Safeguarding and Child Protection Policy

St Augustine of Canterbury C of E Primary School
TRINITAS ACADEMY TRUST

This policy supports the Trinitas Principles as outlined below. (keep relevant principles)

We will build a family of schools where strong Christian values are at the centre of everything we do.

We will share responsibility for all of the children in all of the schools.

We will recruit high quality staff because the quality of Trinitas Academy Trust is determined by the quality of those who work within it.

We will value our staff by respecting their professional competence, through robust monitoring, challenge, and support and by rewarding them for their contribution to Trinitas Academy Trust.

We will ensure outstanding achievement for children and staff by being strategic, aspirational and not afraid to innovate.

We will teach our children through a curriculum that engages and motivates them, celebrates success, meets their individual needs and prepares them for the future.

We will provide the best possible learning environment, which is inspiring for both pupils and staff.

We will ensure that the systems within the Trust and the organisation of the Trust are coherent, robust and offer best value for money.

We will be wholly committed to promoting the Anglican Ethos of the Trust by being distinctive yet inclusive.

We will hold true to our values and aspirations, without compromise.
Aim: To protect and safeguard children

Policy Owner: Trinitas Safeguarding Lead

Audience: All stakeholders

Copies are available: e.g. website, school reception

Date Agreed by Trustees/Governors: *delete as applicable

Review Date: 2 September 2020 Approved by Trustees March 2020

Updated 10 February 2020

Please note that any wording in RED is awaiting Trustee / Governor approval. Once approved, this should revert to BLACK.

Our ‘Named Governor’ with special responsibility for child protection is Father Clive Jones and can he be contacted via the school office.

The Local Authority Designated Officer (LADO) in Bexley is Sharon Ackbersingh who can be contacted directly via email sharon.ackbersingh@bexley.gov.uk or telephone number 0203 045 3861 or through the Multi Agency Safeguarding Hub (MASH) or 02083037777

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<th>Name</th>
<th>Joanne Jay Designated Safeguarding Lead</th>
<th>Liz Hayle CPO 3</th>
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<td></td>
<td>Mark Smale Deputy Designated Safeguarding Lead</td>
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<td>Main School office 0208 311 2956</td>
<td>Main School office 0208 311 2956</td>
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QUALITY ASSURANCE

St Augustine of Canterbury C of E Primary School will ensure that systems are in place to monitor the implementation of, and compliance with, this policy and accompanying procedures. This will include periodic audits of child protection files and records by the Trust’s Safeguarding Leader and Designated Safeguarding Leads.

We will complete an audit of the School’s safeguarding arrangements at frequencies specified by Bexley Local Authority and Bexley’s Safeguarding Partners (S.H.I.E.L.D) and use the audit tool section 175A provided by them for this purpose. The School’s Senior Leadership Team and the Governing Body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

School Vision
Nurturing character, promoting aspiration, achieving excellence…. Through the Fruit of the Spirit.

Introduction
The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the London Safeguarding Children Procedures. This policy also reflects the requirements of Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education (September 2019). Paragraphs and pages are referenced throughout this policy in regards to the latest statutory https://www.gov.uk/government/publications/keeping-children-safe-in-education–2

The safeguarding of children is everyone’s business and Schools have a responsibility under Section 157 for academics and independent schools and section 175 for maintained schools of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This includes:
- Preventing the impairment of children’s health or development
- Protecting children from maltreatment
Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

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

This policy is relevant to all children and settings. School leaders will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in the Keeping Children Safe in Education 2019 guidance, to include reading Part One of the statutory guidance as well as annexe A. [https://www.gov.uk/government/publications/keeping-children-safe-in-education--2](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

The School will also ensure that any settings or provision that children may have access to will have the same rigorous CP policies in place, e.g. as part of Behaviour Support.

**Policy Statement**

We at St Augustine of Canterbury C of E Primary School are committed to practice, which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop an awareness of the issues, which cause children harm.

**Aims**

We will aim to safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents/carers and children appropriately.
- Carefully following the procedures for recruitment and selection of staff and volunteers.
- Providing effective management for staff and volunteers through support, supervision and training. We are committed to reviewing our policy and good practice annually.
- We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

The School will, therefore:

- Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
- Ensure children know they can approach adults employed in the School if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

Pupils should be made aware of:

- How to assess risk for themselves;
- Who to talk to if they feel unsafe. There is a safeguarding notice board in the dining hall and posters of all named Child Protection Officers, throughout the School.

**Equality Statement**

St Augustine of Canterbury C of E Primary School is committed to promoting equality and preventing discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

**Safeguarding Partners**
A safeguarding partner: in relation to a local authority area in England is defined under the Children Act 2004 as:

1. the local authority
2. a clinical commissioning group for an area any part of which falls within the local authority area
3. the chief officer of police for an area any part of which falls within the local authority area

Bexley’s Safeguarding Partners are known as S.H.I.E.L.D. The name S.H.I.E.L.D. is made up of 6 values or behaviours:

➢ Shelter
➢ Haven
➢ Inspiring
➢ Empowering
➢ Leading
➢ Defending

These will be at the core of the Safeguarding Partner’s work

Ofsted New Education Inspection Framework 2019

Ofsted’s inspections of early years, schools and post-16 provision will be carried out under the new Education Inspection Framework from September 2019. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective within Leadership and Management judgements. Ofsted publishes specific guidance to inspectors on inspecting safeguarding. education-inspection-framework and Inspecting_safeguarding_in_early_years__education_and_skills.pdf

The School recognises and will act upon the following key safeguarding issues, the following information can be found in the Keeping Children Safe in Education 2019 guidance – Part 1 and Appendix A:

Part 1: Safeguarding information for all staff

Procedures

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

➢ Physical Abuse
➢ Emotional Abuse
➢ Sexual Abuse
➢ Neglect

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

Safeguarding and the promotion of a child’s welfare cover all aspects of the child’s life and the School is committed to ensuring that all its actions, in respect of a child, are compatible with this aim. If there are concerns about a child’s welfare that do not meet the thresholds of child abuse the school will decide whether the Common Assessment Framework should be considered.

We will follow the procedures set out by London Child Protection Procedures and Safeguarding Partners and take account of guidance issued by the Department for Education to:
• Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.

• Ensure we have a nominated Governor responsible for child protection.

• Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the designated senior person responsible for child protection and their role. New members of staff are informed who the Designated Safeguarding Lead is when joining the School and part of Inset, every September, is dedicated to reminding staff of School procedures for reporting concerns.

• Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead responsible for child protection.

• Ensure that parents have an awareness of the responsibility placed on the School and staff for child protection by setting out its obligations in the School Prospectus.

• Notify social care immediately if there is an unexplained absence of a pupil who is on the child protection register.

• Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences. (If it proves impossible to send a representative a written report should be submitted to the child protection conference chairperson.)

• Keep written records of concerns about children, even where there is no need to refer the matter immediately.

• Ensure all records are kept securely and separate from the main pupil file.

• Ensure that if a child made a child protection disclosure whilst on a School trip or on an off-site activity all protocols would follow as if in School and there is no delay in reporting to the Designated Safeguarding Lead, her deputy, the Safeguarding Lead or the Child Protection Officer. Reference: Educational Visits policy

• Follow Local Authority procedures where an allegation is made against a member of staff or volunteer. This includes informing the Interim LADO, Sharon Ackbersingh 020 3045 3436 LADO@bexley.gov.uk.

• Ensure safer recruitment practices are always followed.

• Ensure that when a child transfers to another School the Designated Safeguarding Lead will delegate one of the safeguarding Team of the receiving school to inform them that there are concerns.

Definition of Significant Harm

The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect are all categories of Significant Harm.

Harm is defined as the ill-treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include, “for example, impairment suffered from seeing or hearing the ill-treatment of another”.

Suspicions or allegations that a child is suffering or likely to suffer Significant Harm should result in an Assessment incorporating a Section 47 Enquiry

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child’s development.
Child In Need (CIN)
“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”.

Definitions of Abuse

These definitions are based on those from Working Together to Safeguard Children 2018 & London Safeguarding Children Procedures.

Physical Abuse

**PHYSICAL ABUSE MAY TAKE MANY FORMS E.G. HITTING, SHAKING, THROWING, POISONING, BURNING OR SCALDING, DROWNING OR SUCCOFATING A CHILD:**
- It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as a fabricated or induced illness in a child.

Emotional abuse

**EMOTIONAL ABUSE IS THE PERSISTENT EMOTIONAL ILL-TREATMENT OF A CHILD SUCH AS TO CAUSE SEVERE AND PERSISTENT EFFECTS ON THE CHILD’S EMOTIONAL DEVELOPMENT, AND MAY INVOLVE:**
- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger - e.g. witnessing domestic violence
- Exploitation or corruption of children
- Some level of emotional abuse is involved in most types of ill-treatment of children, though emotional abuse may occur alone

Sexual abuse

**SEXUAL ABUSE INVOLVES FORCING OR ENTICING A CHILD OR YOUNG PERSON TO TAKE PART IN SEXUAL ACTIVITIES, WHETHER OR NOT THE CHILD IS AWARE OF WHAT IS HAPPENING AND INCLUDES PENETRATIVE (I.E. VAGINAL OR ANAL RAPE OR BUGGERY) AND NON-PENETRATIVE ACTS. IT MAY ALSO INCLUDE:**
- Non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways, including Sexting.

Neglect

**NEGLECT INVOLVES THE PERSISTENT FAILURE TO MEET A CHILD’S BASIC PHYSICAL AND/OR PSYCHOLOGICAL NEEDS, LIKELY TO RESULT IN THE SERIOUS IMPAIRMENT OF THE CHILD’S HEALTH AND DEVELOPMENT. THIS MAY INVOLVE:**
- Failure to provide adequate food, shelter or clothing. Failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child’s basic emotional needs.


