



Policy: Safeguarding and Child Protection

St George's Primary School is a Church of England school that promotes the spiritual, moral, cultural and physical development of each child.

Our School Aim: to help all children reach their full potential and develop an enthusiasm for lifelong learning within a caring and Christian environment, preparing them to be valuable members of society.

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Policy Title:	Safeguarding and Child Protection Policy
Responsibility:	Chief Executive Officer
Review Body:	Board of Trustees
Date:	September 2018
Review:	September 2019

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

*This policy should be read in conjunction with the Trust's Equality Policy.
<https://www.aquinastrust.org/>*

CONTEXT

The Aquinas Church of England Education Trust (the Trust) is committed to a moral and statutory responsibility to safeguard and promote the welfare of all learners. It acknowledges the duty placed on it to exercise its functions with a view to safeguarding children who are learners at its academies by virtue of section 157 of the Education Act 2002 and section 40 of the Childcare Act 2006.

The Trust acknowledges:

- The important role it and Trust's academies play in the wider safeguarding system for children and young people.
- That safeguarding and promoting the welfare of children and young people is everyone's responsibility.
- The best interests of the child or young person are paramount.

This policy applies to all staff, trustees, members of Aquinas Advisory Councils, volunteers, visitors, students and anyone working on behalf of the Trust. The purpose of this policy is to:



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- Develop a culture of child protection at all academies whereby all staff and volunteers appreciate that the safeguarding of children is everyone's responsibility.
- Protect children and young people who attend a Trust academy;
- Provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

The Trust believes that a child or young person should never experience abuse of any kind.

The Trust has a responsibility to promote the welfare of all children and young people and to keep them safe. Children who are and feel safe make more successful learners. We endeavour to provide a safe and welcoming environment where children are respected and valued. The Trust is committed to practicing in a way that protects them. Each academy will ensure that the welfare of learners is given paramount consideration when developing and delivering all academy activities.

LEGAL FRAMEWORK

The policy has been drawn up on the basis of the law and guidance that seeks to protect children, namely:

- Children Act 1989.
- United Convention of the Rights of the Child 1991.
- The General Data Protection Regulations and the Data Protection Act 1988.
- Human Rights Act 1998.
- Sexual Offences Act 2003.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.
- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education (2018)
- Special educational needs and disability (SEND) code of practice: 0 – 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014.
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2015.
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2015.
- Education Act 2002.
- Common Assessment Framework for Children and Young People 2007.
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).
- LSCB interagency child protection and safeguarding procedures



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- Use of Reasonable Force – DfE Guidance (2013)
- Sexual Violence & Sexual Harassment Between Children in Schools and Colleges – DfE Guidance (2018)

POLICIES RELATING TO SAFEGUARDING AND CHILD PROTECTION

1. This policy is one of a series in the Trust's integrated safeguarding portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Allegations of abuse against staff
- Complaints
- Confidentiality Statement
- CPD and Training
- Data Protection
- Disclosure Statement
- Equality
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Accessibility Plan
- Administration of medicine and first aid
- Attendance
- Appropriate physical contact including restraint
- Behaviour including anti-bullying
- Child Looked After
- Child Protection
- Complaints
- E-safety and acceptable use
- Health and safety procedures
- Missing children
- Personal and intimate care
- Photography of children and young people
- SEND

2. The policies are supported by the Trust's Employee handbook and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.



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3. Key roles are specified including the role of the designated safeguarding officer as detailed in the Child Protection Policy at appendix A and as implemented by all Trust academies.

PRINCIPLES

Safeguarding is defined in Working Together to Safeguard Children 2015 as:

- protecting children from maltreatment
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes

The Trust recognises that:

- The welfare of the child is paramount as enshrined in the Children Act 1989.
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their carers and other agencies is essential in promoting young people's welfare.

The Trust seeks to keep children and young people safe by:

- Valuing them, listening to and respecting them.
- Ensuring that each academy appoints a Designated Safeguarding Lead (DSL) for children and young people, a deputy and a lead trustee responsible for safeguarding.
- Requiring each academy to have a child protection policy and safeguarding practices in place which includes effective e-safety.
- Requiring each academy to have effective management for staff and volunteers through supervision, support, training and quality assurance.
- Ensuring that staff and volunteers are recruited safely with all the necessary checks having been made.
- Requiring each academy to have effective and professional procedures in place for the recording and storing of information securely together with sharing information about safeguarding and good practice with children, their families, staff and volunteers.
- Requiring safeguarding procedures to be used to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Using procedures to manage any allegations against staff and volunteers appropriately.
- Requiring each academy to create and maintain an anti-bullying environment and ensuring that there is a policy and procedures in place to deal effectively with any bullying that may arise.



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- Ensuring that each academy has a complaints policy and follow the Trust whistleblowing policy.
- Requiring that each academy provides a safe physical environment for children, young people, staff and volunteers by applying the academy's health and safety procedures in accordance with the Trust health and safety policy, current health and safety legislation and regulatory guidance.
- Ensuring safeguarding information is kept confidential and only shared where it is necessary in accordance with the Trust's data protection policy.

RESPONSIBILITIES

The Trustees are responsible for safeguarding and child protection at all Trust academies. The responsibility has been delegated to the headteacher of each academy (references to headteacher includes Executive Headteacher and Head of School as relevant) with the Chief Executive Officer and nominated senior officials overseeing this work.

