted to remove material or equipment of any kind from the school without prior written permission.
- The School's time, material or equipment must not be used for any unauthorised work.
- All authorised notices displayed are expected to be read and observed e.g. school e-mail correspondence, memos, all relevant handbooks.
- Employees are expected to act wholeheartedly in the interests of the school at all times. Any conduct detrimental to its interests or its relations with its pupils, parents, suppliers and the general public, or damaging to its public image, shall be considered to be a breach of the School's rules.
- Employees must not perform, arrange or carry out any work or activity which could be considered to be in competition with, or which adversely affects in any way, the school's interests.
- Confidential information pertaining to the school must not be disclosed to any third party at any time, either during or after employment.
- All school documentation, including but not limited to the staff handbook must be returned to the school upon leaving the school's employment.
- The school reserves the right to require employees to agree to submit their person or property to being searched whilst on the school's premises, or at any time at the reasonable requirement of the school, as detailed in the school property policy.
- The school enforces a no smoking policy on all its premises.
- No employee may use any customer information for their own personal benefit i.e. customers' names, addresses and phone numbers are strictly private and confidential and should not be used on a personal level by employees.
- No teacher is allowed to tutor a pupil from their own class without the permission of the Head teacher and this will only be in exceptional circumstances. Private tutoring may only be undertaken with the express permission of the Head teacher and without using the name or any resources from Babington House School. It must not take place on the school premises.
- Full time employees must inform the Head teacher if they undertake another contract of employment outside of their Babington House contract.
- Employees must act in accordance with all the school's working procedures and policies.
- Employees are expected to achieve and maintain a good standard of cleanliness and to show a conscientious, professional approach to the job.
- Employees are engaged on the basis that they must be prepared to undertake reasonable duties other than those for which they have been specifically engaged.
- Personal mobile telephones must be turned off during teaching periods and meetings, and may not be used on school journeys. Personal mobile devices may only be used in offices or staff only areas where there are no children present.

Keeping Pupils Safe and Healthy

- Staff must always place the safety and welfare of pupils above all other considerations.
- Staff must adhere to the principles and procedures contained in our Safeguarding Policy and in teaching and learning policies.
- Staff must be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm.

Home visits

Staff may need to carry out home visits to new starters in EYFS or to carry out safe and well checks pertaining to attendance concerns. These should be carried out with 2 members of staff where possible and documented.

Standards of Behaviour and appearance

Employees are expected to dress in a way that will reflect the high standards of the school. Attire and appearance must always be smart and professional and be appropriate to your role within the school.

Babington House Staff should always be seen as positive role models, both in our interactions with students, parents and other staff and in the way we dress.

- 1) Jeans, leggings/footless tights must not be worn.
- 2) For the sake of the professional image that the school projects, staff must ensure that any piercings or other ornamentations worn are appropriate and professional.

Should the dress code change, a notice period will be provided before the full implementation of the new requirements, with the exception of where a uniform (supplied by the school e.g. PE) is required.

The school strives at all times to present a professional image and this can only be achieved through the attainment of high standards of behaviour by its employees.

General Standards

- Staff should treat all members of the school community, including pupils, parents, colleagues and Governors, with consideration and respect
- Staff should take responsibility for their own continuing professional development
- Staff should refrain from any action that would bring the school into disrepute
- Staff should value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.
- Staff should demonstrate a clear understanding of, and commitment to, non-discriminatory practice
- Staff should demonstrate professionalism at all times, ensuring a professional client/business relationship is maintained with parents.

Absence and Timekeeping

Employees may not leave work prior to their normal finishing time without permission from their manager. In the case of teachers, this permission must be sought from Head of Preparatory School or Head of Senior School.

The core hours for staff are 8am to 4pm. Staff are required to be at school before the school day begins at 8.30am. Please note that some statutory staff duties begin at 8.00am. A rota will be shared with all staff at the start of the academic year.

In the event of an employee requiring planned time away from work during the normal working period, he/she must complete the absence request process on Access, at least 24 hours prior to the planned absence, and report to his/her manager upon leaving and returning to work.