A distinction can be made between 'wilful' neglect and 'circumstantial' neglect. 'Wilful' neglect would generally incorporate a direct and deliberate deprivation by a parent/carer of a child's most basic needs, e.g. withdrawal of food, shelter, warmth, clothing, contact with others.
Circumstantial Neglect
There are families within the school who live on very low incomes and as a result may not be able to provide all the basic needs for their children but is not a result of any intentional action by the child's parent/carers.

Circumstantial neglect can be brought to our attention in a variety of ways:

- Parents/carers report homelessness
- Family's live in temporary accommodation (which can be in a bad state of repair)
- Other agencies contacting the school, who are supporting families
- Parents/carers requesting foodbank vouchers, available through the school
- A child discloses their living conditions
- A child or parents/carer’s appearance
- A lack of food in pack lunchboxes or mouldy food

The Designated Safeguarding Lead (Joanne Jay) leads the school’s Inclusion Team to support the families once we know about their circumstances and they are agreeable to our input. We can offer early help strategies, including support and signposting for parent/carers to charitable organisations.

Also, in agreement with parent/carers we can inform the Vice-Chair of Governors, Father Clive Jones, Vicar of St Augustine of Canterbury Church, will also be able to offer further support for our families through difficult times if they request this.

*From the four main categories of abuse, we can confirm that at St Augustine of Canterbury C of E Primary School the two highest reports from disclosures are of physical abuse and neglect.*

**Possible Signs & Symptoms of Abuse**
The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of abuse can be found in 5th addition of London Child Protection Procedures (2017). In addition, children with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. Disabled children are three times more likely to experience abuse or neglect than non-disabled peers and looked after children have an additional vulnerability. However, it must be remembered that abuse can occur anywhere in any setting.

**Physical Abuse**

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

**Emotional Abuse**

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

**Sexual Abuse**

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

**Neglect**

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

**Early Help**

We will identify children who may at some time in their lives need early intervention through a level of support from local agencies. Early help is more effective in promoting the welfare of children and means providing support as soon as a problem emerges and not having to react to a bigger issue later on.

Early help can also prevent further problems arising and relies upon local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child

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 frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or has returned home to their family from care.
- staff should always speak to the Designated Safeguarding Leads or a member of the safeguarding team.
Parents and carers may make a self-referral if they would like to.

The Designated Safeguarding Lead leads when early help is appropriate. Strategies and interventions are discussed at the weekly inclusion meetings. However, staff may be required to support other agencies and professionals in an early help assessment. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services if the child’s situation does not appear to be improving or is getting worse. http://www.bexley.gov.uk/earlyhelpandprevention

**Contextual safeguarding**

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at School and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. We will provide as much contextual information as possible as part of any referral process.

**Peer-on-Peer Abuse**

We recognise that children are vulnerable to abuse by their peers and make clear that abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. All staff are trained to be aware that safeguarding issues can manifest themselves via peer on peer abuse. There are different forms of peer-on-peer abuse. It is behaviour which is intentionally aggravating and intimidating; be it verbal, emotional, physical or sexual which is conducted by an individual or group. This behaviour includes teasing, taunting, threatening, hitting or extortion. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

We recognise that children who commit peer-on-peer abuse are likely to have considerable unmet needs, as well as posing a significant risk of harm to other children. These children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse or may have problems in their educational development. They may, therefore, be suffering, or at risk of suffering, significant harm and are in need of protection themselves. Therefore any long-term plan to reduce the risk posed by the alleged abuser must also address their needs. Further guidance can be found at UKCCIS Guidance, [https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) www.ceop.police.uk; www.thinkuknow.co.uk; www.nspcc.org.uk  [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

**Serious Youth Violence**

St Augustine of Canterbury C of E Primary School the Senior Leadership Team (SLT) is aware and vigilant of the impact of serious youth violence including knife and gun crime on individuals. This form of crime is now becoming significant nationally and cases have been reported within Bexley thus affecting local communities. Some youths that resort to violence have themselves suffered trauma and abuse in their lives.

All staff will have opportunities to raise their awareness of signs and indicators through Local Authority training.

**Gangs**

A child who is affected by gang activity or serious youth violence may have suffered or may be likely to suffer, significant harm through physical, sexual and emotional abuse. Potentially a child involved with a gang or with serious youth violence could be both a victim and a perpetrator. Children at additional risk of becoming involved in gang activity are those who have learning difficulties or disabilities, mental health problems and substance misuse problems as well as those at risk due to family breakdown and trauma.
Staff receive awareness training of the associated risks and indicators, which 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.

**County Lines**
County lines refer to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. The key to identifying potential involvement in county lines is “missing episodes” – where the victim may have been trafficked for the purpose of transporting drugs. [https://www.childrenssociety.org.uk/what-is-county-lines](https://www.childrenssociety.org.uk/what-is-county-lines)

**Child Sexual Exploitation (CSE)**
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Child Sexual Exploitation Document - February 2017. [https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

Like all forms of child sex abuse, child sexual exploitation can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year-olds who can legally consent to have sex; this can still be abuse even if the sexual activity appears consensual;

- include both contact and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (e.g. through other copying videos or images they have created and posted on social media);
- be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

**Child Criminal Exploitation (CCE)**
Children who are trafficked, exploited or coerced into committing crimes are victims who are in need of safeguarding and support.

**Money Mules**
Nationally there are increasing cases of children’s bank accounts being used for criminal activity; this is called ‘Money Mules’ and a ‘Mule account’ is used in order to launder criminal funds. Young people are being approached by criminals or sometimes by people they know and believe they can trust, who obtain the use of bank accounts and pin numbers. This is either done by force or for a financial incentive (cash, mobile or phone credit). This criminal activity is also referred to as ‘deets and squares’.

Even though this is likely to affect older children (i.e. secondary school students) it is important that we report any money mule activity that comes to our attention and refer concerns immediately to either the Designated Safeguard Leads or CPOs, who will decide the line of action that needs to be taken. [www.takefive-stopfraud.org.uk](http://www.takefive-stopfraud.org.uk)

**Trafficked Children**
A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. See guidance: [children who may have been trafficked](http://www.takefive-stopfraud.org.uk)
Grooming
Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be preventing abuse

Prevent
All Schools have a statutory duty under The Counter-Terrorism and Security Act 2015 and the Statutory Prevent Guidance (2015) to have due regard to the need to prevent people from being drawn into terrorism.

In direct response to the statutory duty Joanne Jay and Liz Hayle, have attended advanced WRAP training including Prevent and Channel awareness. All other staff received the Local Authority’s WRAP training to ensure that they gained knowledge and confidence to identify children at risk and be able to challenge extremist ideas and know where and how to refer concerns.

Staff are expected to be vigilant in protecting children from the threat of radicalisation and refer any concerns to the Designated Safeguarding Lead. Any concerns around extremism and radicalisation will be responded to by the use of our safeguarding procedures and the involvement of external support from the Local Authority and possible referral to ‘Channel’ and where necessary report to the police directly.

In addition, we will ensure that the child is offered mentoring within the School and we will support children who may be vulnerable to such influences as part of our safeguarding responsibilities.

Everyone (including visiting staff, volunteers, contractors, and pupils on placement) are required to report instances where they believe a child may be at risk of harm that may be viewed to be through extremism or radicalisation.

The Department for Education has a helpline (020 7340 7264). Concerns can also be raised by email to counter extremism@education.gov.uk. Information on how to make a referral through the Channel Panel is available from the ChannelDutyGuidance Reference: Prevent Policy

Child on Child Sexual Violence and Sexual Harassment
Any form of sexual violence and sexual harassment is not acceptable and will not be tolerated. Following a report of sexual violence, the Designated Safeguarding Lead (or deputy) will make an immediate risk and needs assessment. Please read Part 5 of this document for more information.

Racism
At St Augustine of Canterbury C of E Primary School, all members of staff and volunteers have a duty to model and promote behaviour that recognises and encourages racial equality and harmony in every aspect of life. All staff and volunteers are encouraged to be vigilant in recognising the use of racist language, racial stereotyping or any prejudicial behaviour likely to cause or provoke disharmony and/or conflict. Such episodes, when brought to light, are addressed swiftly and sensitively. Incidents of racial abuse or violence will, therefore, be reported to the Senior Leadership Team and Designated Safeguarding Lead, thoroughly investigated and the outcomes recorded in the individual pupil’s file.

Homophobia
Any form of homophobic bullying is not acceptable and will not be tolerated at St Augustine of Canterbury C of E Primary School. Homophobic bullying can involve physical or mental violence by a group or an individual.

All staff and volunteers are encouraged to be vigilant in recognising the use of homophobic language. Homophobic name-calling will always be challenged in the same way that racist or sexist behaviour is.

The most important thing teachers and support staff can do is to strive to create a positive, open, tolerant ethos. If a homophobia incidence occurs this will be addressed swiftly and sensitively and reported to the Senior Leadership Team and Designated Safeguarding Lead and the outcome recorded in pupil files. Liz Hayle is trained to deliver awareness training in respect of Lesbian, Gay, Bisexual and Transgender (LGBT) and the prejudice that they may experience.
SEND
Children with Special Educational Needs or Disabilities are more vulnerable to abuse and staff are trained to be vigilant of the signs of abuse for those pupils with SEN-D. These children may be more prone to peer group isolation than other children; they may require extra support through the School’s inclusion team to address any additional challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Witchcraft
Witchcraft refers to the belief that supernatural or magical powers will be used to inflict harm upon members of a community or their property, or for the purpose of healing.