1. Headteacher

The headteacher will ensure that:

- The academy has safeguarding procedures in place that are in accordance with current legislation and statutory guidance issued by the Department For Education (DFE), locally agreed inter-agency procedures, and must refer to the publication 'Keeping children safe in education' September 2016 and 'Disqualification under the Childcare Act 2006' June 2016, or such other statutory or guidance documentation which from time to time the DFE shall stipulate.
- The academy has a child protection policy which follows the format of appendix A.
- The academy annually reviews its safeguarding procedures and child protection policy in liaison with the Trust's safeguarding representatives. The academy may use the local authority's safeguarding audit tool to assess the quality of its processes.
- All policies and procedures within the safeguarding suite are implemented and followed by all staff.
- Regular training and updates are provided for all staff including timely induction for new staff.
- The academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with learners or who have regular contact with them. The academy shall maintain a single central record of checks and will update Disclosure and Barring Service (DBS) checks on a 3 yearly cycle.
- The academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the government and local authority and locally agreed inter-agency procedures. These include procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns. Reference should be made to the Trust's Allegations of Abuse Against Staff Policy. The Chief Executive Officer shall be responsible for liaising with



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the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher.

- Sufficient time and resources are allocated to enable the designated safeguarding lead and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the academy's whistle blowing procedures.
- All staff sign to indicate that they have read and understood safeguarding suite of policies and procedures and have read 'Keeping Children Safe in Education' part one.
- Learners' safety and welfare is addressed through the curriculum.
- All staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. They are kept up-to-date by refresher training at three yearly intervals. Temporary staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities. The academy remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- That the safeguarding and child protection policies and procedures are made available to parents and other stakeholders on request.
- Where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- All processing and sharing of personal data of the child will be undertaken in accordance with data protection principles as detailed in the Trust's data protection policy

2. Designated Safeguarding Lead (DSL)

- A senior member of staff is designated to take lead responsibility for child protection and safeguarding, providing advice and support to other staff, liaising with the local authority designated officer (LADO), and working with other agencies. The DSL need not be a teacher but must have the status and authority within the academy management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff. A deputy should be available to act in the designated person's absence or where the academy is a large establishment (DDSL).
- Both the DSL and DDSL have job descriptions detailing their roles and these are separate to any other position they hold within the academy.
- In addition to basic child protection training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by the Local Safeguarding Children Board (LCSB) and refresher training at two yearly intervals to keep his/her knowledge and skills up-to-date.
- The DSL reports and securely stores records of all concerns and makes referrals to other agencies in accordance with policy guidance.



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- When a learner arrives in an academy or leaves the academy the DSL makes sure that information is communicated effectively.
- The DSL develops effective links with relevant statutory and voluntary agencies and attends and/or contributes to child protection conferences in accordance with local procedure and guidance.
- The DSL understands the unique risks associated with online safety and has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- The DSL can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- The DSL liaises with the headteacher (where the role is not carried out by the headteacher) as appropriate.

REVIEW AND REPORTING

In recognition of the Trust's responsibility:

- Half termly safeguarding reports must be provided by the academies detailing:
 - Children who are looked after (CLA), previously known as Looked After Children (LAC)
 - Child Protection Plan (CPP)
 - Child in need (CHIN)
 - Multi Agency Safeguarding Hub (MASH) Referral
 - Open Common Assessment Framework (CAF) or Local Assessment Framework (LAC)
 - Outstanding Referrals
 - Incidences of Positive Handling
- The Trust will also audit each academy's safeguarding processes on an annual basis.
- The Trust's Director of Communications and Compliance will liaise with the academies to ensure that legislative changes and reporting requirements are implemented.
- A member of the Aquinas Advisory Council (AAC) will be requested to keep a watching brief on safeguarding and child protection at all times by liaising with the DSL. Child protection and safeguarding issues are recurrent items on every main meeting of the AAC.
- The safeguarding policy and procedures are reviewed annually.

Each learner's welfare is of paramount importance and the Trust acknowledges that some learners may be particularly vulnerable or at risk. It further recognises that learners who suffer from any form of abuse or neglect may find it difficult to develop a sense of self-worth and to view the world in a positive way, and that some learners who are experiencing difficulties may harm others physically or emotionally. The Trust therefore requires each headteacher to always take a considered and sensitive approach in such situations to ensure the support all of our learners.

MONITORING



St George's Bickley CE Primary School

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The Trust will as a part of its internal audit processes, audit each academy in order to ensure that the academy has complied with the requirements of this policy and the responsibilities delegated to it.



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Appendix A

Policy Title:	Child Protection Policy
Designated Safeguarding Lead (DSL):	Ellen Peyton
Deputy Designated Safeguarding Lead (DDSL)	Dawn Ardern
Academy Responsibility:	Headteacher, DSL and DDSL
Trust Responsibility:	Chief Executive Officer, Academy improvement Director and Operations Director
Date:	September 2018
Review Date:	September 2019

Purpose of the Policy

This policy details the academy's intentions regarding the protection of children and young people in its care. Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how the academy responds to concerns about a child.

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and young people up to the age of 18 and to protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working together to safeguard children 2015 as:

- protecting children from maltreatment
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
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Aquinas Church of England Education Trust (the Trust) and St George's always acts in their best interests of the child or young person and ensures that all reasonable steps are taken to prevent harm to them. Having safeguards in place within an organisation not only protects and promotes the welfare of children but also enhances the confidence of trustees, staff, volunteers, parents/carers and the general public.

