Impact Multi Academy Trust
Policy Document

Policy Name
Child Protection and Safeguarding Policy

Date of Last Review
September 2018

Date of Next Review
September 2019

SLT Responsible

Other Staff

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1. Introduction

The trust directors, governors and staff of Hayes School and Ravens Wood School are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment. Enhanced DBS checks on all staff are carried out. The staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the wellbeing of the community and the individuals within it.

The policy has been developed in accordance with the principles established by the Bromley Safeguarding Children Board, and the London Safeguarding Children Board (London Child Protection Procedures 2016) and take account of the guidance issued by the Department for Education including Keeping Children Safe in Education September 2018, the revised Duty Guidance for England and Wales on the duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn to terrorism (July 2015), The Prevent Duty June 2015 and the Education Act 2002. The policy also takes into account of guidance relating Data Protection and Information Sharing. This policy should be read along with the Children in Care Policy and it applies to all staff, governors and volunteers working in the school.

The aims of this policy are to:

a. ensure we practise safer recruitment and check the suitability of staff and volunteers;
b. raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
c. provide a systematic means of monitoring children known or thought to be at risk of harm in the form of drugs, gangs, neglect, sexual exploitation, physical and emotional abuse including FGM and radicalisation; including students with SEN and additional needs,
d. ensure a structured procedure is in place within the school to be followed by all members of the school community in cases of suspected abuse;
e. ensure that the school contributes to inter-agency work and contributes and provides additional support to children subject to child protection plans, in line with statutory guidance ‘Working together to safeguard children’ 2018;
f. ensure the schools actively cooperate and contribute to a Local Authority’s Section 17 or Section 47 assessment
g. emphasise the need for good levels of communication between all members of staff;
h. support pupils who have been abused in accordance with his/her agreed child protection plan establishing a safe environment in which children can learn and develop.

This policy should be read in conjunction with the following policies or procedures:
Acceptable use of technology
Allegations of abuse against staff
Attendance and Punctuality
Behaviour
Children in Care
Code of Conduct
First Aid and Medicines (Supporting Students with Medical Conditions
Health and Safety
Social Media and networking (Online Policy)
Special Educational Needs
Safer Recruitment
Staff Code of Conduct
Whistleblowing Policy
2. Related legislation and guidance:

Section 175 of the Education Act 2002
Working Together to Safeguard Children July 2018
Keeping Children Safe in Education, September 2018
The Prevent Duty March 2015
Sexual Violence and sexual harassment between children in schools and colleges May 2018

3. Procedures

Hayes School and Ravens Wood School’s procedures for safeguarding children are in line with The Bromley Safeguarding Children Board and the London Children Safeguarding Board and take account of guidance issued by the DFE.

We will ensure that:

- Both schools have designated members of staff who undertake regular training, to carry out the various roles within the safeguarding team; Designated Safeguarding Lead, Deputy Designated Safeguarding lead and a link governor for Safeguarding (see Appendix E). We ensure every member of staff (including temporary and supply staff and volunteers), director and member of the local governing body knows the name of the staff responsible for child protection and their role.
- All members of staff develop their understanding of the signs and indicators of abuse (See Appendix A).
- All members of staff know how to respond to a student who discloses abuse or if staff have concerns of any kind.
- All members of staff are prepared to identify students who may benefit from early help.
- Staff are aware of the wider environmental factors which can influence behaviours of students creating with safeguarding concerns. This contextual safeguarding will help assess whether wider factors are a threat to the safety and/or welfare of the student.
- In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead immediately.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- As part of a balanced and broad curriculum, the school ensures students are aware of safeguarding issues.
- Our procedures are regularly reviewed and up-dated on a regular basis and in accordance with national and local indicators.
- All new members of staff are given a copy of our child protection procedures and safeguarding policies as part of their induction into their school.
- All new staff, including trainees, are inducted into our child protection procedures when they join the school be it in September or at any other point in the academic year.
- All staff receive training on awareness that students with SEND are more vulnerable and know how to safeguard these students.

Policy documents include the procedure for reporting suspected (or disclosed) child abuse, the four signs of abuse, the procedure for managing allegations against staff / volunteers, code of conduct and the whistleblowing policy as well as Part I of Keeping Children Safe in Education. Those directly working with children will receive and read Annex A. All staff should read this thoroughly on an annual basis and sign to
confirm that they have.
The school ensures safer recruitment practices are always followed.

- We ensure we have a nominated governor responsible for Child Protection and Safeguarding
- We ensure all records are kept securely; separate from the main pupil file, and in locked locations
- The Headteacher / Principal / Member of the Senior Leadership Team will approve the content of drama performances and presentations to ensure that they are suitable for the age group performing it and the audience. This is a requirement for examination performances and the Head of Centre is required to sign a declaration before an assessor will assess examination performances. The school will approve the content of all school productions/performances to ensure that any elements of possible abuse themes (e.g. obscene language, violence, nudity and sex) are appropriate and integral to the performance
- We ensure that when a student on the child protection register leaves, their information is transferred to the new school immediately and that relevant agencies are informed, where involved. This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained

All contractors and visitors to the schools are required to report to the reception/premises staff on their arrival. They should be wearing an ID badge/ lanyard at all times. Staff should feel confident in challenging anyone in school without an ID badge/ lanyard on display. All employees of school appointed contractors are required to have DBS clearance. Contractors will be informed of this by the Premises team when quotes are submitted for work.

Both schools have different coloured lanyards for employees and visitors for easy identification. Sports fixture visitors are issued with a visitor sticker once they have signed in.

The schools request all parents/ carers to provide at least two emergency contacts for each student.

Where a child is engaged in alternative provision the school retains responsibility for the safeguarding of that child. The school will obtain written confirmation from the alternative provision that appropriate safeguarding checks have been carried out on individuals working in the establishment.

4. **Guidance for Governors, Directors and Volunteers**

Our policy applies to all staff, governors, directors and volunteers working in the school. School governors should be mindful of the following when visiting or liaising with students of the school.

- Meetings with students in school should be in the presence of another adult or member of teaching staff
- Governors, should not share personal contact details with students.
- No contact should be made via social media
- No photographs should be taken by governors on personal phones or cameras.

We are aware that for those parent governors some of the above will be unavoidable in their parental role.