Spirit Possession
Spirit possession is the belief that spirits, gods, or demons can take control of a human body. See guidance: Abuse linked to Faith or Belief

Female Genital Mutilation (FGM)
It is recognised that some female children in our School may be at risk of being subject to Female Genital Mutilation (FGM). FGM is defined by the World Health Organisation as:
All procedures, but not therapeutic or essential surgical operations, which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic procedures.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, females from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani.

FGM is considered a cultural norm by some communities around the world and some also consider FGM necessary for religious reasons. We will always challenge such abusive cultural norms as the welfare and safety of the child is fundamental. Equally, we also recognise that FGM is not endorsed as a religious practice.

It is illegal in the UK to subject any girl to FGM or to take a girl abroad to undergo FGM. We follow the procedures for dealing with cases of FGM as set out in the London Child Protection Procedures.

From a child protection perspective, a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse.

From October 2015 there has been mandatory reporting of FGM.

The reporting requires that regulated health and social care professionals and teachers (not NQTs) in England and Wales make a report to the police if, in the course of their professional duties, they:
- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

The statutory duty upon the individual Teacher is to report to the police (Call 101).

If they think a child is in imminent danger, then 999 must be called. The Designated Safeguarding Lead will support the teacher with the reporting of FGM. Teachers failing to report such cases will face disciplinary sanctions.

Introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act
All other members of staff (including NQTs) who receives a disclosure or is aware that FGM has taken place or maybe imminent must report to the Designated Safeguarding Lead immediately so that they can follow the usual child protection procedures.

**Need-to-know:** [FGM mandatory reporting Factsheet](http://www.safelives.org.uk/knowledgehub/spotlights/spotlight-3-young-people-and-domestic-abuse) [FGM Statutory guidance](http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children)

At St Augustine of Canterbury C of E Primary School all teaching staff and teaching assistants, office staff, Premises manager and cleaners have received training on FGM.

**Forced Marriage**
The Anti-social Behaviour, Crime and Policing Act 2014, makes it a criminal offence to force someone to marry. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. **For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.** See guidance: [forced-marriage](http://www.safelives.org.uk/knowledgehub/spotlights/spotlight-3-young-people-and-domestic-abuse)

**Honour Based Violence**
Honour Based Violence (HBV) is defined by the Home Office as a collection of practices, which are used to control behaviour within families or other social groups, to protect perceived cultural and religious beliefs and/or honour, including Female Genital Mutilation (FGM), forced marriage and practices of breast ironing.

Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence.

All forms of HBV are abuse and will be handled and escalated as such. Staff will refer to the designated safeguarding lead. Professionals in all agencies and individual and groups in relevant communities will be alerted to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Domestic Violence**
Is now commonly defined broadly to include "all acts of physical, sexual, psychological or economic violence" that may be committed by a family member towards another family member.

We are alert to the fact that exposure to this form of abuse may affect a child’s emotional and physical wellbeing.


**Operation Encompass**
Statistics show that in 90% of cases children are present in a household during a domestic abuse incident.

Operation Encompass is the implementation of key partnerships working between the Metropolitan Police (MP), the local authority (LA) and specially briefed Encompass Designated Safeguarding Lead (DSL) within schools about any domestic abuse incident where the child or young person has been present, in order to allow schools to take appropriate steps to support the child during what could be an emotionally difficult day.

Schools will receive the following information:

1. Police have been called out to a domestic incident the day before
2. Time of the incident
3. The name of the child/ren who were present at the time of the incident
4. The child is under 18

This information given to us through Operation Encompass, allows the provision of next day notification to provide immediate silent observation and awareness.

**Children and the Court System**
Children with Family Members in Prison

When parents are arrested or put in jail or prison, their children are often scared, confused and upset. Often, families don’t talk about having a relation in prison because it is very personal information. Children, though, may have a lot of questions. If it comes to the School’s attention that a pupil’s family member is incarcerated we will offer support to the child. In order to monitor the child appropriately, they will be placed on our safeguarding and child protection register and will continue to be after the family member is released. Children’s whose parents/carers are in or have been in prison will be monitored and placed on the child protection monitoring spreadsheet.


https://www.familylives.org.uk/about/our_work/about_us/children_of_prisoners.htm

Mental Health

At St Augustine of Canterbury C of E Primary School, we aim to promote whole school positive mental health for every child as part of the PSHE curriculum. In addition to this, we continuously promote positive mental health through our normal daily routines and interaction with each other.

Mental Health affects all aspects of a child’s development including their cognitive abilities and their emotional wellbeing. Childhood and adolescence are when mental health is developed and patterns are set for the future and this can give rise to long-standing anxiety and stress. We recognise and respond to mental ill-health, including that of staff and parents by developing and implementing practical, relevant practice and procedures. All staff are responsible for fostering a culture, which encourages children to openly discuss their problems, including any mental health concerns whilst at the same time promoting a safe and stable environment for staff and pupils affected both directly and indirectly by mental ill-health.

Where a concern about a child’s mental health is identified the Designated Safeguarding Lead will assess the risks to that pupil’s welfare and will consult with the pupil and their parents/carers (where safe to do so) she will share her findings with the Principal and the Inclusion Team. Other members of staff will be told on a need to know basis to determine the appropriate action to be taken to safeguard, support and monitor that pupil.

Identified vulnerable children will be raised at weekly staff briefings and discussed in more detail at the school’s inclusion team meetings and wherever possible school’s early help interventions will be put in place, involving the Learning Mentor offering therapeutic interventions for vulnerable children or and the Family Liaison Officer offering parent advice and strategies, including signposting to relevant organisations.

When the support in school requires additional specialist input, the Designated Safeguarding Lead can make a referral to CHEWs or CAMHs with the parent/carers approval.

Joanne Jay and Liz Hayle have both received training specifically as Mental Health First Aiders for children.

Parent/Carer’s Mental Health

It is important that we recognise that at times parent/carers may experience mental ill health or have a mental health diagnosis, which can impact on their children. The Family Liaison Officer works with parents that experience mental ill-health and can offer a listening ear and if required suggest organisations that could support them specifically.


Self Harm, Suicidal Ideation or Suicide
St Augustine of Canterbury C of E Primary School affirms that self-harm and suicidal threats by a child/young person put them at risk of significant harm, and should always be taken seriously and responded to without delay. We will deliver a timely, consistent, proportionate and safe response to presenting self-harm concerns. Self-harm is always a safeguarding issue. It is important to note:

- Self-harming is NOT attention-seeking behaviour, it is attention NEEDING behaviour. Self-harm is a way of coping with difficult or overwhelming situations or emotional states.
- Self-harm can take many different forms and as an individual act is hard to define. However, in general, self-harm (also known as self-injury or self-mutilation) is the act of deliberately causing harm to oneself either by causing a physical injury (including, ingesting substances) by putting oneself in dangerous situations and/or self-neglect.
- Self-harm is often thought to be linked to suicide. For some people, self-harm is a coping mechanism rather than a suicide attempt. However, some individuals who self-harm may well go on to complete a suicide attempt and it is therefore important not to dismiss such behaviour as solely attention-seeking. In a percentage of completed suicides, there will have been a history of self-harm, but only a very small number of children who self-harm go on to attempt or complete suicide.
- We are conscious of the fact that some children may present with self-harming tendencies linked to a diagnosis or mental health issue which may result in self-harm. They could self-harm in a variety of ways, including, scratching, biting, punching (themselves or objects).

See guidance: Self Harm Reference: Self-Harm Policy

Homelessness
If it comes to the attention of the School that families are homeless, the Designated Safeguarding Leads or a member of the School’s Safeguarding team may contact the Local Housing Authority in order to raise concerns. Contact with the Local Housing Authority will not replace referrals to children’s social care where a child is being harmed or at risk of harm.

Fabricated illnesses (FII)
Fabricated or Induced Illness by parents or carers (FII) can cause significant harm to children. FII involves a well-child being presented by a parent/carer as ill, or a disabled or ill child being presented with more significant problems than he or she has in reality. This may result in extensive, unnecessary medical investigations being carried out in order to establish the underlying causes of the reported signs and symptoms. The child may also have treatments prescribed or investigations, procedures or operations, which are unnecessary. These interventions can result in children spending long periods in hospital and some, by their nature, may place the child at risk of suffering from harm or even death.

Definition of FII
FII is a spectrum of disorders rather than a single entity. At one end of the spectrum, less extreme behaviours may include a genuine belief that the child is ill or an exaggeration of existing symptoms. At the other end of the spectrum, the behaviour of carers includes them deliberately inducing symptoms in the child. For the purpose of this policy, the behaviours can be broadly divided into the following areas, whilst recognising they are not mutually exclusive:

- Exaggeration of existing symptoms to an extent, which leads to potential harm to the child or significantly affects their day-to-day life.
- Fabrication of signs and symptoms.
- Falsification of hospital charts and records, and specimens of bodily fluids.
- Induction of illness by a variety of means.

If there are any concerns that a child may be experiencing FII, this will need to be referred to the Designated Safeguard Lead and the normal procedures for child protection must be followed.

Responding to a child making an allegation of abuse
If staff have any concerns about a child’s welfare, they should act on them and speak to the Designated Safeguarding Leads or a member of the safeguarding team immediately. When reporting and/or handling a concern about a child all staff should act with the utmost discretion. Staff should always listen to a pupil who wants to talk about a concern:
• Stay calm, listen carefully to what is being said.
• Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets.
• Allow the child to continue at his/her own pace.
• Ask questions for clarification only and at all times avoid asking leading questions.
• Reassure the child that they have done the right thing in telling you.
• Tell them what you will do next and with whom the information will be shared.
• Record in writing what was said using the child’s own words as soon as possible; note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
• Pass this information on immediately to either your Designated Safeguarding Lead, Deputy, safeguarding Lead or the Child Protection Officer.