Statement of Principles and Values

This policy applies to all staff, trustees, members of Aquinas Advisory Councils (AAC), volunteers, contractors and visitors. The Trust and the academy are committed to:

- The welfare of the child or young person being paramount.
- No child or group of children being treated any less favourably than others in being able to access services which meet their particular needs.



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- All children without exception have the right to protection from abuse regardless of gender, sexual orientation, ethnicity, disability, sexuality or beliefs.
- The policy being reviewed, approved and endorsed by the board of trustees annually or when legislation changes.
- Taking seriously all concerns and allegations of abuse which may require a referral to children's social care services, the independent Local Authority Designated Officer (LADO) for allegations against staff, trustees and other volunteers, and in emergencies, the police.
- Keeping children, young people and parents and carers aware of the policy and procedures as appropriate.
- A safer recruitment, selection, vetting and induction process for all staff and volunteers.
- Implementing the procedures of the Local Safeguarding Children's Board (LSCB) where appropriate.

Child Protection Statutory Framework

- Children Act 1989.
- United Convention of the Rights of the Child 1991.
- The General Data Protection Regulations and the Data Protection Act 2018.
- Human Rights Act 1998.
- Sexual Offences Act 2003.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.
- Equality Act 2010
- Public Sector Equality Duty
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- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2015.
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2015.
- Education Act 2002.
- Common Assessment Framework for Children and Young People 2007.
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).
- LSCB interagency child protection and safeguarding procedures.
- Use of Reasonable Force – DfE Guidance (2013)



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- Sexual Violence & Sexual Harassment Between Children in Schools and Colleges – DfE Guidance (2018)

Relevant Trust and academy policies

This policy must be read in conjunction with related Trust and academy policies, detailed below, which together form the basis of child protection at the academy.

The Trust's policies on:

- Allegations of abuse against staff
- Complaints
- Confidentiality Statement
- CPD and Training
- Data Protection
- Disclosure Statement
- Equality
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Safeguarding
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Accessibility Plan
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- Health and safety procedures
- Missing children
- Personal and intimate care
- Photography of children and young people
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Categories of Harm

Abuse and neglect are forms of maltreatment and harm of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Signs and indicators are found at **Appendix 1**.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK to subject a child or young person to FGM or to take a child abroad to undergo FGM. There is a mandatory duty on all staff to report cases of FGM to the police.

A child for whom FGM is planned is at risk of significant harm through physical and emotional abuse. Where a child is thought to be at risk of FGM, there is a need to act quickly before the child is abused in the UK or taken abroad to undergo the procedure.

The Prevent Strategy

The Prevent Strategy is a countrywide initiative which aims to work with young people and their families to prevent extremist behaviour and or radicalisation. The three key areas of concern are animal extremist behaviour, racist behaviour and terrorist behaviour. The academy supports the Prevent Strategy and will refer a student if they feel there is enough evidence to warrant it.

The Prevent Strategy places a duty on the academy to have "due regard to the need to prevent people from being drawn into terrorism". In order to achieve this the academy must undertake a risk assessment, work in partnership, train staff and have appropriate IT policies. Further details are found at **Appendix 1**.

Other

Although it is not possible to provide a definitive list of all incidences which may impact on the safety of a child or young person, staff should also be aware of the following:

- Bullying (including cyber bullying) – please see the academy's anti-bullying, e-safety and acceptable use policies.
- Children missing from education - please see **Appendix 1** and the academy's attendance policy
- Child Sexual Exploitation - please see **Appendix 1**.
- Domestic violence – please see **Appendix 1** and the academy's attendance/ missing children policy.
- Fabricated or Induced illness - please see **Appendix 1**.



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- Forced marriage - please see **Appendix 1**.
- Honour based violence- please see **Appendix 1**.
- Peer on Peer Abuse - please see **Appendix 1**.
- Sexual Behaviour and Harassment - please see **Appendix 1**. Criminal Exploitation – please see **Appendix 1**

Child Protection Plan (CPP) and a Child in Need (CHIN)

Following a referral to the MASH team and subsequent family assessment a child may be subject to a CPP or considered a CHIN. These interventions are led by a named social worker. These procedures will be used "If a child is unlikely to achieve, maintain, or have the opportunity of achieving or maintaining a reasonable standard of health or development without provision of services by the Local Authority or will the child's health and development be significantly impaired without provision of Local Authority services". This may result in a child protection S.47 investigation.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Early Help and the Common Assessment Framework (CAF)

The identification of children and young people who would benefit from early help is vital to safeguarding. Early help is the provision of support as soon as a problem emerges, this may continue as regular Team Around the Child (TAF) meetings. Further details are provided in **Appendix 1**.

Children with Specific Characteristics

Children Looked After and previously looked after – staff and volunteers should have an awareness of issues around safeguarding children looked after. Appropriate staff must have information they need about the legal status of the looked after arrangements and the care arrangements for the child/ young person. Further details are found in **Appendix 1** and in the academy's Children Looked After Policy.

Children with Special Educational Needs (SEN) or disabilities - Staff and volunteers should also be aware of the additional vulnerabilities of children and young people with SEN and disabilities as they can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect within this group. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.



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- Children and young people with Sen or disabilities can be disproportionately impacted by things like bullying, without outwardly showing any sign; and
- Communication barriers and the difficulties overcoming these barriers.