5. **Allegation Management**

**Dealing with allegations of abuse against teachers and other staff**

It is essential that any allegation of abuse made against a teacher or other member of staff in school is dealt with fairly, quickly and consistently in a way which provides both effective protection for the student
whilst supporting the person who is the subject of the allegation. All allegations should be followed up and the following procedures adhered to. The school will follow the Safeguarding Children Board’s Allegation protocol. The schools recognise that volunteers who are currently working in a school are counted as a staff member should an allegation be made.

In the event of an allegation being made the case should be referred to the Principal/Headteacher immediately or in the event that the Principal/Headteacher is the subject of the allegation then it should be taken to the Chair of Governors, who will work with the Local Authority Designated Officer. In the event of the Principal/Headteacher’s absence allegations should be taken to the next most senior member of staff on site.

An allegation made in respect of any of the following should be reported to Local Authority Designated Officer on the same day:

- An allegation that a member of staff has behaved in a way that has harmed a student or may have harmed a student.
- An allegation that a member of staff may have committed a criminal offence against or relating to the student.
- An allegation that a member of staff has behaved towards a student or students that indicates she/he is unsuitable to work with children.
- An allegation that a member of staff is having a sexual relationship with a student. Employees of the school are in positions of trust in respect of the students, even if consensual (see ss16-19 Sexual Offences Act 2003). This is outlined in our staff code of conduct 2016, pg. 2, with the following:
  - It is a criminal offence for any person employed in a position of trust, including all teachers, to have a sexual relationship with any person who is a student at the school at which they are employed, even if that person is over 16 years of age.
  - Staff should maintain professional boundaries with students appropriate to their position and must always consider whether their actions are warranted, proportionate, safe and applied equitably.
- An allegation that a member of staff is ‘Grooming’ i.e. meeting a child under 16 with intent to commit a relevant offence (see s15 Sexual Offences Act 2003)
- An allegation that a member of staff is carrying out other ‘grooming’ behaviour giving rise to concerns towards any students of a broader child protection nature e.g. inappropriate text /e-mail messages or images, gifts, socialising etc.
- An allegation that a member of staff may be in possession of indecent photographs / pseudo-photographs of children
- Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

The parents or carers of the student involved should be informed as soon as possible. They should be kept informed of the investigation made by the school and told the outcome if there is not a criminal prosecution. This should include the outcome of any disciplinary process.

The Principal/Headteacher should inform the accused member of staff as soon as possible after first discussing the matter with the Local Authority Designated Officer. If the allegation is suspected to involve gross misconduct or it is in the interests of the school, a student, an employee or the member of staff, the Principal/Headteacher may immediately suspend the member of staff from work on full pay and benefits whilst the investigation proceeds. The Principal/Headteacher must immediately inform the Governing Body when imposing a suspension. Suspension is not a disciplinary action and will be reviewed to ensure that it is not unnecessarily protracted,
(Refer to staff disciplinary procedures).

In all cases where suspension is being considered, the Principal/Headteacher or nominated Governor should advise the individual to seek assistance from his or her trade union.

Whilst suspended the member of staff should be informed of the progress of the case and wherever possible a timescale for action should be agreed.

Where suspension following allegations of abuse is being considered, an interview should be arranged. Normally, the interview should be undertaken outside pupil contact time. The Principal/Headteacher or, in cases where the allegation is against the Principal/Headteacher, the Chair of Governors) should consult with and seek advice from the Local Authority Designated Officer.

Confidentiality - Every effort should be made to maintain confidentiality

If a member of staff resigns or ceases to provide their services to the school every effort should be made to reach a conclusion regarding the allegation.

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

6. Unsubstantiated, false or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal/Headteacher will consider whether to take disciplinary action in accordance with the School's Behaviour policy.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7. Responsibilities

The Designated Safeguarding Lead is responsible for the co-ordination of child protection procedures and management of the liaison with social services and other agencies. This includes all of the below:

a) The DSL, Deputy DSL will have had at least Level 2 Child Protection Training and will attend refresher or other Local Safeguarding Children Board recognised training at two yearly intervals to keep knowledge and skills up to date.

b) Providing advice and support to other staff on child welfare and child protection matters, taking part in strategy discussions and inter-agency meetings – and / or supporting other staff to do so – and
contributing to the assessment of children.
c) Providing training and advice to all new members of staff on the school’s safeguarding arrangements as part of their induction.
d) Ensuring all staff have regular child protection training
e) Ensuring all temporary staff and volunteers who work with children in the school are made aware of the school’s arrangements for child protection and their responsibilities
f) Ensuring that all staff have access to the policy and have signed to show that they have read and understood it.
g) Ensuring referral of cases of suspected abuse to the local authority children’s social care and the LADO for child protection concerns (all cases which concern a staff member)
h) Adhering to the Local Safeguarding Children Board, Local Authority, London Safeguarding Board, and school’s procedures with regard to referring a child if there are concerns about possible abuse
i) Keeping written records of concerns about a child even if there is no need to make an immediate referral. Ensuring that all such records are kept confidentially and securely and are separate from student records. Ensuring that an indication of further record-keeping is marked on the student records
j) Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences/core panel groups.
k) Ensuring operation of the ‘First call’ system in which any student currently subject to a child protection plan, who is absent without explanation, is referred to Social Services
l) Making a referral to children’s social care immediately if, at any point, there is a risk of immediate serious harm to a child. In the first instance, this would usually be made through the DSL/Deputy DSL. However, if the situation warrants an immediate referral, for example, if out of hours, or the designated person (or persons) is unavailable, then a referral should be made to the Children’s Referral and Assessment Team (see Appendix E)
m) Attending Child Protection Conferences whenever possible, or to sending a representative from the safeguarding team or a written report if attendance is not possible.
n) Completing relevant case conference paperwork and sending to the Quality Assurance Unit for the Conference Chair at least 48 hours prior to the meeting.
o) Ensuring students who are on a child protection plan know where to locate DSL or Deputy DSL if they have any concerns.
p) Disclosing any information about a student to other members of staff on a need to know basis only.
q) Ensuring that when a child who is subject to a child protection plan leaves the school, their information is transferred to the new school immediately and the child’s Social Worker is informed.

8. What to do if a student discloses abuse (please see Appendix B)

All members of staff have a duty to report their concerns, as soon as possible, to the DSL/Deputy DSL. They can be contacted via telephone or email (see Appendix E). All staff need to complete the safeguarding concern form (see Appendix C).