After a child has disclosed abuse, the designated persons should carefully consider the options which include:
• managing any support for the child internally via the School’s own pastoral support processes
• an early help assessment; or
• a referral for statutory services, for example, as the child is in need or suffering or likely to suffer harm and whether or not it is safe for a child to return home to a potentially abusive situation. On these rare occasions, it may be necessary to take immediate action to contact Social Care and/or the police to discuss putting safety measures into effect.

Pupils who Disclose Abuse
Speaking with individual pupils that have made a safeguarding disclosure is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations.

Suggested protective measures to consider:
• Ask another person (teacher or pupil’s friend – as appropriate to the content) to sit in on the discussion:
  • Sit in a room where it is possible to be observed through a window or glass-panelled door:
  • Do not close the door of the room, if you are not clearly visible from outside the room.

Child’s Wishes
St Augustine of Canterbury C of E Primary School will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Children need opportunities to have their voices heard and when safeguarding children it is important to get this practice right. Children are in a very good position to provide vital information about their own safety and issues featuring in their lives. No child will be ignored and all disclosures and concerns raised by a child will be taken seriously.

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

Possible Signs & Symptoms of Abuse
Children may exhibit signs, which may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. Guidance on recognising signs and symptoms can be found in the London Child Protection Procedures (5th edition 2017) http://www.londoncp.co.uk/

What to do if you suspect abuse may have occurred
The person who identifies a concern should record them on the yellow ‘Internal Notification of Concern Form’ and give as much information as possible. The yellow forms can be found in every class, including intervention rooms, all school offices, PPA room, first aid room and staffroom.
When the yellow form has been completed, it must be discussed immediately with the Designated Safeguarding Lead or her Deputy CPO who will advise what will happen next.

Next steps could be:

- That the Designated Safeguarding Lead or another Child Protection Officer speaks to the child again. (with care not to ask leading questions. The adult should start questions with words like...” Tell me again what you told (Name of the person who reported disclosure) earlier. Is there anything else you want to tell me?”).
- Further details should then be added to the concern sheet or immediate referral to Children’s Social Care if there is a risk that the child is at significant risk or immediate danger.
- A conversation with the parent/carer to ascertain the child’s disclosure
- Parents are informed (if regarded safe to do so) that a telephone consultation to children’s Social Care and personal information is shared due to the nature of the disclosure or concern.
- Once the school contacts Children Social Care or the Police it will be their task to direct the school as the school has discharged its responsibilities to the necessary practitioners and agencies to further safeguard the child.


Management of Children on a Child Protection Plan

- If a child becomes, or is subject to, a Child Protection Conference, the Designated Safeguarding Lead will attend or send an appropriate delegate to the conference to share any relevant information.
- If the child is placed on the child protection register, the Designated Safeguarding Lead is responsible for ensuring that the School participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with the child should have sufficient information to support them in their work with that child.
- If a child on the child protection register has an unexplained absence from school on the first day of absence, the Designated Safeguarding Lead will inform the Social Worker.

Record Keeping

DfE guidance says that the Designated Safeguarding Lead should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only to the safeguarding team. They are exempt from records available for examination by parents or children unless subject to a court order. St Augustine of Canterbury C of E Primary School keeps a record of concerns in family surname order, and chronological order within that. If a child transfers to another school or other educational establishment, the Designated Safeguarding Lead should forward the child protection file to a named person at the receiving School/establishment under separate cover from the academic records. The file should be marked ‘confidential, to be opened by addressee only.’ The DSL will only retain the child protection file, if we have no forwarding school to send the files too. These will be stored in a secure cabinet accessible only by appropriate senior staff members.

When making a referral, the referrer should keep a written record of:

- Discussions with child
- Discussions with parent/carers
- Discussions with staff
- Information provided to Social Care
- The advice is given and decisions are taken (clearly times, dated and signed)

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.
Transferring Files from School to School
When children leave the School, the Designated Safeguard Lead needs to ensure any child protection files are transferred to the new School. We will send these separately in a sealed envelope marked strictly confidential from the main School file and will request confirmation of receipt be returned to us.
GDPR does not specify or change either the way in which Schools transfer the Common Transfer File (CTF) and paper records relating to new pupils or when this should be done.
We will ensure that the correct files are sent to the correct School and in a secure manner. Reference: Data protection policy.

Part 2: The Management of Safeguarding

We are required to check whether governors are subject to a Section 128 Direction made by the Secretary of State. A person subject to a Section 128 Direction is not allowed to be a governor.

Board of Trustees/Governors
- The Board of Trustees and governors will ensure that the school meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance ‘Keeping Children Safe in Education’.
- The Board of Trustees and governors will challenge the school’s senior management team on the delivery of this policy and monitor its effectiveness.
- The Board of Trustees and Governors will review this policy annually and may amend and adopt it in accordance with any new legislation, guidance, or recommendations to enhance the policy further.

The Nominated Governor, Father Clive Jones is responsible for liaising with the Principal, who is also the Deputy Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual children.

The Governing Body will ensure that:
- We have a Safeguarding and Child Protection Policy in accordance with the procedures of Bexley’s Safeguarding Partners (S.H.I.E.L.D) and national guidance published by the Department for Education.
- We operate “safer recruitment” procedures and ensure that appropriate checks are carried out on all new staff and relevant volunteers.
- They receive a termly report concerning safeguarding at Governors’ meetings.
- They nominate at least one senior member of the School’s leadership team to act as a Designated Safeguarding Lead. The Designated Safeguarding Lead at the time of writing this policy is Joanne Jay, Vice Principal. The Deputy Designated Safeguarding Lead is Mark Smale, Principal. They both attend appropriate Designated Safeguarding Lead refresher training every two years.
- The Principal and all other staff who work with children undertake training at regular intervals as required.
- The Safeguarding Governor receives relevant safeguarding training for Governors including safer recruitment training.
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- A member of the Governing Body is nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the Principal.
Designated Safeguarding Lead

The role of the Designated Safeguarding Lead is explicitly referred to in that person’s job description. The Designated Safeguarding Lead and a deputy have been nominated by St Augustine of Canterbury C of E Primary School Governors to refer allegations or suspicions of neglect or abuse to the statutory authorities.

Joanne Jay, Designated Safeguarding Lead has received advanced safeguard lead training and specific training including additional risks for children with SEN and disabilities (SEND). She also has stand-alone online safety training, for example, for online bullying, grooming and radicalisation. Child Sexual Exploitation/Trafficking, Forced Marriage/So Called Honour Based Violence, Witch-Craft and spirit possession, Domestic Violence, Suicide prevention and Children Missing From Education. The Designated Safeguarding Lead will ensure that all staff are aware of the importance and impact on a child who is involved in such situations and staff are made clear of the policy and procedures.

The Designated Safeguarding Lead and her deputies will be the most appropriate individuals to advise on any safeguarding concerns.

The Designated Safeguarding Lead is contactable on their School mobile phone when not on the School premises. In the rare event that a Designated Safeguarding Lead or CPO cannot be contacted, the 'Point of Contact' will have the authority to speak to children about any safeguarding concerns and if necessary contact Children's Social Services and/or police.

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

The role of the Designated Safeguarding Lead is to:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- 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” in addition to LAC.
- The Designated Safeguarding Lead will liaise with the Local Authority's personal advisor to guide and support the care leaver as necessary regarding any issues of concern affecting the care leaver.

[ designated-teacher-for-looked-after-children ]

The Designated Safeguarding Lead or a member of the safeguarding team should make a referral to the Children’s Social Care or the police immediately if it is agreed to do so during the consultation or if there is an immediate risk to the child.

Confidentiality and Information Sharing

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

- the Vice Principal/Designated Safeguarding Lead will disclose personal information about a child to other members of staff on a need to know basis only;
- that they have a professional responsibility to share information with other agencies in order to safeguard children.

The Data Protection Act 2018 and GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to
stand in the way of the need to promote the welfare and protect the safety of children. Reference: Data protection policy

Guidance can be found at - Information_sharing_advice_practitioners_safeguarding_services.pdf

In Chapter one of Working Together to Safeguard Children includes a myth-busting guide to information sharing; working-together-to-safeguard-children--2 (Updated version February 2019)

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child’s safety or well-being or that of another. We will always undertake to share our intention to refer a child to Children’s Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children Social Care on this point.

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.
*See Appendix C 'Making contact with other agencies*

The referral should be made to the Social Care Agency in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough. A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the London Borough of Bexley). Once the emailed referral has been received a receipt email confirming this will come through. The Multi-Agency Safeguarding Hub (MASH) should respond to the referral and contact the Designated Safeguarding Lead within 24 hours.

When making a referral, the Designated Safeguarding Lead should keep a written record of:

- Discussions with child
- Discussions with parent/carers
- Discussions with staff
- Information provided to Children’s Social Care
- The advice is given and decisions are taken (clearly stating times, dates and sign)
- Children’s Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days
- Following referral, Children’s Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Safeguarding Lead
- The NSPCC can also provide advice as well [http://www.nspcc.org.uk/](http://www.nspcc.org.uk/)
- There is also an NSPCC whistle-blowing helpline number 0800 028 0285

It is the right of any individual to make direct referrals to child protection agencies. If for any reason you believe that the designated nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

**Looked After Children (LAC)**
At St Augustine of Canterbury C of E Primary School, our ‘Designated Safeguarding Teacher for Looked after Children’ is Joanne Jay who has appropriate training to promote the educational achievement of children who are looked after. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff and volunteers have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with the consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. We also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The LAC Designated Teacher will have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

**Virtual Schools**
In order to promote the educational achievement and welfare of Looked After Children (LAC), Virtual School Head teachers (VSH) will work closely with the LAC Designated Teacher in order to work in partnership and minimize disruption to the child’s education by communicating with the VSH and sharing any relevant information with them. Virtual School heads receive Pupil Premium Plus funding based on the latest published numbers of children looked after in the authority. The Designated Teacher for Looked after Children will work with the Virtual School Head to discuss how that funding will be best used to support the progress of looked after children in this School and meet the needs identified in the child’s personal education plan.