Further details can be found in the academy's SEND policy.

Private fostering – Private fostering is when a child or young person of up to 16 years old (or 18, if the child is disabled) is in the care of someone who:

- Is not his or her parent.
- Does not have parental responsibility.
- Is not a close relative.

Close relatives are defined as grandparents, brothers, sisters, uncles, aunts (whether of full blood or half blood or by marriage) or step-parent under the Children Act 1989.

If a child or young person is being looked after by anyone else for more than 28 days, the local authority must be notified (<https://bromley.mylifeportal.co.uk/privatefostering/>)

Roles and Responsibilities

The Trust

The trustees are ultimately responsible for safeguarding at the academy. The trustees have delegated the responsibility for safeguarding at the academy to Headteacher. The Trust will monitor and quality assure the safeguarding and child protection activities of the academy.

Headteacher will ensure that the academy:

- Has a child protection policy and procedures in place that are in accordance with national and or local guidance and locally agreed inter-agency procedures, and that the policy and procedures are made available to parents and other stakeholders on request.
- Operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with students.
- Has procedures in place for the prompt induction of staff and volunteers in relation to all safeguarding and child protection policies and procedures relevant to the academy.
- The Headteacher has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. Allegations against the Headteacher shall be referred to the Chief Executive Officer of the Trust; Has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) to take responsibility for child protection and safeguarding and they are suitably trained and sufficient resources and time are allocated to enable the DSL ad DDSL to discharge their responsibilities.
- Provides appropriate safeguarding training for all staff every 3 years and annual refreshers and updates.



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- Remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- Where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- All processing and sharing of personal data of the child will be undertaken in accordance with data protection principles as detailed in the Trust's data protection policy.
- Reviews the policy and procedures annually and these are implemented at the academy.

DSL and DDSL

The DSL and DDSL will be responsible for the following:

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies.
- refer cases of suspected extremist behaviour to **Prevent**.
- act as a source of support, advice and expertise within the academy.
- liaise with the DDSL, to inform them of any issues and ongoing investigations and ensure there is always cover for this role.
- Children should also be assessed in the context of wider factors that are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that staff are aware of these and are able to inform the referral process.

Training

- recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral.
- have a working knowledge of the LSCB Procedures, completion of a Common Assessment Framework paperwork, the conduct of a child protection case conference and be able to attend and contribute to these.
- understand the key purpose of listening to the young person, to secure the young person's narrative.
- understand and be able to initiate early intervention services.
- understand the threshold process for Child in Need.
- ensure that all staff have access to and understand the academy's child protection policy.
- ensure that all staff have induction training and maintains a record of all training undertaken by staff.
- keep detailed accurate secure written records of reported concerns and the outcomes.
- obtain access to resources and attends any relevant or refresher training courses at least every two years, including specialist training and updates from the LSCB.

Raising Awareness



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- ensure the child protection policy is updated and reviewed annually;
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the academy in this;
- where a child/ young person leaves the academy, ensure that information is passed to the new school prior to them starting if possible and that any files are transferred to the new school separately from the main student file as soon as possible. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and forwarded to the relevant named Social Worker;
- where the parents inform the academy that they wish to elect for home education, the Local Authority is alerted in order that they can endeavour to undertake a home visit to discuss this with the parents;
- appoint at least one person to deputise, who has also attended the appropriate higher level training with the LSCB.
- ensure that members of staff who come into contact with child protection issues are supported.

Staff and Volunteers

It is the responsibility of all staff and volunteers to:

- fully comply with the Trust and academy's safeguarding and child protection policies and procedures and inter-related policies;
- attend appropriate training, at least every 3 years;
- inform the DSL or DDSL of any of the following concerns:
 - any suspicion that a child or young is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
 - any explanation given which appears inconsistent or suspicious.
 - any behaviours which give rise to suspicions that a child or young person may have suffered harm (e.g. worrying drawings or play).
 - any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
 - any concerns that a child or young person is presenting signs or symptoms of abuse or neglect.
 - any significant changes in a child or young person's presentation, including non-attendance.
 - any hint or disclosure of abuse from any person.
 - any concerns that the child or young person has fabricated or induced illness.
 - any concerns that the child or young person is a victim of Faith abuse.
 - any concerns that the child or young person is at risk of forced marriage.
 - any concerns that a child is at risk from gangs and youth violence.



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- any concerns that a child or young person is at risk of, or has been through, Female Genital Mutilation (FGM).
- any concerns that a child or young person is at risk from people trafficking.
- any concerns regarding person(s) who may pose a risk to children or young people (e.g. living in a household with children present).

Reporting Concerns

Any member of staff who has a concern for a child or young person, however insignificant this may appear to be, should seek advice from one of the DSL or DDSL immediately such concerns to include incidences occurring outside school hours and off the school site. Concerns that are more serious must be reported immediately and brought to the attention of the DSL as soon as possible. If they are not available, the DDSL should be consulted. It is the duty of the DSL and DDSL to take advice from the MASH team and complete a referral to social care when appropriate. If a child or young person makes a disclosure of abuse to any member of staff, they should follow the procedure set out in **Appendix 2**.

If there is a risk of immediate harm to a child or young person a referral will be made to children's social care immediately. In certain circumstances it will also be appropriate to notify the police; in the case of FGM this is a mandatory requirement. Any member of staff can make a referral and the process detailed in **Appendix 2** should be followed.