All staff should be aware that the four main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

(Please see Appendix A)

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. The child in these circumstances may feel helpless and humiliated and may
feel self-blame or be withdrawn or isolated within the community. We recognise that the school may be the only stable environment in the lives of children who have been abused or who are at risk of harm. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive.

a) All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
b) All staff must be aware that they cannot promise a child to keep secrets.
c) All staff members will receive appropriate, regularly updated child protection awareness training to equip them to carry out their responsibilities for child protection effectively in line with advice from the Local Safeguarding Children Board. See also the School’s Safer Recruitment Policy.
d) Body Maps should only be used to document and illustrate visible signs of harm and physical injuries on a child, and usually when the child has disclosed that someone has hurt them. The body map document should be used alongside the Cause for Concern form where an injury to the child is observed (never without one) and, when completed, be securely filed with the appropriate Cause for Concern form.

9. Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL or DDSL and to seek further support as appropriate.

10. Supporting students

The DSL (or the responsible delegate) will:

a) Meet regularly with a student that is subjected or at risk of a child protection plan
b) Notify Social Services as soon as there is significant concern
c) Encourage self-esteem and self-assertiveness
d) Promote a caring, safe and positive environment within the school
e) Liaise and work together with all other support services and those agencies involved in the safeguarding of children
f) Provide a variety of interventions for support both within school and via outside agencies. This may include counselling, student advising, mentoring, behaviour or anger management
g) Investigate and refer to the relevant agency, any of the following attendance issues: regular, repeated absence; Absence at the end of a holiday period; Persistent lateness
h) Manage all information in line with Information Sharing Guidance and Practice (2015)
i) Recognise that all matters relating to Child Protection are confidential.

11. Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of SLT. They should voice any concerns that you might have to your line manager or any member of the SLT. Once you have shared your concerns you should submit them in writing giving names, date and places where appropriate. No action will be taken against staff members if the concern proves to be unfounded but was raised in good faith. However, allegations that are made frivolously, maliciously or for personal gain will be seen differently and disciplinary action may be taken. This includes concerns raised and not acted upon
by the safeguarding leads. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

12. Allegations against staff

All allegations against a member of staff should be taken seriously and reported to the Principal/Headteacher straight away. Do not investigate, as this is confidential information and should not be discussed with anyone, including the member of staff who has had the allegation made against them. (see Appendix B)

All references in this policy refer to members of staff or volunteers who work in the school. The policy refers to a staff member’s behaviours inside school and also their behaviour with regard to their own child /children / foster children or adopted children. The school has the right to know whether a staff member has been investigated by the police or social care in order to assess whether there may be implications for children with whom the person is currently working.

a) The Principal/Headteacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer for Managing Allegations Against Adults Working with Children). (Appendix E)

b) If the allegation made to a member of staff concerns the Principal/Headteacher, that member of staff will immediately inform the Chair of Governors who will consult with the LADO.

c) The school will manage allegations against staff and other adults working with children in accordance with the schools agreed procedures for Managing Allegations of Abuse Against Adults Working with Pupils and as set out in the Local Safeguarding Children Board’s LADO procedures. Both these documents are available in school.

d) If a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, this will be referred to the Disclosure and Barring Service.

13. Confidentiality

It is important that in accordance with section 206 Keeping Children Safe in Education (September 2018); the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

14. Allegations against another student

The school recognises that allegations can be made against other children in the form of peer on peer abuse. Peer on peer abuse is likely to include, but may not be limited to, bullying, physical abuse, sexual violence and harassment, sexting and initiation type violence and rituals. The school is clear that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or part of growing up. The school recognises that child on child sexual violence and sexual harassment will be dealt with according to Part Fve of Keeping Children Safe in Education. The school recognises that peer on peer abuse may take place on school site as well as in the community.

a) When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the DSL/Deputy DSL should be informed and any decisions will be made on a case-by-case basis.

b) A record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances

c) Social Services will be contacted to discuss the case. The DSL/Deputy DSL will follow through the
outcomes of the discussion and make a social services referral where appropriate.

d) A record of the concern will be kept on both students’ school file.

e) If the allegations indicate a potential criminal offence, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim.

f) It may be appropriate to exclude the student being complained about for a period of time according to the school’s behaviour policy and procedures.

15. Raising awareness:

The DSL will:

a) Ensure the school’s safeguarding policy and safeguarding procedures are reviewed annually;

b) Ensure the safeguarding policy is available (and published on the school website) and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

c) Provide new and existing staff with up to date relevant training on the latest policies and on safeguarding in general. Local and national updates are provided regularly using the ‘Care and Concern’ bulletin. Safeguarding training will include vulnerable groups of students staff need to be aware of informed by KCsiE September 2018.

d) Provide a Safeguarding library on the staff drive where up to date safeguarding information can be obtained.

e) Publish and circulate a regular ‘Care and Concern bulletin’ for teaching staff of vulnerable students.

f) Ensure that when a student leaves the school, their child protection file is copied to the new education establishment as soon as possible.

g) Ensure that when students transfer to the school, the school obtains confirmation from the former school whether there are any Safeguarding issues to be aware of through written confirmation

16. The Governors and Directors

a) Have a statutory duty to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

b) Provide (via the Principal/Headteacher) the safeguarding information where requested by the Local Authority.

c) Where necessary, remedy deficiencies in the school’s safeguarding systems without delay.

d) Review and amend the safeguarding policies and procedures regularly and when necessary.

e) The Chair of Governors is responsible for liaising with the Local Area Designated Officer (LADO) and partner agencies on issues of child protection and in the event of an allegation of abuse being made against the Principal/Headteacher.

17. Safer Recruitment

a) The school carries out specified recruitment and vetting checks on intended new appointees, particularly identity and teaching and other qualification checks, and for relevant staff and other adults working in school, Disclosure and Barring Service (DBS) checks and right to work in England checks. Volunteer staff members should be risk assessed to ascertain if an enhanced DBS check is needed. Risk assessments will be approved by a senior leader within the school.

b) The governing body is responsible for ensuring that safe recruitment checks are carried out in line with statutory requirements, currently set out in the Department for Education’s Safeguarding Children and Safer Recruitment in Education guidance document.

c) The school obtains written assurances that appropriate child protection checks and procedures apply
to any staff employed by another organisation who work with the school’s pupils at any time.
d) Every school interviewing panel will always include someone who has both attended Safer
Recruitment training and been awarded a certificate of proficiency at it. This person will ensure
safeguarding is covered during the interview.
e) The school does not employ an individual who has been barred from working with children.
f) In accordance with the school’s ‘Procedure for dealing with allegations of abuse against adults working
with pupils’, the school refers to the Panel for Professional Conduct of the National College for Teaching
and Leadership and the Disclosure and Barring Service, details of anyone who is permanently
removed from working or volunteering in school (or who leaves while under investigation) for allegedly causing harm or posing a risk of harm.
g) Each school maintains records of the recruitment checks in a single central record (SCR). The school’s
SCR shows the nature of the checks made, the date on which they were made and the identity (for
example, function or job title) of those making the checks or entering the details in the record.

18. Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the
protection of our children both within the school environment and away from the school when
undertaking school trips and visits.

We embed awareness of safeguarding through:

This is carried out through:

• Informal conversation
• Tutor briefings and discussions; lectures
• Themes in assemblies
• Briefings for outings, trips and tours
• The implementation of our e-Safety Policy regarding ICT usage policy and advice on safe ICT use
• Encouraging students to speak out if there is something worrying them, or if they are aware of or
  witness something unacceptable, untoward or disturbing
• Ensuring students know what to do if there is someone in the School who is unaccompanied or is not
  wearing the appropriate badge
• Information around the school, e.g. posters advertising support agencies.

19. Application and Review of the Policy

a) The policy applies to all staff, governors, directors, volunteers and visitors to the school. We recognise
that child protection is the responsibility of all staff within our school.
b) We will ensure that all parents and other working partners are aware of our child protection policy by
mentioning it in our school prospectus, displaying appropriate information in our reception and by
raising awareness at initial meetings with parents of new pupils as well as regular parent-teacher meetings.
c) Where the Governing Body provides services or activities directly under the supervision or
management of school staff, the school’s arrangements for child protection will apply.
d) Where services or activities are provided separately by another body, the Governing Body will seek
assurance in writing that the body concerned has appropriate policies and procedures in place to
safeguard and protect children and there are arrangements to liaise with the school on these matters
where appropriate.
e) This policy will be reviewed and updated on a regular basis.
20. Safeguarding – PREVENT

We have zero tolerance of extremist behaviour and ensure that our curriculum, care and guidance empower young people to reject violent or extremist behaviour. All staff complete the Channel General Awareness Programme training (online) on joining the school and members of the Senior Leadership Team and Pastoral leaders have received additional training in identifying signs of radicalisation. All staff receive regular training on Prevent.

The Home office’s definition of extremism:
“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also calls for the death of members of our armed forces whether in this country or overseas.”

Schools are expected to assess the risk of children being drawn into terrorism including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach students about online safety more generally. School staff should understand when it is appropriate to make a referral to Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals. An individual’s engagement with the programme is entirely voluntary at all stages.

Our schools acknowledge protection from radicalisation and extremist narratives as a safeguarding issue. We recognise that we have a duty of care towards our students and that safeguarding against radicalisation and extremism is one of those duties. Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.” Home Office – The Prevent Strategy. Since 2012, it has been required by law for teachers “not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.”

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of students a balanced presentation of the opposing views is offered. This requirement applies not only during scheduled lessons but in all other contexts.

20a. Curriculum

The school addresses prevention against radicalisation through the curriculum and other activities. These include:
• Fully meeting the requirements of preparing young people for life in modern Britain.
• Work on community cohesion, tolerance and anti-violence addressed through the curriculum: promoting alternative positive narratives to counteract extremist ideologies.
• Critical appraisal of sources / internet resilience / identifying propaganda / digital literacy.
• Lessons which explore controversial issues in a way which promotes critical analysis.
• Effectively addressing controversial issues to challenge misinformed views and perceptions amongst pupils/students, challenge commonly held myths and build understanding and appreciation about others.
• Debating fundamental moral and human rights principles. Open discussion and debate of issues and the law in a supportive environment.
• An RE programme of study which explores the practices and beliefs of major world faiths.
• ACTIVE citizenship programmes – British values, tolerance, equality, critical appraisal of propaganda, or the explicit teaching of terrorism.
• Anti-bullying work including homophobia and violence against women.
• Rewarding positive behaviour.
• Pastoral and induction support.
• Opportunities for channelling positive engagement e.g. volunteering and community work.
• Work on safety, risk and crime prevention.

Any discrimination, prejudice or extremist views, including offensive language, shown by students or staff will be dealt with in line with our behaviour management policy and code of conduct, and will always be addressed.

20b. Visiting Speakers

The Prevent Statutory Guidance requires schools to have clear protocols for ensuring that visiting speakers who might fall within the scope of the Prevent Duty, whether invited by staff or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are not prescribed by Keeping Children Safe in Education September 2018, if speakers will not be left alone with pupils, schools must take action to ensure that they are suitable. When outside speakers are invited into school on occasion from the wider community; whose aim is to enrich students’ experience of school; providing information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker’s experience- certain protocols may apply:

   a. All requests for outside speakers must be approved by the Principal / Headteacher and the DSL (Appendix F for Proforma)
   b. There should be a clear purpose for inviting the speaker into school and clear guidelines agreed for the content of the speaker’s input. The content of the speaker’s programmed visit must comply with the school’s ethos and core values of British values.
   c. The school will check the work of the agency or visitor is known to them and be considered suitable.
   d. Research will be carried out on the speaker and any organisation they represent or are employed by, including voluntary organisations (checks may comprise internet searches, searches of social media and contact with other schools who have invited the speaker into their school.)
   e. If possible, a biography of the speaker should be obtained.
   f. If the speaker is going to work with a small group of children they must have DBS clearance.
   g. The speaker and the school should agree and plan for the teacher (or teachers) to be present throughout the visit so that they are able to deal with any follow up questions or concerns.
   h. The visiting speaker will be provided with relevant information on the appropriate key stage, the age of the pupils, the approximate number of the pupils in the group, any special requirements of the pupils, details of the venue where the session will take place as well as the resources that may be required.
21. **Homestays**

Our schools have a duty to safeguard children’s welfare when participating in homestays as part of an exchange visit. When arranging accommodation for a visiting child to stay in the UK in the home of a family to which the child is not related, the school will consider the suitability of the family which they will be placed with. The school will obtain an enhanced DBS certificate for all adults in these homes.

Where the school is organising homestays abroad, we will ensure that appropriate arrangements are in place to safeguard effectively every child taking part in the exchange. All arrangements will be communicated clearly to parents.

22. **Further guidelines:**

Visitors will be issued with a Safeguarding Leaflet for the School on entry to the building at reception. They will also be issued with a visitor’s badge which they must wear at all times. Visitors who do not have DBS clearance will be accompanied in the school buildings and on school grounds at all times.