**Private Fostering Arrangements or Host Families**
Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a ‘close relative’. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).
Local Authorities are under a legal duty to ensure that the welfare of children who are, or are to be, privately fostered is being satisfactorily promoted and safeguarded, and to secure that such advice as is necessary is given to all concerned with the arrangement. **Private Fostering**

Staff and volunteers should remain alert to, and when it comes to their attention report to the Designated Safeguarding Lead or CPO, information which suggests a child, is being privately fostered. The Designated Safeguarding Lead or CPO should then notify the Local Authority.

**Children Absent from School**

The parent/carer is responsible for informing the School of any absence or continued absence either through phone, parent-mail, email or letter. We will require two or three emergency contact numbers for each pupil. The School will attempt to make contact with the parent/carer if we have not heard from them. Where the absence is for several days without explanation or the reason provided is unsatisfactory, the absence will be recorded as unauthorised and will be addressed with parents promptly. Schools have a responsibility to report such absence to the local authority after a period of **10 School days** or sooner if appropriate to the Education Welfare Officer and the Children Missing Out of Education (CMOE) team. If the child is on a child protection plan, Children’s Social Services will be informed of the first day of absence if parent/carers have made no contact. If there are other concerns of the whereabouts of a child, the School may contact the Education Welfare Officer (EWO) for further advice. We may also decide to request a welfare check, which would involve either the EWO or the police visiting the family’s home.

Parent/carers need to be aware that if police cannot ascertain the whereabouts of the child, they may decide to force entry to a home if they deem this necessary for safeguarding purposes.

**Children who go missing on/off School site**

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

**Taking Children off roll**

When we are informed that a child is leaving the School we invite the parents to an exit meeting and a form will be completed. This will be signed by the parent confirming what their intention for Schooling will be.

If a new School is named we will confirm with them the due date of the child starting and ask that they call us on the first day of admission. The Designated Safeguarding Lead also needs to consider if it would be appropriate to share any information with the new School in advance of a child leaving to ensure appropriate support is in place for when the child arrives.

Where it is not possible to verify such details of new address and/or School, the EWO and Children Missing Out Of Education (CMOE) at the Local Authority will be informed and a child will only be taken off roll once they give authorisation. Where a parent has elected to home-School their child we must be formally notified by letter or email, the Local Authority’s home Schooling advisor is informed and a child will only be taken off roll once they give authorisation.


**Admissions**

When parents/carers apply for a place at St Augustine of Canterbury C of E Primary School, we ask that a supplementary information form is completed which states that we will always contact the named previous School for verification. We will also require at least two-contact numbers and an alternative form of contact e.g. email address of parents. We will also ask the School if any safeguarding concerns need to be shared in order for us to fully support the child once they are enrolled with us.

**Alternative Provision**

At times, we may place a pupil with an alternative provision provider e.g. New Horizons. St Augustine of Canterbury C of E Primary School continues to be responsible for the safeguarding of the pupil and will need to be satisfied that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been
carried out on individuals working at the establishment, i.e. those checks that the School would otherwise perform in respect of our own staff.

Online-Safety in St Augustine of Canterbury C of E Primary School

We have a whole school approach when teaching children how to keep safe when on-line which is embedded in everything the school does

Most children and young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of Online-Safety do arise as some pupils use the technologies negatively. Therefore, it is imperative that underpinning knowledge and behaviours: know how to evaluate what they see online

How to recognise techniques used for persuasion

Online behaviour

How to identify online risks

How and when to seek support

- In St Augustine of Canterbury C of E Primary School, we have robust filters for the internet and a system for monitoring computer usage. However, out of School and particularly on mobile phones connected to the mobile networks, there is often no supervision, monitoring or filtering by parents/carers. See Appendix E for guidelines to support parents/carers.

- Cyber-bullying is, unfortunately, another area which is growing rapidly. It is different from more traditional forms of bullying. Some pupils have 24-hour access to the internet or mobile phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures, including sexting, are likely to stay online forever. https://www.disrespectnobody.co.uk/sexting/what-is-sexting/

- Online-Safety training is held for all staff, governors, pupils and parents.

Governing Bodies and the Board of Trustees should ensure:

- That we have a robust filter for the internet which is constantly reviewed to ensure they effectively filter the internet, without ‘over-blocking’. There are arrangements to pro-actively monitor computer usage including the internet. If a child is caught viewing inappropriate material on a computer or on their mobile phone via the School system during School hours, they will receive a serious sanction. However, out of School and particularly on mobile phones connected to mobile networks, there is often no supervision, monitoring or filtering. See Appendix E for guidelines to support parents/guardians.

- The School is committed to working within the Bexley Safeguarding Partners Combating Bullying Strategy. As with all forms of bullying, the School will deal with this in accordance with the Behaviour Policies, even if the cyber-bullying is happening outside School hours. A referral to the Anti-bullying Project will be made as appropriate. If parents/guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the School as soon as possible.

Curriculum

Children at St Augustine of Canterbury C of E School learn about keeping safe for both themselves and others. This is through the curriculum links to PSHE, Relationships and Health Education and Online Safety lessons as well as other cross-curricular themes, following the principles of keeping children safe in order to prepare them for the world they are growing up in. Pupils will be taught what positive, healthy and respectful relationships (including online) look like. The content of these lessons will always be age-appropriate.

Children are encouraged to safeguard themselves by being educated on drugs, alcohol, sex and relationships through PSHE using PiXL resources and assemblies. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others’ attitudes
- Recognise and manage risks in different situations and how to behave responsibly
• Judge what kind of physical contact is acceptable and unacceptable
• Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
• Internet Safety
• Promote British Values - Democracy, the Rule of Law, and mutual respect, tolerance of other faiths and beliefs and individual liberty.

Reference: PSHE Policy and Online Safety Policy

Teachers, when considering and planning any safeguarding related lessons or activities (including online), should discuss with the Designated Safeguarding Lead any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson.

Mobile Phones
Children who bring mobile phones to School have to hand them in to a member of staff. The phones are then locked away until they are handed back to the pupil at the end of the School day.

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

Bring Your Own Devices (BYOD)
Members of staff and visitors should not use their personal phones unless for emergency purposes, i.e. contacting 999 or 112. Personal iPads or cameras must only be used in ‘Staff Only’ areas. All BYOD should be kept in personal lockers. (Reference – Online Safety Policy)

Part 3: Safer recruitment

Recruitment and appointment of workers and volunteers
St Augustine of Canterbury C of E Primary School is part of Trinitas Academy Trust and all applicants who apply for a post will be required to complete an application form containing questions about their academic and employment history and their suitability for the role. Curriculum vitae will not be accepted in place of the completed application form.

At least one person involved in the recruitment process should undertake Safer Recruitment training.

All applicants will be asked to provide two referees, one of whom should be the applicant’s current or most recent employer. All applicants shortlisted will have references taken up. References will not be accepted by relatives or friends. References will be sought directly from the referee. Open references and testimonials will not be accepted.

All staff employed through Trinitas Academy Trust engaged in ‘Regulated Activity’ will be required to undertake an enhanced disclosure via the Disclosure and Barring Service (DBS).

There is a Single Central Record kept in each School detailing every member of staff, members of the proprietor body and volunteers undertaking ‘regulated activity’. The 2018 regulations are made under section 75 of the Childcare Act 2006 (‘the 2006 act’). They set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the act. Section 76(2) of the 2006 act, provides that a person who is disqualified under the 2018 regulations may not:

• provide relevant childcare provision
• be directly concerned in the management of such provision

All applicants who are invited to an interview will be required to bring evidence of identity, address, qualifications and their right to work in the UK. Trinitas Academy Trust will check the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA).
During the interview, any discrepancies noted from the short-listing, including any gaps in employment, will be explored. If the interviewing panel is not satisfied with any explanation given, the applicant will not be successful.

Reference: Trinitas Safer Recruitment Policy

A successful candidate will be offered a conditional offer of employment; this will be subject to a series of checks which are carried out by the HR Department as outlined in the Trinitas Academy Trust Safer Recruitment Policy.

We are now required to check whether applicants appointed to leadership positions are subject to a Section 128 Direction. This is a Direction made by the Secretary of State, which prohibits them from ‘engaging in a management role’. We will do this as part of our pre-recruitment checking process.

Supply staff - we will ensure that the agencies responsible for individuals provide written evidence of an in date enhanced DBS, identity and qualifications and this will be noted on the agency paperwork, the date the ID was checked.

During induction for all staff, procedures for Safeguarding Children and reporting concerns are shared.

Contractors - The Principal will ensure that any contractor or any employee of the contractor, who is to work at the School has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required.

Detailed guidance on when to refer to the DBS, and what information must be provided, can be found on GOV.UK. Referrals should be made as soon as possible and ordinarily on the conclusion of an investigation when an individual is removed from working in regulated activity, which could include being suspended or is redeployed to work that is not regulated activity.