The Trust and the academy recognise the importance of working with other agencies in a co-ordinated manner and the academy procedures take into account the safeguarding procedures of the LCSB.

Confidentiality

All staff have a responsibility to share information regarding the protection of children and young people with the DSL. Information sharing is vital in identifying and tackling all forms of abuse. In order to safeguard the child or young person following any disclosure or reporting of a concern by a member of staff or volunteer, all matters must be kept confidential within the safeguarding team and the member of staff or volunteer. The sharing of information within the academy, the parents and other agencies will be determined by the headteacher and the DSL and it will be undertaken in accordance with the principles of data protection. Staff are referred to the Trust's Confidentiality Statement for further details.

Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Communication with Parents

Any concerns regarding a child or young person following a disclosure or the reporting of a concern by a member of staff or volunteer, will be communicated to the parent/carer where it is



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in the interests on the child or young person to do so and where such communication will not result in further harm to the child or young person. Communication with the parent/carer will be determined by the Headteacher and the DSL, having taken advice from the MASH team.

Record Keeping

Accurate records will be made as soon as practicable. The procedure to be followed is detailed at **Appendix 2**.

Allegations against staff

The highest possible standards of behaviour are expected from staff and volunteers in relation to their interaction with pupils at all times. The Trust has procedures in place to deal with allegations made against staff and volunteers as detailed in the Trust and academy policies detailed above. Any concerns that involve an allegation against a member of staff or volunteer should be referred immediately to the Headteacher who will contact the appropriate personnel within the London Borough of Bromley to discuss and agree action to be taken. If the allegation is against the Headteacher then the Chief Executive Officer of the Trust should be informed directly, who will make the necessary decisions. The academy has a legal duty to refer staff to the Disclosure and Barring Service if the harm test (to satisfy the harm test there needs to be credible evidence of a risk of harm to children or young people) has been satisfied or relevant conduct has been identified. The Headteacher is responsible for the referral.

Staff must be aware of the Trust whistleblowing policy and procedures at the academy. If staff or volunteers do not feel able to raise an issue in accordance with this policy and procedures, then they should contact the designated officer at the Local Authority.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully recognising the additional vulnerability of these groups. Consideration should be given in relation to making reasonable adjustments pursuant to the Equality Act 2010 and the requirement not to discriminate under the Public Sector Equality Duty.

By planning positive and proactive behaviour support, through individual plans for more vulnerable children, and agreeing them with parents and carers, the occurrence of challenging behaviours can be reduced and thus the need to use reasonable force.



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Safer Recruitment

The Trust and the academy have a duty to prevent people who pose a risk of harm from working with children or young people. Consequently, the Trust and academy check staff and volunteers who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Trust has a safer recruitment policy and procedures and the academy has appropriate induction procedures. For further details, please see these policies. Staff are also referred to the Trust's Disclosure Statement.

DATA PROTECTION

St George's CE Primary School [The Academy] processes personal data, some of which will be sensitive personal data, in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



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Appendix 1

Signs and Indicators of the Categories of Abuse

Physical abuse

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

Indicators include

A pattern of the following injuries:

- Unexplained bruises
- Cuts and scratch marks
- Cigarette burns
- Broken bones
- Scalds
- Bites

Any injury which the child, parent or carer

- Tries to hide
- Avoids treatment
- Gives several different explanations
- Gives an unlikely explanation

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and persistent adverse effects on the emotional development of the child or young person. It may involve conveying to the child or young person that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child/ young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children or young people frequently to feel frightened or in danger or the exploitation or corruption of children/ young people. Some level of emotional abuse is involved in all types of maltreatment of a child/ young person, though it may occur alone.

Indicators include

- Is not growing or putting on weight
- Is timid or withdrawn
- Is over-demanding of attention
- Has violent mood swings



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- Relates poorly to others

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual violence and sexual harassment, as defined by Keeping Children Safe in Education guidance, are elements of sexual abuse. The sexual abuse of children by other children is a specific safeguarding issue in education and is also covered in the section dealing with peer on peer abuse.

Indicators include

- Is sore or bleeding in the genital or anal area
- Is reluctant to undress
- Is reluctant to go to the toilet
- Frequently complains of abdominal pains
- Has a knowledge of sex which is age-inappropriate
- Says that someone has done something bad to them but that it is a secret
- Regularly soils her/himself
- Is withdrawn or has mood swings
- Suffers night terrors or sleep disturbance
- Avoids physical contact
- Is overly compliant with the requests of others
- Possesses money or gifts which cannot be accounted for
- Is pregnant

The initial response to a report of sexual abuse (including peer on peer sexual abuse) is important. Reports of sexual abuse are likely to be complex and require difficult professional decisions to be made and thus it is vital that the Academy's procedures as detailed in Appendix 2 are followed.

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. They should be supported and listened to without judgment.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment and advise on the initial response. The assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and



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- all the other children (and, if appropriate, adult learners and staff) at the academy, especially any actions that are appropriate to protect them;

Risk assessments are recorded and be kept under review. The DSL will ensure that the Academy is engaging with children's social care and specialist services who may need to undertake additional professional risk assessments. The advice of the professional should be followed including informing the alleged perpetrator of the allegations. Where a crime has been committed it will be reported to the police in parallel to a referral to social care. Thereafter, police guidance on the disclosure of information will be followed together with steps to be taken to protect the victim and other pupils to ensure that children are protected and any police investigation or criminal prosecution is not compromised.