Where a member of administrative staff is sick and unable to attend work, they should contact the absence line prior to the start of the working day, to ensure that appropriate cover can be put in place.

Where a member of teaching staff is sick and unable to attend work, they must contact the school by 7.30am to ensure that appropriate cover can be put in place.

Staff Name _____

Signature _____

Date _____

APPENDIX 6

Safeguarding at



BABINGTON
HOUSE SCHOOL

What is Safeguarding?

Safeguarding is the preventative measures that we put into place to ensure that risks of harm to children's welfare are minimised.

Where is the Safeguarding Policy?

The Babington House Safeguarding Policy is a public document that is available for viewing in the following places:

- The school website
- The school Handbook
- The school's intranet

Whose responsibility is Safeguarding?

Safeguarding is everyone's responsibility. All members of staff, volunteers and visitors will ensure our pupils' safety and welfare is at the uppermost priority.

Who should I speak to if I am concerned about the safety or welfare of a child?

We have a Designated Safeguarding Lead and four Deputy Designated Safeguarding Leads. You should speak to them immediately if you are concerned about a child.

DSL Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	Elizabeth Channon <u>Head of Prep and Director of Pastoral</u> 02084675537 ext 255 echannon@babingtonhouse.com	
DDSL Deputy Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	David Laird <u>Head Teacher</u> 02084675537 ext 223 kedwards@babingtonhouse.com	
DDSL Deputy Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	Kate Edwards <u>Assistant Head Pastoral</u> 02084675537 ext 237 kedwards@babingtonhouse.com	
DDSL Deputy Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	Gemma Bailey <u>Assistant Head Academic</u> 02084675537 ext 257 gbailey@babingtonhouse.com	
DDSL Deputy Designated Child Protection/Safeguarding Lead for the Whole School, including EYFS	Jane Hawkins <u>SENDCO Assistant Head</u> 02084675537 ext 228 jhawkins@babingtonhouse.com	

What is the difference between Safeguarding and Child Protection?

Safeguarding is about PREVENTION; Child Protection is about PROTECTION.

What is the difference between a child who is at risk or a child in need?

A child at risk is a child who is suffering significant harm or is likely to suffer harm, a child in need is a child who may need additional support to ensure that their welfare needs are met.

If I am in doubt about a concern I have, what should I do?

Always speak directly to one of the Designated Safeguarding Leads. They will listen to any concern you may have and will act according to the Safeguarding Policy.

What symptoms or signs might I see if a child is being abused?

Signs of abuse are listed within Appendix 1 of the Safeguarding Policy.

What should I do if I do not agree with a decision the DSL has made?

You can speak directly to the Headmaster, MASH team or LADO. Contact information for all of these are found within the Safeguarding Policy in Appendix 9.

What do we do at Babington House School to ensure our pupils are protected from



harm?

What do we do at Babington House School to ensure our pupils are Safeguarded?

• Safer Recruitment

We use safer recruitment when appointing any staff or visitors



• School Counsellor

We have a counselling service that is accessible during term.



• Non teaching dedicated DSL and wellbeing lead

Pupils are able to access a safe space and member of staff at most times during the school day.



• Security

We have security entry systems that prevent unauthorised access to the school. Staff use fobs at access points



• Security Cameras

We have security cameras on all the entry points of the school



• Safeguarding Laws, guidance & procedures

Staff are updated on any new safeguarding guidance.



• Peer to Peer Support

We have 'Listening Ear' prefects and wellbeing ambassadors to support Prep and Senior pupils.



• E-safety

E-safety is taught within the ICT curriculum and we hold internet safety days.



• E-safety at home

Parents attended an Internet Safety Evening to support their children at home.



• NSPCC Assemblies

The NSPCC have held assemblies to promote how to be safe and who to speak to.



• NSPCC Workshops

The NSPCC have held workshops with years 5-6 to promote Keeping Safe.



• Travel Safety

Year 6 pupils are chosen as Junior Travel Ambassadors and promote safe travel.



• Visitors and Safeguarding

Visitors report directly to the school office and are provided with our safeguarding visitors statement.



• PHSCE Curriculum

Our PHSCE and EYFS curriculum cover a range of topics to teach pupils how to keep themselves safe.