Support and Training
We are committed to the provision of safeguarding training for all our staff. They will receive Safeguarding Basic Awareness Training annually. We also offer mop-up training opportunities for any new members throughout the School year. We have various safeguarding topics that Governors, staff and volunteers will be requested to attend.

In addition to the basic safeguarding training, the Designated Safeguarding Lead undertakes training in interagency working that is provided by Trinitas Academy Trust Safeguarding Lead and refresher advanced safeguarding training at 2 yearly intervals to keep their knowledge and skills current, including e-bulletins, meeting with other Designated Safeguarding Leads within the Trust and Bexley’s Designated Safeguarding Lead termly network meetings etc.

We are committed to the provision of safeguarding training for all our staff to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at regular intervals.

This will be supported regularly with updates provided by the Designated Safeguarding Lead and the safeguarding team through staff meetings. In addition to this Policy, staff must have read Part One of the ‘Keeping Children Safe in Education (September 2019)’ and the ‘School’s Staff Code of Conduct’.

In recruiting and appointing volunteers, we, St Augustine of Canterbury C of E Primary School as part of Trinitas Academy Trust, will be responsible for the following:
• Safeguarding and promoting the welfare of children and young people and expecting all staff and volunteers within the Trust to share this commitment, in accordance with the Trinitas Safer Recruitment Policy.

• All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

• All staff employed at Trinitas Academy Trust engaged in ‘Regulated Activity’ will be required to undertake an enhanced disclosure via the Disclosure and Barring Service (DBS). This is also extended to include volunteers and casual staff who are engaged in ‘Regulated Activity’.

• Whenever possible a volunteer should be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.

Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of qualified teacher status (QTS) in England. More information about this is available here.

Part 4: Allegations of abuse against a member of staff, other worker or volunteer

Whistle Blowing
Staff should be aware that children may feel unable to express concerns in an environment where a member of staff fails to act appropriately. All staff should, therefore, feel free to voice concerns about the attitude and actions of their colleagues in accordance with the Trust’s whistleblowing policy. https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-help-line

We follow Trinitas Academy Trust’s Fair Treatment at Work Policy, formerly known as the Managing Allegations Policy.

Managing Allegations Against Staff
Any allegation against a member of staff or volunteer working within the trust will be treated seriously. In line with Bexley’s Child Protection Procedures, allegations may be reported to the Local Authority Designated Officer (LADO). Reference: Managing Allegations in the Workplace Policy

• Any allegations will be referred by the Principal, Trinitas Academy Trust Safeguarding Lead, The Designated Safeguarding Lead, the Principal. Trinitas Academy Trust’s HR Director and reported to the LADO.

• If an allegation is made against the Designated Safeguarding Lead it must be reported to the Principal and to Trinitas Academy Trust’s HR Director and, if necessary, the LADO.

• If an allegation is made against the Principal, it must be reported to the Chair of Governors. The contact details of the Chair of Governors are held in the School office. It must also be reported to Trinitas Academy Trust’s HR Director and, if necessary, the LADO.

• We will also refer to Bexley’s Safeguarding Partner’s (SHIELD) procedures on allegations against School staff, other workers or volunteers for the detailed actions to be taken if, they have behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

As a result of an allegation we will:

• identify a named senior manager responsible for managing allegations.

• ensure the child’s welfare is paramount.

• consider the safety and welfare of other children in the class/School.

• ensure that the adult about whom there are concerns is treated fairly and honestly and provided with support.

• ensure all reports or disclosure that indicate that a staff member or volunteer has been accused is fully recorded and is notified to School’s HR and where
necessary consultation with the Local Authority Designated Officer (LADO) is undertaken, ensuring that the appropriate action is taken.

- work with the LADO to keep the child and their family fully informed in relation to any investigation and subsequent action.

On conclusion of a case:

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

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

If the nature of the allegation does not require formal disciplinary action, we will instigate appropriate action within three working days.

Where an allegation is substantiated and the individual is dismissed or resigns, Schools should consider referring the matter to the Teacher Regulation Agency (TRA) for consideration for a prohibition order.

**N.B. It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure, i.e. social networking sites, speaking with the press, playground or staffroom discussion etc. (This is the anonymity clause for teachers.)**

**The School can consider as an option reporting to Children Social Care when the Principal is concerned about the welfare of other children in the community following a staff member’s suspension.**

**Reference: Fair Treatment at Work Policy**

**LADO**

Any allegation against a member of staff or volunteer working within the Trust will be treated seriously. In line with Bexley Child Protection Procedures, allegations will be reported to the Local Authority Designated Officer (LADO) if appropriate.

**The role of the Local Authority Designated Officer (LADO) is set out in Working Together to Safeguard Children (April 2018).** Organisational responsibilities lay out the procedures for managing allegations against people who work with children, for example, those in a position of trust, including volunteers. The LADO works within Children’s Social Care and should be alerted to all cases in which it is alleged that a person who works with children has:

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

The currently Local Authority Designated Officer in Bexley social care is Sharon Ackbersingh. You can contact her through the Multi-Agency Safeguarding Hub (MASH) on 020 8303 7777 x4699 or x4739.

LADO referrals should be completed within 24 hours of the incident and sent through to the LADO inbox at LADO@bexley.gov.uk. LADO referral forms can be found on the Bexley’s Safeguarding Partners (SHIELD) website. workingtogetheronline.co.uk

Remember that disciplinary action is the responsibility of the School but that any decisions should be made in consultation with the LADO and if involved, the police.
Supervisory arrangements for the management of St Augustine of Canterbury C of E Primary School's out-of-school hours' activities:
We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines:

- We will keep a register of all children attending our activities.
- We will keep a register of all staff/outside providers (both paid staff members and volunteers).
- Registers will include arrival and departure times.
- Staff/outside providers will record any unusual events on the accident/incident form.
- Written consent from a parent/carer will be obtained for every child attending our activities.
- Where possible staff/outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff/outside providers should not be alone in a closed room with a child.
- Staff/outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting unless the child has a special need that has been brought to our attention by the parent/carer, and a procedure for this has been agreed. If a child soils/wets or vomits, nominated staff should adhere to the Intimate Care Policy and follow the guidance and procedures.
- Physical contact should be avoided unless required for the child’s safety and wellbeing or the safety and wellbeing of others. However, our staff members will be discouraged from this in circumstances where an adult or child are left alone.
- All staff/outside providers should treat all children with dignity and respect in attitude, language and actions.
- Staff/outside providers will be made aware of evacuation procedures that will be practised regularly.

Part 5: Child on Child Sexual Violence and Sexual Harassment

Any form of sexual violence and sexual harassment is not acceptable and will not be tolerated. Following a report of sexual violence, the Designated Safeguarding Lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate, staff).
- action following a report of sexual violence and/or sexual harassment

We will consider:

- 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
- are there ongoing risks to the victim, other children, and School staff
- contextual safeguarding issues
The Designated Safeguarding Lead will ensure to engage with Children’s Social Care and specialist services as required, including the police where appropriate.

**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”. The victim or perpetrator can be female or male. Children or adults can be exposed to this behaviour.

A new law banning this invasive practice came into force in April 2019, across England and Wales and offenders can now be arrested and sent to prison. The criminal offence of ‘upskirting’ was created under the Voyeurism Act.

**Additional Information and Procedures**

**Additional Support Plans (Behaviour support)**
This includes strategies that help to prevent safeguarding issues in School such as:
- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for children who are allocated to a member of staff they can talk to, in regards to issues of concern
- Children may also be referred to external agencies or other professionals
- Children with 1:1 Teaching Assistant support.

**First Aid and Administration of Medication**
Any members of staff who administer first aid must be appropriately trained. If an examination of a child is required in an emergency situation it is advisable to have another adult present, with due regard to the child’s privacy and dignity.

(Reference: First Aid Policy)

**Children with Chronic Medical Conditions**
There may be times when a child with a chronic medical condition will go through a phase where they are too unwell to attend School. In this situation, there will be discussions with the parents and where possible the child’s health care professionals. If the child is absent from school, due to their health condition, the School will consider supplying work home if the absence is for a short amount of time and no other provision can be provided. A Pastoral Support Plan will be put in place for the period of time that the child is unable to attend. The School may also consider a reduced timetable if that would prove beneficial.

If the child cannot return to school for an extended period of time the EWO and Children Missing in Education (CMIE) team will be informed. A referral for the home Schooling service may be requested.

Our Supporting Children with Medical Conditions in Schools policy is written with reference to government guidance: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

**Intimate Care**
It is our aim to develop independence in each child; however, there may be occasions when intimate care is required. This may occur on a regular basis due to a child’s medical or Special Educational Needs or during a one-off incident. The issue of intimate care is a sensitive one and will require staff to be respectful of the child’s needs. The child’s dignity should always be preserved with a high level of privacy, choice and control.
**Definition of Intimate Care:** Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning a pupil after they have soiled themselves) to intimate personal areas. In most cases, such care will involve cleaning for hygiene purposes; as part of a staff member’s duty of care. Care may involve help with drinking, eating, dressing and toileting.

In the case of a specific procedure for a child with medical or SEN only a person suitably trained and assessed as competent should undertake the procedure. In such cases, the child’s individual health and care plan will state any administration of insulin injection, Epipens or rectal medication. Any additional training will be provided by the School. (Reference, Intimate Care Policy)

**Searching, Screening and Confiscation**
Searching without consent - Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited/banned item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Including any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

The power to seize and confiscate items

*What the law allows:*

- Schools’ general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary action, where reasonable to do so.

Reference: Searching, Screening and Confiscation Policy

**Restraint and Reasonable Force**
Definition of reasonable force: ‘Reasonable’ means ‘using no more force than is needed’ and that the use of force may involve passive physical contact or active physical contact.