Important considerations for the Academy will include:

- The wishes of the victim in terms of how they want to proceed; however, if we believe that a crime has been committed or the MASH team need to be notified in order to safeguard the victim we may have to act in any event.
- The nature of the alleged incident(s) and whether a crime may have been committed.
- The ages of the pupils involved, their maturity, any power imbalance if it is peer to peer abuse.
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other pupils or staff.
- Other related issues and wider context.
- In the case of peer to peer abuse, the support for the alleged perpetrator

However ultimately of paramount concern is the welfare of a victim. Although considering the wishes of the victim is important, it is not wise to promise confidentiality as it is likely that the information will have to be shared with the appropriate professionals. Each reported allegation must be considered on a case by case basis and the Academy will determine whether:

- The allegation can be managed internally which may include the involvement of early help.
- The case needs to be referred to Children's Social Care.
- The case needs to be reported to the Police. As a part of any the criminal process consideration should be given to how the victim will be supported where the perpetrator is given bail and/or there are delays in the criminal process.

Whichever course of action is pursued it is vital that the victim is supported at all times.

Neglect

Neglect is the persistent failure to meet a child/ young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/ young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food



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clothing and shelter (including exclusion from home or abandonment), protect a child/ young person from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers) and ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Indicators include

- Are regularly hungry – they may steal food from other children
- Are always dirty
- Wear inappropriate clothing – e.g. summer clothes in winter
- Have parents who fail to make or keep medical appointments
- Are pale, listless and underweight
- Are unsupervised in the family home for long periods or at inappropriate times
- Are expected to "parent" younger siblings

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and can result in neglect and thus harm. The DSL will be aware of referral routes in to the Local Housing Authority so that concerns can be raised at the earliest opportunity. This will be undertaken in parallel to a referral to social care.

Prevent Strategy

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

Protecting children and young people from the risk of radicalisation should be seen as part of the academies' wider safeguarding duties, and is similar in nature to protecting children/ young people from other forms of harm and abuse. The Prevent Strategy requires staff and volunteers to take action when they observe behaviour of concern and to report all concerns to the DSL.

As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Academy staff should use their professional judgement in identifying children/ young people who might be at risk of radicalisation and act proportionately.

In terms of the legal requirements of the Prevent Duty:

- Risk assessment – the academy has trained staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Any concerns following such assessment will be acted upon.



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- Working in Partnership – The academy ensures that its safeguarding arrangements take into account the policies and procedures of existing partnerships such as LSCB. The academy works closely with other agencies to ensure safeguarding is paramount.
- Staff training – The Headteacher, DSL and DDSL have undertaken the appropriate Prevent training which reflects the context of the local area and the designation of the academy. All other staff have received the necessary Prevent awareness training. The training programme at the academy and within the Trust ensures that all staff receive regular updates.
- Internet Safety – The academy ensures that children and young people are safe from terrorist and extremist material when accessing the internet in academies. Internet use in lessons is planned in advance and monitored, so that children and young people cannot access inappropriate material, including websites promoting extremist views. The filtering is appropriately set and regularly reviewed. A programme of online safety takes place including work with children and families both in and out of academy hours. Further advice is available on the academy website.

Anyone with a concern can contact Local Authority Prevent Lead Peter Sibley 020 8313-4638 prevent@bromley.gcsx.gov.uk

Anyone with a concern can also contact Bromley Police Station and ask for the 'Prevent Engagement Officer or contact the following directly:

sam.costello@met.pnn.police.uk (SO15 Counter Terrorism Intelligence Officer - Bromley & Lewisham) Robert.P.Affleck@met.police.uk (PC 1402CT Robert Affleck - Prevent Engagement Officer)

Other potential forms of abuse

Children Subject to Domestic Violence

Domestic violence is defined by the Home Office as: 'Any incident of pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been, intimate partners or family members, regardless of gender or sexuality'. The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship. Domestic violence usually has a negative impact on a child or young person.

Where incidents of domestic violence are reported to the academy, the DSL should be informed immediately to ensure that the student is safe (5.11 of the London Child Protection Procedures and the supplementary document Safeguarding Children Abused Through Domestic Violence (London Board, 2007).

Children Missing from Education

All staff should be aware that when a child or young person is absent or missing from school, they could be at risk of significant harm through neglect, physical or sexual abuse, or exploitation and



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child criminal exploitation. 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. Concerns should be reported to the safeguarding team. The DSL should be informed immediately if the academy is informed by a parent that their child is missing; referrals will be made to the Police, Education Welfare Officer and Social Services, as appropriate (Section 6 of the London Safeguarding Procedures and, Safeguarding Children Missing from Education (London Board, 2006).

Early intervention would be beneficial in order to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Forced Marriage

A 'forced' marriage' is a marriage conducted without the valid consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Any information received by a member of staff or volunteer must be reported to the DSL.

Honour Based Violence

Honour based violence is the term used to describe incidences or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. These are incidences in which predominantly women are injured or killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. Any information relating such incidents should be reported to the DSL immediately for further action. Sexual Behaviour and Harassment

For academy staff, identifying inappropriate sexual behaviour can be a complex task. Indicators of sexually abusive behaviour include:

- A significant age difference between children involved in sexual behaviour. An adolescent who seems interested in younger children may give cause for concern.
- Sexual behaviour involving bribery, threats or force. Children or young people without the intellectual or physical resources to resist abuse are particularly vulnerable.
- A level of sexual knowledge inconsistent with what would normally be expected for someone of that age.
- Sexually intrusive/aggressive behaviour.