• Staff Induction

New members of staff and volunteers take part in an induction, safeguarding and child protection is the first priority.



• School Policies and Procedures

We have many policies that ensure our pupils are kept safe. Please see below.



- Assemblies

We regularly hold assemblies to inform pupils about safety



- Visitors in EYFS

EYFS arrange for visitors for 'People Who Help Us'



- Trip Risk Assessments

Risk assessments are carried out for all school trips.



- School Equipment Risk Assessments

We ensure that new equipment is properly tested before pupils use it.



- Playground Risk Assessments

Daily playground checks are in place to ensure that the playground is safe for the pupils.



- Emergency Procedures

The school has an 'Emergency Procedure' pack for the unlikely event of an emergency. This details school plans, escape routes and essential contacts.



- Fire Alarm Testing and Evaluation

We regularly test our fire alarms to ensure that all pupils, staff and visitors evacuate safely and quickly. These are reviewed after each test.



- Care Plans

Pupils with medical needs have a care plan which is reviewed annually. These are shared with staff and parents.



- School Nurse

We have a dedicated school Nurse on site every day.



- Med Packs
- Medical Information

Pupils requiring life-saving medication e.g. asthma pumps, epi-pens etc all carry their medication in a medpac.



- Pediatric Qualified First Aiders

All EYFS, Midday Meals' Assistants and Holiday Club workers are fully pediatric first aid trained.



- First Aid at Work Qualified Staff

Two members of staff are qualified in 'First Aid at Work'



- First Aid Boxes, First Aid Cabinets

Each prep class has a First Aid Cabinet. First Aid packs are placed around the school and always go on trips.



- Playground First Aid support.

Playtimes and Lunchtimes are 'zoned' to ensure that there is always a qualified first aider to provide care.



- Mini bus service

We run a number of mini bus routes to ensure that our pupils get to and from school safely.



- Breakfast and After School Club

We provide our own breakfast and after school club, enabling safe childcare at either end of the day.



- Safeguarding Alerts

We receive safeguarding alerts and inform pupils and staff of them as necessary.



- Pupil Emergency Evacuation Plan (PEEP)

We write a PEEP for pupils that are limited in mobility to ensure they are safe around the school and in the case of emergency evacuation.



- Staff Badges

Staff wear ID badges to identify themselves to visitors and pupils.



- Visitor Badges

Visitors are provided a badge with their identification details on. These are worn around the school.



Where can I find policies that relate to Safeguarding and Child Protection?

All Babington House School policies can be found on the school website. The main Safeguarding Policy and Appendices are also supplemented by the following policies which are also related to keeping children safe.



Welcome to Babington House School

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our pupils and follow our procedures.

Key facts about child abuse

Abuse can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality.

Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- ☐ have a bruise, burn or injury that seems suspicious
- ☐ show signs of pain or discomfort
- ☐ be unnaturally passive or withdrawn
- ☐ be unpredictable and challenging
- ☐ seem anxious, fearful or distressed
- ☐ provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the Designated Safeguarding Lead (DSL) Elizabeth Channon or the Deputy Safeguarding Leads, Kate Edwards, Gemma Bailey, Jane Hawkins or David Laird before you leave the school site.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL.

If you become concerned about a pupil's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a school welfare/child protection form ([Appendix 4](#)) and hand it to the DSL or Deputy DSLs before you leave the school site. Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our child protection policy please contact the DSL.

APPENDIX 7

CONFIRMATION OF READING AND UNDERSTANDING THE SAFEGUARDING POLICY

I confirm that I have I have read and understood the updated Safeguarding Policy. I have been made aware of my duty to safeguard and promote children's welfare. I am aware of my responsibilities and understand the procedures if I am concerned about a pupil.