St Augustine of Canterbury C of E Primary School’s policy on restraint by staff is set out separately. The Vice Principal, Joanne Jay is lead in this area. If any restraint or use of reasonable force is necessary to keep a child or others safe, a record must be kept. [https://www.gov.uk/government/publications/use-of-reasonable-force-in-Schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-Schools)

Reference: Positive Handling Policy.

**Exclusion**
A child who physically or sexually harasses others may be excluded. Please read the Behaviour Policy as it refers to the exclusion process.
Premises and Site Security
All staff members have a responsibility to ensure that our buildings and grounds are secure, and for reporting any concerns that may come to light. The School will not accept the behaviour of any individual, parent or anyone else, who threatens School security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the School site.

Visitors
At St Augustine of Canterbury C of E Primary School has in place a clear protocol and procedure for the admittance of external Visitors. The school requires that ALL VISITORS (without exception) comply with the school’s Visitors Policy and procedures. Failure so to do may result in the visitor’s escorted departure from the school site. Reference: Visitor Policy.

Gate duty
At St Augustine of Canterbury C of E Primary School, we ensure that at least one member of staff is on duty at the main entrance of the school for children between Year 1 and Year 6. Children that are in Reception class use a separate entrance and are greeted by a member of staff. This is also the opportunity to inform us of any concerns or ‘need to know’ information.

The School is adjacent to a busy road junction. Staff are located by the school entrance/exit gate in order that they can instruct drivers to move their cars if they double park or park on the zig-zag lines.

We take seriously the risks when children are leaving the school site at the end of the day. The Premises Manager and a member of staff are on duty in the playground from 3.05pm; another member of staff will stand by the school gate and will stay there until everyone has exited the playground.

If a child leaves the school without an adult, (unless the child is in Year 5 or 6 and has a letter from their parent/carer authorising them to leave school unaccompanied) the child will be stopped and questioned. If necessary, the child will be brought back into school if we cannot ascertain whom the child should be with. The parent/carer will then be contacted and asked to come to school or to arrange someone else to pick the child up.

We are vigilant of anyone that enters the school playground that we do not recognise. We will monitor and challenge if appropriate to do so.

Passwords
In order to further safeguard our children, if a parent informs us that they will not be picking up their child. A password will need to be given to the school and the adult picking up the child will also need to know the password. The class teacher will be informed by the office of the password and will not let the child go if the password is not given. Similarly, if someone turns up for the child and the school has not been informed the child will be taken into school and the parent/carer contacted before they are released.

Police Contact
St Augustine of Canterbury C of E Primary School work closely with the local police to keep our children safe. The police come into school to further raise children’s awareness in regards to cyberbullying, hate crime, stranger danger etc. They have worked with children from Reception Class through to Year 6. In addition to this, they also have delivered safety awareness sessions for parents.

Registered Sex Offenders
A person who attends St Augustine of Canterbury C of E Primary School and is required to register with police under the Sexual Offences Act 2003 is required to notify the School’s Designated Safeguarding Lead for Safeguarding. The School will require such persons to participate in a risk assessment and written agreement.
Risk Assessment
This is a confidential document which will be shared with MAPPA (Multi-Agency Public Protection Arrangements) and the Designated Safeguarding Leads of the School for safeguarding purposes only.

For support, the School may contact the Jigsaw Team, Bexleyheath Police - Main Phone Number – 101.

Summary for School prospectus/handbooks etc.
The Governors of St Augustine of Canterbury C of E Primary School are committed to safeguarding practices which protect children from harm. This commitment is shared by the staff and volunteers at St Augustine of Canterbury C of E Primary School. We accept and recognise our responsibilities to develop an awareness of the issues which cause children harm. We are supported by the London Borough of Bexley in all child protection matters. We have accepted this policy and will implement it. As part of our commitment, we, the governing body of St Augustine of Canterbury C of E Primary School, will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual basis. We will also make child protection a standing agenda item at all of our meetings and monitor this Policy by replying to reports, from the Principal and staff, tabled at Full Governing Body meetings. All staff and volunteers have enhanced DBS checks carried out, and Mark Smale the Principal and Joanne Jay, Vice Principal, have successfully completed child protection and safeguarding training at Designated Safeguarding Lead level.

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

Monitoring and Review
This policy should be monitored annually. It will be monitored by the Governing Body, including the Principal, and the Trustees of Trinitas Academy Trust.
All staff should read Keeping Children Safe in Education DfE document paying particular attention to Part 1 and Annex A in conjunction with this Child Protection Policy. [https://www.gov.uk/government/publications/keeping-children-safe-in-education]–2

APPENDIX A

APPENDIX B

Managing Safeguarding and Child Protection Concerns

Designated Safeguarding Leads (DSL) and Child Protection Officers (CPOs)

Joanne Jay (DSL & CPO 1)
Mark Smale (Deputy DSL & CPO 2)
Liz Hayle (CPO 3)
Lynsey Stevens (CPO 4)

Always refer to the Designated Safeguarding Lead in the first instance, if she is not available, go directly to the Deputy Designated Safeguarding Lead or one of the CPOs

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The Designated Safeguarding Lead’s and Child Protection Officer’s roles are to respond to safeguarding concerns. The action that they take can depend upon what the disclosure concerns are and/or any other information that is already available in the school concerning the child. They will quickly ascertain if a child is in immediate danger or at risk of significant harm.

Possible responses from the DSLs and CPOs to a safeguarding concern may include any of the following:

• Discussion with parents/carers, unless as a result there would be a direct risk of harm or danger to the child.

• Early Help – School intervention or referral to outside agencies, e.g. Education Welfare Officer (EWO), Children & Adolescents Mental Health (CAMHs), behaviour support or Family Wellbeing Service.

• Referral to Children’s Social Services

• Reporting directly to the police

• DSLs and CPOs monitoring concerns but no referral to social services or police is deemed necessary
Protocol for reporting safeguarding concerns

**Recognise**

Being able to recognise safeguarding and child protection concerns, means that you have received the necessary CP training and read and understood Keeping Children Safe in Education September 2019 (Part 1) and St Augustine School’s Safeguarding and Child Protection Policy and will adhere to this documents.

**Respond**

*You must* respond to a concern about a child immediately by taking the child seriously, by reassuring the child, not promising confidentiality or to keep secrets but telling the child what you are going to do next.

For clarity of what the child has told you, ask the child once again what they have said? You may ask - *What happened? Who was there? When did this happen?*

If clarity cannot be ascertained but you continue to have concerns still report to the DSL or CPO. **If the disclosure needs immediate action, request to speak directly to a DSL/CPO and repeat what you have heard and the overall presentation of the child when they spoke to you.**

**Important:** You are not in a position to investigate what the child has disclosed or ask probing or leading questions, e.g, - *Have you got bruises because you have been beaten? - Your Mum did this to you, didn’t she? - I am going to call your Mum/Dad/Carer about what you have told me and find out what is going on.*

**Report**

If the child discloses any physical chastisement, pressure positions, sexual accusations or abandonment **without delay go straight to the leading DSL, deputy DSL or in their absence a CPO.**

*You must* then make a written record of the concern/disclosure as soon as possible on the yellow Incident log form and pass this to a DSL or CPO and wait for further instructions.

If the child does not disclose any physical chastisement, sexual accusations or abandonment, but you recognise that there is another safeguarding concern, fill in the yellow log form and hand to the DSL or CPO.

**Important:** You must write down exactly what the child says, word for word. Do not change any of the wording as this does not present the child. It is ok to ask the child to repeat what they have said, stating that you want to make sure you have done this correctly. You may also report on the child’s tone of voice and body language as this is a vital part of how the child presented to you and was feeling when they spoke to you.

*The time and date of the disclosure must be stated on the log form and your name. Any other additional reports/information must also be included in this information.*
Do

- Reassure the child
- Listen carefully and attentively
- Clarify the facts
- Check if medical attention is required, noting site of any injuries
- Record accurately using the child’s own words and their presentation when they spoke to you
- Pass on information to the DSL or CPO
- Put times and dates of disclosure on the safeguarding log form

Do not

- Promise confidentiality
- Interrupt whilst the child is talking
- Investigate
- Use leading questions
- Try to resolve the situation yourself

Support for staff dealing with safeguarding concerns

Working with safeguarding concerns can have an emotional impact on you. Please speak to Joanne Jay, Designated Safeguarding Lead or Mark Smale, Deputy Designated Safeguarding Lead as their responsibilities include being a source of support for you.