It must be remembered that a criminal offence may have been committed and one or both parents/carers or a close relative may be the perpetrators.

Some common signs of abuse

- Unwillingness to come to academy.
- Complaining about missing possessions.
- Unexplained bruising or repeated instances of bruising.



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- Easily distressed and frightened.
- Odd drawings and sexually explicit language.
- Damaged or incomplete work.

Child sexual exploitation (CSE)

This involves exploitative situations, contexts and relationships where children or young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some children and young people who are being sexually exploited do not exhibit any external signs of this abuse.

Peer on Peer Abuse

The Academy will not tolerate Peer on Peer abuse in any form. Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. This can include:

- Physical abuse such as biting kicking and hitting.
- Sexually harmful behaviour such as sexual violence, harassment (see Keeping Children Safe in Education for definitions) assault and touching which can occur between two children of any age and sex. Some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children.
- Sexually harmful language or abuse such as inappropriate sexual language or sexting will not be tolerated or considered as "banter", "just having a laugh" or "part of growing up". It can occur online or offline and some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children.
- Bullying such as physical, verbal (including gender based) and cyber bullying.
- Initiation/hazing type violence and rituals.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

The Academy's seeks to minimise the risk of peer on peer abuse through the application of its Behaviour Management and Anti-bullying policies, training for staff and education for pupils.



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The initial response to a report of peer on peer abuse will be as detailed above in the section entitled 'Sexual Abuse' with the appropriate risk assessments being undertaken and support will be provided for the victim.

Fabricated or Induced illness

A parent or carer fabricates or induces the illness of the child or young person or fabricates SEN which is or may result in harm to the child or impacts on the welfare of the child. This can take the form of:

- Regular days off school as a result of a non-substantiated illness.
- Unusual and/or unprescribed medication.
- Fabricated or unaccountable reasons for absence.

Child criminal exploitation: county lines

Criminal exploitation of children is widespread form of harm and involves the grooming and exploitation of children and young people to carry drugs and money across geographical areas. Consequently, children missing from education for periods of time could be an identifier of this type of harm.

Early Help

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

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

Initially staff should discuss early help requirements with the DSL. If appropriate, the DSL will support the member of staff in liaising with other agencies and setting up an inter-agency assessment. The child should be kept under constant review and consideration should be given to a referral to children's social care if the child's situation doesn't appear to be improving.

Detailed information on early help and statutory assessment can be found in Chapter 1 of Working together to safeguard children.



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[Academy to include details of the early help procedures used at the academy]

Other Considerations

Children are sometime required to give evidence in criminal and civil courts which can be stressful for them. Where staff are made aware of such instances, the DSL should be advised so that additional pastoral support can be put in place and the Government guidance followed as detailed in the Children and Court System section of the Keeping Children Safe in Education.

Children Looked After (CLA) and previously Looked After Children

The Headteacher will inform staff of a child's care status and determine the extent to which information is shared with other members of staff. The academy will:

- maintain a register of children in public care and ensure all relevant education and care information is available and it is kept up to date.
- ensure that all staff are aware of the difficulties and educational disadvantage faced by children in public care and understand the need for high expectations and positive systems of support to overcome them.
- act as an advocate for children in public care.
- hold a supervisory brief and monitor the educational progress of all children who are in public care.
- supervise the smooth induction of a new child in public care into the academy.
- act as a named person for the child.
- promote the involvement of these children in extra-curricular activities and intervene if there is evidence of individual underachievement, absence from academy etc.
- ensure that each child or young person has a Personal Education Plan (PEP) and that school -based access to services and support is in place.
- liaise with any appropriate external agencies, those with parental responsibility and ensure there is a speedy transfer of information and report on the progress of all children and young people in public care to Looked after Children Services.
- ensure that appropriate staff develop knowledge of the Social Care Department and Education procedures by attending training events organised by the Local Authority and other providers and then cascade training to staff as appropriate.
- Monitor students' achievement and progress within the academy.
- On admission, records will be requested from the previous academy, where appropriate and a meeting held to inform the PEP.
- Consult and involve the child or young person in decisions about themselves according to their age and understanding.
- Be aware of previously looked after children as they remain potentially vulnerable and thus the above may also be relevant to them.



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Appendix 2

Procedures to be followed on disclosure

Where a member of staff:

- Has a suspicion that a child or young person is marked or bruised in a way that is not readily attributed to 'normal' knocks and scrapes;
- Notes behaviours or actions in a child or young person which give rise to suspicions that the pupil may have suffered abuse;
- Receives hints or a disclosure of any type of abuse from a child or young person or from one of his/her friends;

The member of staff has a duty to report his or her concerns as soon as possible to the DSL, or, in his or her absence, to the DDSL or Headteacher as appropriate.

In the first instance, this should be done verbally. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. Therefore, a 'Safeguarding Concern Form' should always be used to follow up any concern.

It is important that colleagues do not investigate or follow up suspicions of child abuse themselves, for instance by speaking with and/or questioning pupils or parents. It is the responsibility of the designated safeguarding lead, together with the Executive Headteacher, to make an informed decision as to whether to refer the case to social services. This may be immediately following the expression of concern or after discussion with the pupil, his/her parents or carers, the member of staff, other staff, and other agencies as appropriate. While staff must be circumspect about using 'hearsay' evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation.