Name: _____ (print)

Signature: _____

Date: _____

Please sign and return this form to the office

APPENDIX 8

SAFEGUARDING ESSENTIAL CONTACTS	
Name and Role	Address, Telephone and email address
Designated Child Protection/Safeguarding Officer Elizabeth Channon	Babington House School, Grange Drive, Chislehurst, Kent, BR7 5ES. 0208467 5537 ext 255 echannon@babingtonhouse.com
Deputy Designated Safeguarding Lead David Laird Head teacher	Babington House School, Grange Drive, Chislehurst, Kent, BR7 5ES. 0208467 5537 ext 223 dlaird@babingtonhouse.com
Deputy Designated Safeguarding Lead Gemma Bailey Assistant Head Academic	Babington House School, Grange Drive, Chislehurst, Kent, BR7 5ES. 0208467 5537 ext 257 gbailey@babingtonhouse.com
Deputy Designated Safeguarding Lead Kate Edwards Assistant Head Pastoral	Babington House School, Grange Drive, Chislehurst, Kent, BR7 5ES. 0208467 5537 ext 237 kedwards@babingtonhouse.com
Deputy Designated Safeguarding Lead Jane Hawkins SENDCO	Babington House School, Grange Drive, Chislehurst, Kent, BR7 5ES. 0208467 5537 ext 228 jhawkins@babingtonhouse.com
Child Protection/Safeguarding Governor	Jack Magill Jmagill.foyle2@gamil.com
Bromley Children's Social Care Children and Families Hub	London Borough of Bromley Old Town Hall Tweedy Road Bromley BR1 3FE 020 8461 7373/7379/7404/7309 CandFhub@bromley.gov.uk
Bromley Children's Social Care Children and Families Hub Out of hours Duty Team	02084617373 or emergency out of hours 0300 303 8671 8.30am- 5pm CandFhub@bromley.gov.uk
Bromley LADO (Local Authority Designated Officer) Gemma Taylor	Bromley Safeguarding Children Partnership, St Blaise, Room B40a, Civic Centre, Stockwell Close, Bromley BR1 3UH 0208 461 7775 Lado@bromley.gov.uk
Education Safeguarding Officer Libby Kember	London Borough of Bromley Tel: 0208 313 4665 Mobile number: 07974 870 800

	E-mail: Libby.kember@bromley.gov.uk
Local Authority Safeguarding Manager	Bromley Safeguarding Children Partnership, Bromley Civic Centre 2 Westmoreland Road Bromley BR1 1AS <u>020 8461 7816</u> BSCP@bromley.gov.uk
Local Authority Prevent Lead	Peter Sibley <u>8313 4638</u> peter.sibley@bromley.gov.uk MASH London Borough of Bromley Old Town Hall Tweedy Road Bromley BR1 3FE <u>020 8461 7373/7379/7404/7309</u> mash@bromley.gov.uk
DfE Counter Extremism (non-emergency) Advice	DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Governors <u>020 7340 7264</u> Counter-extremism@education.gsi.gov.uk
Reporting Female Genital Mutilation Police	<u>999</u> <u>101</u>
Reporting Female Genital Mutilation MASH Team <i>(There is not a designated FGM Officer in Bromley, all reports should therefore be made directly to both Police and the MASH team)</i>	London Borough of Bromley Old Town Hall Tweedy Road Bromley BR1 3FE <u>020 8461 7373/7379/7404/7309</u> mash@bromley.gov.uk
Local Authority legal services	Civic Centre, Stockwell Close, Bromley, BR1 1AS <u>020 8464 7450</u> csc@bromley.gov.uk
Local Authority Human Resources	Civic Centre, Stockwell Close, Bromley, BR1 3UH <u>020 8464 7450</u> csc@bromley.gov.uk
Phoenix Children's Resource Centre	40 Masons Hill, Bromley, Kent, BR2 9JG <u>020 8466 9988</u>
CAMHS	Stepping Stones House, 38 Masons Hill, Bromley BR2 9JG <u>020 8315 4430</u>
Police (Emergency and reporting of FGM/Radicalisation/Extremism)	<u>999 or 101</u>

Local Police	Bromley Police High Street Bromley BR1 1ER 101
Police – Chislehurst	Safer Neighbourhood Team <u>02087212612</u>
NSPCC Helpline	0808 800 5000
	NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0808 800 5000 – line is available from 8:00 AM to 4:00 PM, Monday to Friday.
NSPCC Whistleblowing helpline Telephone: Email:	https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/ <u>0808 800 5000</u> help@nspcc.org.uk
Operation Encompass	The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990. (Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse.)