APPENDIX C

MAKING CONTACT WITH OTHER AGENCIES

For general Safeguarding enquiries or other agencies contact details

<table>
<thead>
<tr>
<th>Contact</th>
<th>Contact Details</th>
<th>Further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adoption Fostering Team</td>
<td>0800 783 7699 <a href="mailto:adoptionandfostering@bexley.gov.uk">adoptionandfostering@bexley.gov.uk</a></td>
<td>9 – 5 pm</td>
</tr>
<tr>
<td>Bexley Anti-Bullying Project</td>
<td>01322 3566449</td>
<td>9 – 5 pm</td>
</tr>
<tr>
<td>Bexley’s CSE Team</td>
<td></td>
<td>9 – 5 pm</td>
</tr>
<tr>
<td>Bexley Complex Needs Manager</td>
<td>020 3045 3600</td>
<td>Disabled Children Service</td>
</tr>
<tr>
<td>Bexley Deputy Director – Schools and Educational Improvement</td>
<td>Simon James <a href="mailto:Simon.james@bexley.gov.uk">Simon.james@bexley.gov.uk</a> 020 8836 8318</td>
<td>9 – 5 pm</td>
</tr>
</tbody>
</table>
| **Bexley Moorings** | Anne Bennett  
anne@bexleymoorings.co.uk  0208 304 9609  
0798345758 | **Bexley Moorings Project** works in the London Borough of Bexley to provide effective support for vulnerable young people, with the help of volunteers. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Bexley Emergency Duty Service</strong></td>
<td>020 8303 7777</td>
<td><strong>outside of office hours including weekends</strong></td>
</tr>
</tbody>
</table>
| **Bexley Head of Virtual School for Looked After Children** | Rosemarie Zauber  
Rosemarie.zauber@bexley.gov.uk |  
**Bexley Moorings Project** works in the London Borough of Bexley to provide effective support for vulnerable young people, with the help of volunteers. |
| **Bexley Inclusion Manager** | Pete Le Bas  
Peter.lebas@Bexley.gov.uk |  
**Bexley Moorings Project** works in the London Borough of Bexley to provide effective support for vulnerable young people, with the help of volunteers. |
| **Bexley Inclusion Officer** | Connie Kondia  
Connie.kondia@Bexley.gov.uk |  
**Bexley Moorings Project** works in the London Borough of Bexley to provide effective support for vulnerable young people, with the help of volunteers. |
| **Bexley Solace** | Please refer via our duty line: 0208 301 1536  
tracy@bexleywomen-said.org.uk | The mission of Solace is to enable and empower women and children experiencing domestic abuse to obtain and sustain a safe living environment. |
| **Chariton Athletic Community Trust** | Kim Dixson  
Kim.dixson@cact.org.uk  
07980380708  
www.cact.org.uk | **CACT delivers programmes through Youth Services; Early Help and Prevention, Social Action and Enterprise; Equality, Diversity and Inclusion, Education, Health and Sports Development.**  
**CACT provides 1 to 1 and group mentoring as well as positive activity sessions, for young people aged 10-17.** |
| **CAFCASS** | www.cafcass.gov.uk  
0300 456 4000 | **Children and Family Court Advisory and Support Service** |
| **Child Abuse Investigation Team (CAIT) Police** | 020 7230 3700  
8 am – 6 pm or calls outside these hours should be made to 999 |  
**Bexley Moorings Project** works in the London Borough of Bexley to provide effective support for vulnerable young people, with the help of volunteers. |
| **Forced Marriage Unit** | 020 7008 1500  
fmu@fco.gov.uk |  
**Bexley Moorings Project** works in the London Borough of Bexley to provide effective support for vulnerable young people, with the help of volunteers. |
| **Honour Based Violence Helpline** | 0800 599 9365 |  
**Bexley Moorings Project** works in the London Borough of Bexley to provide effective support for vulnerable young people, with the help of volunteers. |
# Multi-Agency Safeguarding Hub

**Bexley Emergency and out of hours Duty Service**

020 3045 5440  
*Michelle Pollard*

**Childrensdutyteam.admin@bexley.gov.uk**

020 8303 7777  

**For CP referrals/Family Wellbeing referrals and telephone consultations and referrals for child protection matters. 9 - 5 pm**

*After 5 pm and weekends*

*Bexley works with TG Baynes solicitors to offer free legal advice to DV victims*

---

## MIND

Sam or Edelweiss (IAPT)  
0208 303 5816 (option 1)  
Carers Support 0208 303 5816 (option 7)  
Advocacy 020 8303 8932 (option 4)

Provides a variety of outcome-based services to make a positive difference to the Mental Health of the people of Bexley (aged 18+).

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## NSPCC

0808 800 5000  

**24 HOUR HELPLINE**

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## School Nurse

Sarah Ward  
Sarah.ward@nhs.net

Tuesday - Friday  08.30 - 16.30

*Bromley Health Trust*

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## Senior Education Welfare Officer

Penny Grey  
Penny.grey@bexley.gov.uk

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## Targeted Youth Service Team Manager

Julie Hayward  
Julie.hayward@bexley.gov.uk

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## Safeguarding Training

**Liz Hayle**  
Safeguarding Trainer for Trinitas Academy Trust

St Augustine of Canterbury CoE School  
02083 112956  

*Working days Monday and Tuesday*

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## CEOPs

www.ceop.police.uk  
08700 003344

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## BSSN Bexley online booking service

020 3045 4055  
[www.bexley-servicesnetwork.co.uk](http://www.bexley-servicesnetwork.co.uk)

*Local Authority Safeguarding Training*
APPENDIX D

GUIDELINES IF A CHILD GOES MISSING

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

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

- Gather other children together
- Allocate staff to search immediate area and alert local security
- Contact school to say which measures have been taken
- Ensure that there is good two-way communication established with a range of phone lines
- Notify the police/security
- If a child continues to go missing, send other children accompanied by staff back to school
- School should alert parents and keep them posted

Ensure all staff are aware of these procedures

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

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

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

If a child goes missing in School, the following steps should be taken:

- Let the main office and Principal/Vice-Principal or point of contact know immediately
- One member of staff must go to the perimeter gate immediately
- One member of staff must go to the roadside to search
- One member of staff must circumnavigate the grounds
- One member of staff must search all rooms inside
- Let all these people know when the child has been found
- If the child remains missing, the School should alert parents and keep them posted
- Inform the police
The Principal will evaluate what happened afterwards in order to access the effectiveness of the procedures followed and implement any necessary changes.

**Preventative Measures**
For children who are prone or at risk of taking themselves out of the classroom, and possibly off the School premises, the Inclusion Manager should carry out a risk assessment with the child, their parent(s) and any appropriate members of staff. The risk assessment should ensure that measures are in place to help the child cope, and give the child strategies for when they cannot cope, eg strategies within the child’s Individual Behaviour plan. These strategies should ensure that the child remains safe, and is monitored closely. They should also include procedures for if the child puts themselves at risk so that the missing child procedures be put into action.

**APPENDIX E**

**ONLINE-SAFETY GUIDELINES FOR PARENTS/CARERS**

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

- Please consider employing a strict “safe search” setting on Google. For more information on this and further guides, you could look at [www.candp-s.com/familysafety](http://www.candp-s.com/familysafety) - a website full of useful material and advice on Online Safety.
- Look into setting Parental Controls on a Windows Vista, Windows 7, 8, & 10 or Mac computer to restrict specific websites and also the time when the computer can be used.
- Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smartphone, then please consider setting safe searches on Google and YouTube.
- Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed, they are often much abler than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
- Please encourage a balanced use of the computer and mobile phones - for example, setting expectations that computers are switched off at an acceptable time in the evening and phones aren't used at mealtimes or ½ hour before bedtime (and not once in bed!).

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

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

For more advice on cyber safety visit: [childline.org.uk](http://childline.org.uk)  [cybersmile.org](http://cybersmile.org)  [childnet.com](http://childnet.com)
APPENDIX F

DISCLOSURE BY A CHILD ATTENDING THE PUPIL SUPPORT CENTRE,
(The HUB)

The HUB is a referral support centre for pupils that attend the Schools within Trinitas Academy Trust and may require a respite centre due to their challenging behaviour.

When a child attends the HUB, the Inclusion Officer will:

- be responsible for reporting to our DSL or CPOs if a child makes a child protection disclosure.
- decide if the nature of the disclosure requires the immediate attention of the DSL or CPO before the yellow form is completed.
- complete as much information as possible on the yellow safeguarding form about the disclosure.
- hand the form in person to one of the DSLs’ or CPO by requesting they come to the HUB room.

Pupil on roll at one of the other Schools within Trinitas Academy Trust attending the HUB

When a School places a pupil within the HUB, they remain responsible for the safeguarding of that pupil. It is expected that the child’s School will follow their child protection procedures and arrange for any disclosure to be dealt with by their DSL/CPO. In the event that a DSL/CPO is not available at the time of calling the DSL/CPO at St Augustine of Canterbury C of E Primary School will deal with the disclosure until contact is made.

All information relating to the disclosure will be passed to the child’s School. The Inclusion Officer will contact the child’s School immediately via telephone and arrange for the School office to scan a copy of the form to the child’s School. Reference: The Hub Policy

Outreach work

The HUB’s Inclusion Officer will:

- inform a DSL or CPOs’ if a disclosure is made whilst on another School’s premises. and follow their School’s child protection procedures.
- inform Mark Smale, Principal of St Augustine of Canterbury C of E Primary School that a disclosure was made whilst at another School and log that the matter was reported.
APPENDIX G

Legislation and reference

Legislation

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations
- The Police Act 1997 (Criminal Records) Regulations 2002, as amended
- The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended
- The Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- The Female Genital Mutilation Act 2003 (“the 2003 Act”) replaced the 1985 Act in England, Wales and Northern Ireland
- Protection of Freedoms Act 2012
- Equality Act 2010
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Section 26 of the Counter-Terrorism and Security Act 2015
- The Anti-Social Behaviour, Crime and Policing Act 2014
- The Children and Social Work Act 2017
- GDPR 2018

Reference

- Keeping Children Safe in Education (September 2019)
- Working Together to Safeguard Children (July 2018)
- What to do if you are worried a child is being abused (March 2015)
- Information Sharing: Advice for practitioners, DfE (July 2018)
- EYFS framework December 2017 (2018 Handbook)
- Ofsted - Education Inspection Handbook(September 2019)
- Inspecting safeguarding in early years settings and skills ( Prevent Strategy ( June 2011)
- FGM Mandatory Reporting(October 2015)
- NSPCC
- Supporting Pupils with Medical Conditions in Schools (December 2015)
- UK Council for Child Internet Safety (UKCCIS) Guidance (January 2017)
- Searching, Screening and Confiscation guidance (January 2018)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (May 2018)