It is an essential requirement for all colleagues to record any conversation or contact that might be useful as evidence.

What to do if a pupil makes a disclosure:

1. It is not your responsibility to investigate further, but it is your responsibility to report your concerns. Prompt action is paramount.
2. Listen to what the child is telling you, do not probe or ask leading questions. Reassure the child calmly and gently that they have done the right thing in telling. Tell the child what will happen next i.e. that the people who can help the child will be informed.
3. Immediately, approach a safeguarding lead to discuss your concerns. They will follow the school's Child Protection policy. Do not discuss this with anyone else other than the safeguarding lead.



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4. Record what the child has told you straight away whilst it is fresh in your mind. The actual words spoken by the child should be used as much as possible. Specific facts relating to named people, dates, places, etc. should be recorded accurately.
5. Use the Safeguarding Concern Form and pass to the safeguarding leads immediately.
6. Any concerns relating to a colleague should be reported directly to the Headteacher or Executive Headteacher immediately (See Safeguarding Policy).

Where possible, and in most cases, verbal feedback will be given to the colleague who raised the concern though in some cases a referral must remain confidential.

Procedure to be followed when making a referral

In the first instance, one of the safeguarding leads will be allocated to the case by the DSL. It is the responsibility of the allocated safeguarding lead to liaise with the Multi-Agency Support Hub (MASH) through which any referral will be made.

- An 'enquiry' will initially be made by telephone to MASH to discuss the case. Advice may be given at this point by MASH. If the team believe there to be a risk of significant harm, the school may be directed to act immediately.
- On the direction of MASH, a written referral will be made to the team. Some situations that are potentially harmful to a child may be dealt with by offering support to the child and family. If there is an allocated social worker already involved with the family the referral will be passed straight to them and their manager for review and consideration. Record Keeping It is important to note that all safeguarding information is stored separately to pupils' educational records and is only accessible by the designated safeguarding officers. Such safeguarding information is stored in a locked cabinet in a secure location within the school.

All safeguarding concerns should be detailed on a "Safeguarding Concerns Form". They should be passed to the safeguarding leads. A hard copy is stored in the safeguarding file whilst an electronic version is held securely by the school as part of the disaster recovery plan so as not to endanger children through accident or 'Act of God'. No other documentation regarding the safeguarding of children is held electronically by the school. On occasion notes may need to be taken verbatim e.g. during a disclosure, that are in addition to the Safeguarding Concerns Form. Such papers, notes, minutes or marks should be passed the safeguarding lead and kept with the referral from then on as part of the concern. All information relating to the safeguarding of children is highly confidential.

Record Keeping

The Safeguarding concern forms are kept in the Headteacher's office. Any completed concern forms are kept in a folder and kept locked away in a cupboard within the Headteacher's office.

Action Following a Child Protection Referral



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The outcome of a MASH Enquiry will be:

- That the child appears to be a Child in Need and there are concerns about the child's health and development which justify a Social Work Assessment but there are no present concerns about Significant Harm; or
- That the child appears to be a Child in Need and there are concerns about actual or potential Significant Harm that require a Strategy Discussion, which may lead to a Child Protection Investigation; and/or
 - That emergency protective action should be taken to safeguard the child or children (this will usually be determined by an immediate Strategy Discussion); or
 - That a referral to Early Intervention/another agency is made and/or the provision of advice and information is acted on; or
 - That no further action is required.

Feedback on the outcome of a MASH enquiry/referral will be provided to the school in writing, including where no further action is to be taken. This should be received shortly after the final outcome decision has been made. If a referral leads to a Child Protection investigation the school will be informed of this by MASH. An allocated Social worker should then make contact with the school directly within 1 working day. If a referral leads to a decision that a Social Worker assessment should be completed the school will be informed of this by MASH. The allocated Social worker should then make contact with the school directly within 3 working days.

When contact with the allocated social worker has been established a safeguarding chronology will maintain a record of actions taken by the school in relation to the safeguarding of the child. The school will support the allocated social worker and other professionals and act in the interests of the child. If the school has not received any feedback on an enquiry/referral or the school feels it is not being managed in a timely manner contact with MASH will be made by a designated lead.

In the event that the school does not agree with the response and decisions about a referral to MASH, the concerns will be discussed directly with the MASH Team Manager in the first instance to seek resolution.

Local Safeguarding Children's Board Procedure

The DSL and DDSL trained in and conversant with the LSCB's procedures further details of which are found at <http://www.bromleysafeguarding.org/>



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Monitoring of disclosures and referral

All children for whom a referral has been made including those in response to disclosures they have made are monitored by the safeguarding team. All children affected by safeguarding procedures as outlined in the Safeguarding Policy and the Child Protection policy are recorded in the Safeguarding File. This is updated regularly by the designated leads and no less than once a half-term. This record forms the basis of the Safeguarding professionals meeting that takes place every week with the safeguarding Leads and other professionals within the school with safeguarding responsibilities. Being mindful of confidentiality (see above), action on each child is shared with other professionals and any concerns are raised with MASH following the meeting. The 'Safeguarding Professionals' meeting includes either the Executive Head of School or Head of School or Deputy Head of School at least once a half-term.

The school undertakes a Safeguarding Audit for the local authority on an annual basis. The school undertakes a Safeguarding Audit for the trust on an annual basis. The school submits safeguarding data to the trust each half term.