APPENDIX 9

FORMAT FOR REPORT FOR A CHILD PROTECTION CONFERENCE

BROMLEY MULTI-AGENCY CHILD PROTECTION CONFERENCE REPORT

Completing the Multi-agency Child Protection Conference Report

The attached Multi-agency Child Protection Conference Report Template should be completed by all professionals to provide information to the conference. The format of the report reflects the strengthening families' framework.

The report should be provided to and discussed with parents, and children when appropriate, in advance of the conference. It is important that families do not hear new information at the conference and it is the responsibility of **all agencies** who have relevant information to make this available to the conference in the form of a written, legible and signed report.

Once the report has been discussed with the parents, it should be provided to the Quality Assurance Unit for the Conference Chair at least 48 hours prior to an initial conference and 5 working days in advance of a review conference.

These timescales are to give families sufficient time to prepare for such important meetings about their family life.

It is an expectation that all agencies will provide a written report for the conference. It has been agreed by the Bromley Safeguarding Children Partnership Executive that if no written report is received for the conference, the Chair of the Child Protection Conference will initially contact the professional concerned to remind them of their responsibility to provide a written report and they will be given 3 working days in which to provide the report. If the written report is still not provided within that timescale their manager will be informed.

Completed reports should be sent to:

Child.protection@bromley.gov.uk

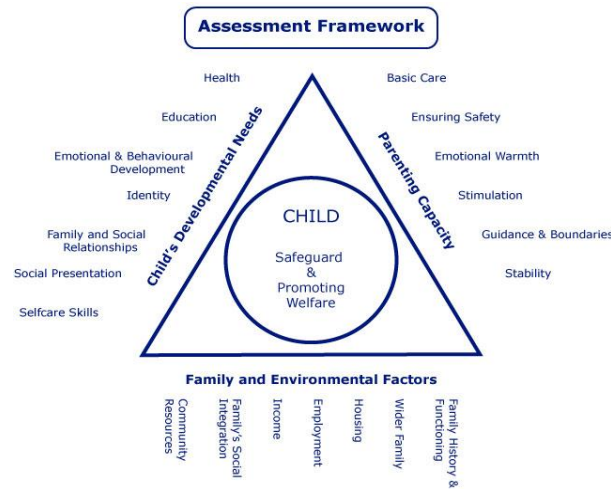
Confidentiality

Information shared verbally or in writing in the Conference must only be shared outside the meeting if it is to safeguard and promote the welfare of children. Conference reports and minutes are confidential and should not be passed to a third party without the consent of the parents or order of court.

Guidance on completing the Conference Report

Please write the report based on your professional knowledge and understanding of the child and family. **As this is a generic form you must ensure all the relevant information from your agency or specialism is included.**

You may wish to refer to the Assessment Framework triangle to aid your assessment:



Parent/ Carer and household member's

This section should household as known anyone living in the people not living in

significant family or information

include **all** members of the to your agency including household and significant the household.

Overview of your child/ren & family

This section should agencies and level of

agency's involvement with

include reasons for your involvement, attendance engagement, services or

care provided, duration of involvement, progress to date and any actions outstanding.

Current Risks or Concerns

This section should include any factors you consider to pose risk of significant harm or increase the risk of harm to the child/ren.

Historic or complicating factors

This section should include any previous history of concerns within the family, anything that might get in the way of resolving current risks and any previous involvement with your agency.

Safety/ Protective Factors

This section should include factors that you believe reduce the risks of harm to the child/ren or help to ensure safety.

Strengths/ Positives

This section should include any features of family life and parenting that have a positive effect on the child/ren's lives and anything the parents/ carers are doing well and if they were not, would be considered a risk factor.

Grey Areas

This should incorporate any areas that are unclear or may be of potential concern for the child/ren but require further time, clarity or assessment.

Chronology

This section should include details of any incidents, injuries or significant events that your agency is aware of along with the date and a brief summary of the event.

Health Professionals Section

This section should only be completed by health professionals.