23. **Reporting concerns**

In cases where concerns have arisen about a student, group of students or staff member these must always be referred to the Designated/Deputy Safeguarding. They in turn will seek advice from the PREVENT team and the LA Safeguarding lead.

24. **Making a Child Protection Referral**

Referrals can be made and advice sought from Bromley Health & Social Care

Telephone: 0208 461 7373/7379/7026  
Fax: 020 8313 4400  
E-mail: mash@bromley.gov.uk  
Address: The Civic Centre, Stockwell Close, Bromley, BR1 3UH  
Out of Hours – Emergency Duty Team (5.00pm-8.30am and weekends) 0300 303 8671

**Common Assessment Framework (CAF)**

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

A CAF might be used in the following circumstances:

- If there is concern about how the student is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing.

- The school receive a request from the student or parent/carer for more support.

- The school is concerned about the student’s appearance or behaviour, but their needs are unclear or are broader the school can address.

- The CAF can be used to help identify the needs of the student and/or to pool knowledge and expertise with other agencies to support the child/young person better.
25. Students with Social, Emotional and Mental Health needs within SEND

Students with special educational needs and disabilities

It is recognised that students with SEN and disabilities have additional needs and are more vulnerable to safeguarding issues. It is accepted that their vulnerabilities may be missed owing to their SEN and therefore will receive more pastoral support to ensure these barriers are overcome.

Some students may be more vulnerable to safeguarding issues as a result of their special educational need. These may include students with SEMH:

In accordance with the school’s Special Educational Needs Policy students who may have SEMH concerns are identified and placed on the SEN register. Students might be identified by staff, parents, the students themselves or at transition. There are many reasons a student may experience SEMH issues ranging from bereavement to co-morbidity with other special educational needs including:

ADHD ~ Attention Deficit Hyperactive Disorder
ADD ~ Attention Deficit Disorder
ODD ~ Oppositional Defiant Disorder
Conduct Disorders
Attachment Disorders
Diagnosed Depression
Diagnosed Anxiety
Eating Disorders
Low mood, depression and suicidal thoughts.

Social, emotional and mental health concerns may be triggered by other safeguarding issues such as: domestic violence, abuse, sexualised behaviour and other childhood traumas.

SEMH students might have been identified at primary school and will be entered onto our SEN register. However, they will be reviewed using the usual measures to decide if they need to continue to stay on the SEN register – as outlined in the SEN policy and through discussion between relevant professionals within school and by external agencies.

For more information please refer to the SEN Policy for each school

 Suicide prevention
The school is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide. We want to make sure that young people at our schools are as suicide safe as possible and that our Governors, Directors, Parents/Carers, Teaching staff, Support staff and students are aware of our commitment to be suicide-safe school.
26. **Children Missing from Education**

The school’s response to children missing from education is informed by the Bromley Safeguarding Children Board. This outlines that children who are missing in education are vulnerable to: child sexual exploitation, domestic violence, deliberate self-harm, group offending; substance misuse and gang related crimes.

If a student is absent from school, every effort is made to identify the reason for this through normal school procedures involving the school’s attendance officer, the use of the Educational Welfare Officer. However a referral is made to the MASH team where appropriate and advice is offered to the parents of the child that they should inform the police. If a student is already seen to be particularly vulnerable (identified as a child subject to a Child Protection Plan, is a Looked After Child, or has poor mental health.

The school ensures that all students who leave the school to go to another school have their student files transferred to the new school by recorded delivery and signed for. A student who leaves the school whose parents intend to provide elective home education are not taken off roll until advised by the Local Authority, who are informed of all students removed from the admissions register.

27. **APPENDIX A: Definitions and Signs of Child Abuse and Neglect**

**Physical Definition**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding; drowning, suffocating or otherwise causing physical harm to a child including by fabricating the symptoms of, or deliberately causing, ill-health.

**Signs**

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbably explanations for injuries
- Untreated injuries or lingering illness not attended to
- Fear if returning home or of parents being contacted
- Fear of undressing
- Running away regularly

**Emotional Definition**

Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to the children that they are worthless or unloved; inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children.

**Signs**

- Continual self-deprecation / over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing or scrounging
- Drug / solvent abuse
- Neurotic Behaviour
- Air of detachment – “don’t care” attitude
- Social Isolation
- Eating problems
- Depression / withdrawal
- Attention seeking behaviour

**Neglect Definition**
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, such as failing to provide adequate food, shelter or clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs

**Signs**
- Constant hunger, eating or over-eating
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

**Sexual Definition**
Involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative (rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of pornographic material, or in encouraging children to behave in sexually inappropriate ways. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of abuse as can other children.

**Signs**
- Bruises, scratches, burns or bite marks
- Marks or persistent infections in the genital regions
- Pregnancy
- Sexual awareness
- Public masturbation
- Teaching other children about sexual acts
- Refusal to stay or visit certain people
- Aggression, anger, anxiety, fearfulness
- Withdrawal from friends

**Abuse of Trust:**
It is an offence under the Sexual Offences Act 2003 for a member of staff to have a sexual relationship with a child under 18, where that person is in a position of trust, even if the relationship is consensual. This applies where the young person is in full-time education and the person works in the same establishment, even if he/she does not teach them. Even if the young person is over 18 it could result in 'gross misconduct' by the member of staff.

**Other Signs of Abuse**

**Female Genital Mutilation**
Female Genital Mutilation (FGM) is a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non-medical reasons. Since 1985 it has been a serious
criminal offence under the Prohibition of Female Circumcision Act to person FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened the law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison. The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

• The right to anonymity for victims
• The offence of failing to protect a girl under 16 from the risk of FGM
• The duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.
• If any teacher discovers through disclosure that FGM has been carried out on a girl under 18 in school, they will pass this information on to the designated safeguarding lead who has a duty (from October 2015) to report it to the police.

All procedures which involve the partial or total removal of the external genitalia or injury to the female genital organs whether for cultural or any other non-medical reasons. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals need to be aware of attendance patterns and longer term absences including holidays. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. If a teacher, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, this must be reported to the police.

**Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something i.e. food, accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What makes out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the intimidation or enticement, including cyberbullying and grooming. However it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
Information regarding CSE is gained from Bromley Child Sexual Exploitation Protocol 2017, which can be found in Bromley Safeguarding Children’s Board (BSCB) Local Procedures.

**Signs of CSE**
A child may go missing for periods of time or regularly come home late. They may miss school; may have unexplained gifts or money; have an older boyfriend or girlfriend. They may suffer from sexually transmitted infections; have mood swings or changes in emotional wellbeing; display inappropriate sexualised behaviour. They may misuse drugs and alcohol and may not always recognise/acknowledge themselves as being exploited.

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**Child Sexual Exploitation Warning Signs - SAFEGUARD**

Often, children and young people who are victims of sexual exploitation do not recognise that they are being abused. There are a number of warning signs that can indicate a child may be being groomed for sexual exploitation. To assist you in remembering and assessing these signs and behaviours, we have created the mnemonic – SAFEGUARD.

- **S**exual identity, wellbeing and choice
  - Sexually transmitted infections (particularly repeat infections); Pregnancy; terminations; changing or out of character sexual behaviour; exploring sexual relationships in an unsafe context or environment; unable to disclose sexual orientation and doubtful of societal responses.

- **A**bsence, truancy and going missing
  - Truancy from school, including during the school day; missing from home or care, and repeat incidents; travelling outside borough/town when missing; unexplained absences.

- **F**amily and home
  - Sexual, physical, emotional abuse and neglect; risks of forced marriage or so-called honour-based violence; sexual grooming; domestic violence; substance misuse; parental mental health concerns; bereavement; parental and sibling criminality; experiences of homelessness or sole upbringing; living in care or temporary accommodation; immigration status.

- **E**motional and physical health
  - Substantial thoughts, plans and attempts; self-harm; low self-esteem; conclude/sms; learning difficulties; changing emotional wellbeing and signs of poor mental health; unexplained injuries and changes in physical appearance.

- **G**angs, Groups, Age Gaps and Crime
  - Involvement in gangs or group affected family, peers or siblings; concerns of abusive peers; involvement with older individuals or groups; lacking friends in the same age groups; older ‘boyfriends’; sudden changes in peer groups; bullying, both on and off line; friends of young people experiencing CSE.

- **U**se of technology and sexual bullying
  - Sexting, both sending and receiving; being listed on social network pages in relation to sexual activity and, or named in videos; secretive use of the internet/phones/social networking sites; sudden behaviour changes when using the phone or internet; control via phone or internet; multiple or secretive social networking profiles.

- **A**lcohol and substances
  - Reliance on and changing use of substances, both legal and illegal.

- **R**eceipt of unexplained gifts or money
  - Unexplained money, mobile phones, phone credit, items, clothes, money; new nails; travel in taxis; gifts where payment is required at a later date; worries about having debts.

- **D**istrust of authority figures
  - Reluctance to communicating with parents, carers, teachers, social services, health, police and others.

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**SAFEGUARD** Mnemonic taken from the London Child Sexual Exploitation Operating Protocol, 3rd Edition (June 2017)

**Grooming Behaviour (Adults/staff)**
Over familiarity with a young person i.e. touchy/feely. Having favourites/buying gifts for a young person. Inappropriate language i.e. giving details of personal life; adopting mannerisms/slang that young person use; i.e. sexual comments/humour. Taking photos of a young person on own mobile phone and/or camera. Contacting a young person on social networking sites or socialising with them outside of agency time.

**Forced Marriage**
The subject of forced marriage is also highlighted in Safeguarding Children and safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage they do not want with someone they have not chosen, following coercion, intimidation, threats and possible physical or sexual abuse. It is very different from an arranged marriage, where both young people can make a decision to accept or decline the partner chosen for them by their parents.

If staff have any concerns they must contact the Safeguarding team in the first instance.

**Honour Based Violence**
‘Murder or violence in the name of so-called honour’ are murders / violence in which predominantly females are killed / harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code or family or community, causing shame. They are sometimes called ‘honour killings / violence.’ There is however, no honour in murder / violence.

The honour code means women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of the male relatives.

Honour is an unwritten code of conduct that involves loss of face on someone’s part if offended against, especially in groups where loyalty is considered paramount. Honour Based Violence cuts across all communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list.

**Signs:**
- Withdrawal of student from school by those with parental responsibility
- Student being prevented from attending higher education
- Truancy or persistent absences

**Sexual Orientation and Gender Identity (SOGI)**
In our schools we believe that respect for ourselves and others is a fundamental right and responsibility of/for all. It is the duty of staff to ensure that young people in our community receive support from a teacher in school or from an external agency. In the first instance they should contact the Designated Safeguarding Lead. This also includes students who are over 18 and in our Sixth Form. Parents/ carers are informed of the situation wherever possible.

**Peer on peer abuse**
Our schools recognise that children are capable of abusing their peers, this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to a member of the Safeguarding team. It may be considered a safeguarding matter if the allegation is around:
- Physical abuse
- Violence – particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional abuse
- Blackmail or extortion
• Threats or intimidation
• Sexual abuse
• Indecent exposure, indecent touching or serious sexual assaults
• Forcing others to watch pornography or take part in sexting
• Encouraging other children to engage in inappropriate sexual acts
• Photographing or videoing other children performing indecent acts
• Sexting
• Bullying
• Gender related issues
• Violence

The signs of this may include:
• Changes in behaviour
• Sudden reluctance to participate or engage
• Self-harm
• Staying close to adults
• Decline in academic performance
• Vague disclosures
• Excluding themselves
• Angry outbursts
• Sudden development in sexualised behaviours

Students will be taught how to keep themselves safe using the forms of assemblies, ACTIVE / PHSE sessions, Ready to Learn and all reports are dealt with by the Safeguarding team in collaboration with the pastoral leaders.

Sexual images ‘Sexting’
It is illegal for sexual or indecent images of a child under 18 to be taken or distributed
• Person under 18 creates a sexual image of themselves and shares it with another person under 18
• Person under 18 shares an image of another under 18 with another person under 18 or an adult
• Person under 18 in possession of sexual imagery created by another person under 18

All incidents of sexual images should be reported to a member of the safeguarding team. The image(s) and the device they are stored within should be confiscated.

Although sharing sexual images of themselves is illegal and risky, the school recognises this is often the result of curiosity and exploration. ‘The primary concern at all times should be the welfare and protection of young people involved.’

Staff should:
• Refer to the Designated Safeguarding Lead or a member of the safeguarding team

We will always refer to the police or social care if the incident involves:
• An adult
• Coercion, blackmail, or grooming
• Concerns about capacity to consent
• Violent acts are depicted in image
• Images, which show atypical sexual behaviours for a child’s developmental stage
• Images, which show sex acts and includes a child under 13
• A young person at immediate risk or harm as a result of the disclosure
Domestic Violence
(DV)
Research shows that up to 60% of children living with D.V. are physically or sexually abused. Children may witness violence, injuries, hear screams and pleas for help. They may have disruptions to social life and have frequent moves. Children may appear anxious, depressed, angry, aggressive have low self-esteem, have poor peer relationships, attendance issues and poor school performance.