BROMLEY MULTI-AGENCY CHILD PROTECTION CONFERENCE REPORT TEMPLATE



Agency details	
Professionals Name	
Job Title	
Agency Name	
E-mail address	
Telephone Number	

Child/ren's information		
Name	NHS Number	Date of Birth

Parent/ Carer and significant family or household members information		
Name	Date of Birth	Relationship

Overview of your agency's involvement with child/ren and family	
Include factors relevant to your service such as: - purpose for your involvement - level of engagement and attendance - services or care provided - difficulties or challenges - referrals to other services - progress to date - duration of involvement - any actions outstanding	
Current Risks or Concerns (if yes please state below)	

Are there any current risks or concerns?		Yes	☐	No	☐
Include what factors you consider to pose risk of significant harm or increase the risk of harm to the child/ren?					
Historic or Complicating Factors (if yes please state below)					
Are there any historic or complicating factors?		Yes	☐	No	☐
Include any previous history of concerns within the family, anything that might get in the way of resolving current risks and any previous involvement with your agency.					
Safety / Protective Factors (if yes please state below)					
Are there any safety/ protective factors?		Yes	☐	No	☐
Factors that you believe reduce the risks of harm to the child/ren or help to ensure safety.					
Strengths / Positives (if yes please state below)					
Are there any strengths/ positives?		Yes	☐	No	☐
Features of family life and parenting that have a positive effect on the child/ren's lives. Anything the parents/carers are doing well and if they were not, would be considered a risk factor.					
Grey Areas (if yes please state below)					
Are there any grey areas?		Yes	☐	No	☐
This should incorporate any areas that are unclear or may be of potential concern for the child/ren but require further time, clarity, or assessment.					

Chronology

To insert a new row go to the menu bar, click on TABLE, then INSERT and select ROWS BELOW.

Date of incident, injury or significant event	Type of event e.g. Birth, death, ICPCC, Assessment	Details and outcome i.e. what happened as a result of the event e.g. child remained in hospital following premature birth, Father arrested following DV incident, child excluded from school, Child in Need Plan put in place.	Name of child/ren to whom events apply (if not all)	Source of information e.g. police , other local Authority file, School etc

What do you believe to be the likely outcome for the child/ren if their current situation continues?

--

What changes would you need to see in the family to assure you that the risk of harm to the child/ren is sufficiently reduced?

--

What can your agency contribute to a plan to keep the child/ren safe?

--

Any other relevant information

--

	Yes	No
Has this report been seen by they parents/ carers?	☐	☐
Has this report been seen by the child/ren/ young people?	☐	☐

What are the views of the parents/ carers and/or chid/ren/ young people on this report?

--

Report completed by:

Name		Job Title	
Signature		Date	

HEALTH PROFESSIONALS SECTION

This section is only to be completed by Health Professionals. Please complete the following sections for each child.

Child/ Young Person's Name	
GP Name & Surgery:	

Relevant ante-natal/ birth details

Immunisation status (complete for initial conference only unless changed)	
e.g. Neonatal BCG; DtaP / IPV / Hib and PCV (8 weeks); DtaP / IPV / Hib and Men C (12 weeks); DtaP / IPV / Hib, MenC and PCV (16 weeks); Hib / Men C (12 months); 1 st MMR and PCV (13 months); DtaP / IPV (3-5 years); 2 nd MMR (3-5 years); HPV- 1 (girls aged 12-13 years); HPV- 2 (girls aged 12-13 years); HPV- 3	

Growth				
Date	Weight (centile)	Height (centile)	Head circumference (centile)	BMI
Comments/ Evaluation:				

Developmental Assessment			
Date	Screening/ Surveillance	Age	Outcome

Emergency Department Attendance		
Date	Reason	Outcome

Outpatients Appointments		
Date	Reason	Outcome

APPENDIX 10

Family Help Assessment



Early Help Family Assessment										
Household composition										
Relationship	Name	DOB	Age	Gender	Ethnicity	Address	School / Employment	Language	Contact number/Email address	Consent obtained / Date of consent
Parent /s										
Parent /s										
Child										
Child										
Child										
Other important people in the Child / Family's network										
Reason for Contact / Completing this assessment										
Has the parent/s agreed to any other professionals contributing to this assessment. If so, which professional?										
Who contributed to this assessment?										
This assessment has been completed by:										



Any additional relevant information:

All about the Child / Young Person and their family
Needs of the Child / Young Person Consider Supporting Families Criteria - Children safe from abuse, <u>Getting</u> a good education, Good Early Years development, Improved Mental and Physical Health
Parenting Capacity Consider Supporting Families Criteria - Improved Family Relationships, Improved Mental and Physical Health, <u>Promoting</u> recovery & reducing harm from substance misuse
Family And Environmental Factors Consider Supporting Families Criteria - Financial Stability, Secure Housing, Crime prevention & tackling crime, Children safe from abuse & exploitation
Analysis and Recommendations Outcome of Early Help Assessment (Consider key areas the professional network and family would like to address)

Team Around the Family / Plan of Support & Intervention							
The family need help / support with (Actions and Outcomes we would like to achieve)		Who will provide the help / support		By When	Comments / Questions / Progress		
Lead Agency / Professional							
Date of TAF (if one has been agreed)							
Date assessment & plan completed							
Date assessment shared with family							
Date assessment and plan will be reviewed							
Date assessment and initial plan shared with lead agency							
Supporting Families Criteria - factors identified - Please complete this section if you are referring this family to the Children & Families Hub							
PLEASE ONLY SEND THIS FORM TO THE C&F HUB IF YOU ARE MAKING A REFERRAL FOR THIS FAMILY.							
	Y	N	Assessor's notes		Y	N	Assessor's notes
Getting a good education				Children safe from abuse & exploitation			
Good Early Years Development				Crime prevention & tackling crime			
Improved Mental and Physical Health				Safe from domestic abuse			
Promoting recovery & reducing harm from substance misuse				Secure housing			
Improve family relationships				Financial stability			

APPENDIX 11

BCSP Protocol for Dealing with Allegations Made Against Adults

USE THE LINK BELOW TO SEE BSCP's

[> Quick guide to responding to allegations against professionals.pdf](#)

[> Allegations Notification Form 2017](#)

[> Protocol Managing Allegations Against A Professional 2017](#)

<http://www.bromleysafeguarding.org/articles.php?id=604>

If you receive information to suggest a member of staff working within the borough of Bromley 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; or
- Behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children

Please report the matter to the Local Authority Designated Officer (LADO) immediately by calling 0208 461 7669 or 0208 313 4325.

If the allegation is to be reported out of office hours, contact Children's Social Care Out of hours Emergency Duty Team on 0300 303 8671. See the Protocol below for timescales for reporting.

Please do not:

- Investigate the allegation
- Ask leading questions
- Promise confidentiality
- Discuss the allegation with the accused person even if you have to suspend them

Please do ensure:

- If the child is injured the parents are advised and medical attention is sought
- The child and other relevant children are safeguarded from any potential risk of harm

IF IN DOUBT ALWAYS SPEAK TO THE LADO.

APPENDIX 12

Safeguarding During Remote, Hybrid and Online Learning

It is expected that all children will be attending school on a full-time basis. There may be some instances where children are clinically extremely vulnerable or members of their immediate household are. It is expected that these children will also attend school on a full-time basis. In the event of a medical practitioner advising that a child does not return to school, school-work will be made available to them.

The school will be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. 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 or college (if anyone) their child is going to be interacting with online. KCSIE

Government Guidance

Providing remote education guidance

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

These resources can support parents at home with in safeguarding their children:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Parents should seek support from the school if their children access any harmful or upsetting content or are victim to bullying or abuse online.

Harmful or upsetting content

Get support by:

- reporting harmful online content to the [UK Safer Internet Centre](#)

- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Bullying or abuse online

You can:

- get advice on reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#)
 - get advice and support from [Anti-Bullying Alliance](#) for children who are being bullied
- We can use resources such as [Tootoot](#) to provide a confidential route for pupils to report bullying or abuse.