Current Risk Assessment at Local and National level

This policy has been updated in the knowledge that recent short inspections by Ofsted of the effectiveness of the Local (Bromley) Safeguarding Board - the Children’s Services in Bromley have deemed Bromley as having made significant progress since they were deemed inadequate in 2016.

The schools continue to work with Bianca Hart the Education Safeguarding Senior Practitioner representing the Quality Improvement Service at Bromley Children’s Social Care bianca.hart@bromley.gov.uk

The Schools’ Safeguarding teams are aware that when making referrals to Social Services we must:
• Ensure all referrals are responded to
• Re-refer and/or contact the Designated Head of Service if the school does not consider the response to be adequate
• Use external agencies to support referrals that do not meet the threshold

Our schools end the Designated Safeguarding Lead to attend the Bromley Safeguarding Forum held annually.
APPENDIX B  What To Do When a Child Discloses

- Stay calm and reassuring
- If necessary arrange a time and place to talk privately
- Explain that you cannot promise to keep secrets
- Don’t make any other promises to the child
- Explain that you will need to pass the information onto the Designated Safeguarding Lead
- Listen and reassure
- Do not press for details
- Tell the child he/she was right to tell
- Be supportive
- Don’t pre-judge what you are told or make assumptions
- Inform the Designated Lead, or in their absence, the Deputy Designated Lead (Appendix E)
- Record your conversation with student soon after using the form below

or on MyConcern if relevant.

DO NOT
- Inform or speak with parents
- Try to manage the situation without Designated Safeguarding Lead
- Discuss the matter with line manager or other colleague
- Agree to keep the matter secret
- Offer a mobile or other telephone number to student for support
29. **APPENDIX C** Safeguarding Cause for Concern Form - to be used by staff at Ravens Wood School. Hayes School Staff to report on MyConcern

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Class/Year Group</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of staff member completing form &amp; role</th>
<th>Others present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Body maps attached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

- Notes should be made as soon as possible after an observation or disclosure. If in doubt complete a form.
- Be as precise and accurate as possible.
- Quote actual words used by the student. Show these as direct speech.
- If necessary, attach a body map
- The completed report must be handed directly to the DSL, Deputy DSL or Headteacher

<table>
<thead>
<tr>
<th>Nature of incident/concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include signature and date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on Child to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include evidence of physical, social, emotional, cognitive development, behaviour, attendance i.e. what has happened?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk to Child going forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include short and long term risks i.e. what could happen?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action to be taken – completed by a member of the safeguarding team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include who and what and by when</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action completed – completed by a member of the safeguarding team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include who, and what and date</td>
</tr>
</tbody>
</table>
### Safeguarding students against radicalisation

#### Signs for staff to look for in students:

*Please note that this is not an exhaustive list*

<table>
<thead>
<tr>
<th>Type of behaviour causing concern</th>
<th>Comments</th>
<th>How concerned?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming isolated from friends, peers or family members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing websites which contain extremist ideologies or symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming involved with groups of students who have strong ideologies</td>
<td></td>
<td></td>
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<tr>
<td>Vocalising extremist ideologies, using extremist language – ‘scripted speech’</td>
<td></td>
<td></td>
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<tr>
<td>Possessing or discussing extremist material</td>
<td></td>
<td></td>
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<tr>
<td>Glorifying extreme behaviour related to ideology and/or religion</td>
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<td></td>
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<tr>
<td>Glorifying terrorist activity seen in the media</td>
<td></td>
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<tr>
<td>Questioning identity and sense of belonging</td>
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<tr>
<td>Requesting extended holidays to regions known to be unsafe or places not associated with the family</td>
<td></td>
<td></td>
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<tr>
<td>Refusal to engage in R.S. / multi-faith activities</td>
<td></td>
<td></td>
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<tr>
<td>Rejecting activities they used to enjoy</td>
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<td></td>
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<tr>
<td>Increased levels of anger or secretiveness, especially around internet use – parents too may report this</td>
<td></td>
<td></td>
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<tr>
<td>Family not being aware of absences from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adopting styles of clothes associated with groups with whom they have had no previous connection – this</td>
<td></td>
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</tr>
</tbody>
</table>
What to do:
- Report all concerns to Designated Lead Safeguarding Officer
  - RWS - Mrs M German or Deputy Safeguarding Lead Miss M Lester or Deputy Safeguarding Lead Ms C Prescott
  - Hayes – Mrs S Arney or Deputy Safeguarding Lead Ms S Hardy, Mr D Loomes, Ms C Thompson or Mr S Whittle

- The Department for Education has a dedicated helpline 0207 3407264 if staff need to raise concerns directly. This is not intended for emergency situations where a child is at risk of serious harm.
- **Email:** counterextremism@education.gsi.gov.uk
- **Phone Anti-Terrorist Hotline:** 0800 789 321 –or 020 7340 7264
- You can also email counter.extremism@education.gov.uk
- **Emergency Situations** Call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
  - Think someone is in immediate danger
  - Think someone may be planning to travel to join an extremist group
  - See or hear something that may be terrorist related

Prevent
- Schools have a duty to prevent children from being drawn into terrorism, under [section 26 of the Counter-Terrorism and Security Act 2015](#).

This information links to Appendix D of the Safeguarding Policy
31. APPENDIX E - Internal Safeguarding Contacts for Ravens Wood School

- **Designated Safeguarding Lead – Mrs Michelle German, Assistant Headteacher**
  mgerman@rws.uk.net 01689 856050 Ext.342

- **Deputy Designated Safeguarding Lead – Miss Melanie Lester, Deputy Headteacher**
  mgl@rws.uk.net 01689 856050 Ext. 501

- **Deputy Designated Safeguarding Lead - Ms Charlotte Prescott, Assistant Headteacher (6th Form)**
  clp@rws.uk.net 01689 856050 ext 5030

- **Deputy Designated Safeguarding Lead – Ms Pat Coxon, Behaviour and Welfare Manager**
  pc@rws.uk.net 01689 856050 Ext. 287

- **Deputy Designated Safeguarding Lead – Mr Chris Oppong, Head of Year**
  coa@rws.uk.net 01689 856050 Ext. 289