We can access the free [Professionals Online Safety Helpline](#) which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.Communicating with parents, carers and pupils

If education has to take place remotely, it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information

Virtual lessons and live streaming

If we should need to provide remote education using live streaming or pre-recorded videos, we will use TEAMS to do this. This system is monitored by our IT Team CTO. TEAMS is used through Microsoft school accounts for pupils and staff. Pupils and staff should only use this method to provide online live streaming lessons or uploading pre-recorded videos. SLT and DSLs have access to all class / school groups created and are able to 'visit' lessons at any time.

All pupils taking part in live-streaming should be dressed appropriately in full clothing, not pyjamas and should be sat at a desk or table wherever possible. Pupils should not be in their bedrooms wherever possible.

Staff should be dressed in a professional manner and should ensure that the background view is appropriate and professional. Staff can use blurred backgrounds in TEAMS if needed. Staff should continue to use the code of conduct contained within this safeguarding policy and have regard to KCSIE.

Guidance from the National Cyber Security Centre (NCSC) on [which video conference service is right for your school](#) and [using video conferencing services securely](#) is available to support the safe use of live streaming lessons.

[guidance from the UK Safer Internet Centre on safe remote learning](#) includes detailed advice on live, online teaching, and the [safeguarding guidance from London grid for learning \(LGfL\)](#) includes platform-specific advice.

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

Bromley Children's Safeguarding Partnership has additional resources and access to a safeguarding App for pupils, parents and staff.

Providing pastoral care remotely

Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in [Public Health England's guidance for parents and carers](#), routine can give children and young people an increased feeling of safety in the context of uncertainty.

One-to-one sessions may be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Personal data and GDPR

We will continue to follow the guidance outlined in the [data protection: toolkit for schools](#) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Email group parent accounts have been set up by CTO to enable teachers to email parents. This group should be put into the BCC section of an email to ensure that parents' email addresses are not shared.

Pupils with a social worker or those being monitored for safeguarding reasons.

The DSL/DDSLs will contact parents of specific pupils if they are not attending school to check their safety and well-being. DSL/DDSLs will have contact with the allocated social worker to share information and provide updates between services.

DSL/DDSLs will attend safeguarding meetings remotely where organised.

APPENDIX 13

Governors' Obligations under the Human Rights Act 1998, Equality Act 2010, Public Sector Equality Duty (PSED)

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

Equality Act 2010.

Schools and colleges have obligations under the Equality Act 2010

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need,

this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges, advice on this – including on specific duties, is set out in the advice linked in paragraph 90 (KCSIE).

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see para 87 KCSIE) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures. For further information please see Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission (equalityhumanrights.com)

APPENDIX 14

Safeguarding Training Criteria for School Staff

1. Induction Training (Level 1)

All new staff must receive safeguarding and child protection training as part of their induction. This should include:

- Understanding the school's safeguarding policy and procedures.
- Recognising signs of abuse and neglect.
- Knowing how to report concerns.
- Online safety awareness.

2. Annual Refresher Training (Level 2)

All staff must receive annual safeguarding updates. These may be delivered via:

- Whole-school training sessions.
- Online modules.
- Staff meetings or bulletins.

Training must cover:

- Updates to legislation and guidance (e.g. *Keeping Children Safe in Education*).
- Emerging risks (e.g. online harms, radicalisation).
- Reinforcement of reporting procedures.

3. Designated Safeguarding Lead (DSL) and Deputies (Level 3)

DSLs and their deputies must:

- Undertake formal safeguarding training at least every two years.
- Receive Prevent awareness training.
- Stay updated annually through CPD, briefings, or forums.

Training must enable DSLs to:

- Understand multi-agency working and referral processes.
 - Support staff with safeguarding concerns.
 - Manage child protection files and attend case conferences.
 - Understand trauma-informed approaches and the impact of adversity.
- <https://safeguardingchildren.salford.gov.uk/media/unone5os/training-requirements-for-schools-and-dsls-sept-2025.pdf>

4. Governors and Trustees

Must receive safeguarding training appropriate to their role, including:

- Understanding statutory responsibilities.
- Oversight of safeguarding policy implementation.
- Safer recruitment practices.