- **Deputy Designated Safeguarding Lead – Ms Sally Spence Headteacher**
  scs@rws.uk.net 01689 856050 Ext. 238 (via Head's PA)

- **Safeguarding Link Governor – Mrs D Evans**
  Contact via Clerk to the Governors: jem@rws.uk.net 01689 856050 Ext. 238

- **Chair of Governors – Jeremy Allen**
  Contact via Clerk to the Governors: tar@hayes.bromley.sch.uk 020 8462 2767

**Internal Safeguarding Contacts for Hayes School**

- **Designated Safeguarding Lead – Mrs Sarah Arney office, Assistant Principal,**
  sla@hayes.bromley.sch.uk 0208 462 2767 ext 273

- **Deputy Designated Safeguarding Lead – Ms Sharon Hardy, Inclusion Manager,**
  sbh@hayes.bromley.sch 0208 462 2767 ext 242

- **Deputy Designated Safeguarding Lead – Mr David Loomes, Assistant Principal,**
  djl@hayes.bromley.sch 0208 462 2767 ext 234

- **Deputy Designated Safeguarding Lead – Ms Claire Thompson, Vice Principal,**
  cxt@hayes.bromley.sch.uk 0208 462 2767 ext 205

- **Deputy Safeguarding Lead- Mr Stephen Whittle, Principal,**
  sjw@hayes.bromley.sch.uk 0208 462 2767 ext 299

- **Safeguarding Link Governor - Ms T Mills** Contact via Clerk to the Governors
  clerk@hayes.bromley.sch.uk

**External Safeguarding Contacts**

- **LADO (Local Authority Designated Officer for Managing Allegations Against Adults Working with Children): Bromley LADO, Rita Dada**
  lado@bromley.gov.uk / lado@bromley-gcsx.gov.uk 0208 461 7669 / 0208 313 4325

- **Assistant to the Bromley LADO, Sharon Brown**
  0208 461 7669 or 0208 313 4325

- **Business Support Manager Bromley LADO, Debbie Cook**
  0208 313 4017

- **Bromley Children's Social Care**
  0208 461 7373/7379/7026/ 7309/7404
  OUT OF HOURS / Emergency number: 0208 464 4848
  http://www.bromley.gov.uk/info/200017/children_and_family_care/146/childrens_social_care_support_for_children_and_families

- **Police Liaison Officer, PC Bruce Anton - Bruce.Anton@met.pnn.police.uk 0208 284 8847**
### APPENDIX F: External Speakers Proforma

<table>
<thead>
<tr>
<th>Name of External Speaker:</th>
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<tbody>
<tr>
<td>Date of arrival:</td>
<td></td>
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<tr>
<td>Year group being presented to:</td>
<td></td>
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<tr>
<td>List 99 check completed?</td>
<td>YES/NO</td>
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<tr>
<td>Research of external speaker-any causes for concern? (please attach research material)</td>
<td>YES/NO</td>
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<tr>
<td>Additional comments</td>
<td></td>
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<tr>
<td>Staff name:</td>
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<tr>
<td>Date:</td>
<td></td>
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<tr>
<td>Designated Safeguarding Lead:</td>
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<td>Date:</td>
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**Principal/Head Teacher**

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<th>Approval:</th>
<th>Approved/Not approved</th>
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<td>Date:</td>
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33. **APPENDIX G – Neutral Notifications Form**

**Adult Neutral Notification or Self-report**

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<th>School name</th>
<th>Role in school</th>
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<thead>
<tr>
<th>Name of adult making the report and signature</th>
<th>Role in school</th>
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<th>Person referred to and their role</th>
<th>Date</th>
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- See Safeguarding Policy for detail about neutral notifications and self-reporting
- Use this form to record any concerns
- The form should be handed directly to the DSL or Principal/Headteacher as soon as possible
- Be as precise and accurate as possible.
- Continue on a separate A4 sheet if necessary. Each page should be numbered (page x of x), dated and signed.

### Nature of notification or self-report

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<th>Nature of notification or self-report</th>
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### Action taken

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34. APPENDIX H: CHILDREN MISSING EDUCATION PROCEDURE

a. INTRODUCTION

This should be read in accordance with our Attendance Policy and Child Protection & Safeguarding Policy.

The law states every child should be receiving education. All professionals working with children have a responsibility to ensure a child’s wellbeing and to remain vigilant to their safety and welfare both inside and outside school. Children missing from education can be especially vulnerable.

b. DEFINITION

The Department for Education defines Children Missing Education as:

‘all children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in an alternative provision) and who have been out of any educational provision for a substantial period of time (usually four weeks or more)’

This definition is adopted in this Children Missing Education Procedure.

c. WORKING TOGETHER

The Children Act 2004 places a duty on all agencies to work together to promote the welfare of children and to share information appropriately. Schools within Impact Multi Academy Trust will work with other agencies and professionals to ensure that our children and young people are participating in education.

d. CHILDREN AT RISK

There are certain points at which children are most at risk of becoming missing from education, and the most common reasons for this include:

- Children not registered by parents/carers at school when they achieve statutory school age
- Children not registered at school for the start of high school (Year 7)
- Frequent house moves, periods of homelessness or time spent in refuges
- Family breakdown
- Parents “withdrawing” children from school
- Schools off-rolling pupils without the correct checks and procedures being followed
- Exclusion (official and unofficial)
- Children being “home educated” but not officially recognised as such.

Certain groups of children are more likely to be affected by the factors listed above and include:

- Children in Public Care (Looked After Children)
- Children who have been the subject of a Child Protection Plan.
- Refugees and asylum seekers
- Gypsy, Roma and Travelling families
• Children who have experienced domestic violence or other adverse family circumstances
• Children with special educational needs
• Migrant families
• Children who have had attendance difficulties

The cost to children missing out on education can be very high – to themselves, their families and society as a whole. Children who do not engage in education are unlikely to gain any formal qualifications, and a fragmented educational history can result in low levels of functional literacy and numeracy in adult life.

Missing out on learning is also linked to other problems in later life including:

• Unemployment
• Homelessness
• Criminal and anti-social behaviour
• Involvement in prostitution and the sex trade
• Substance abuse
• Teenage parenthood
• Mental health and self-esteem issues
• Physical health issues (including those linked to poverty)
• Forced marriage

e. RESPONSIBILITIES

The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area. There is a Children Missing Education (CME) named point of contact in every Local Authority. Every practitioner working with a child has a responsibility to inform their CME contact if they know or suspect that a child is not receiving education.

i. THE DUTY OF THE LOCAL AUTHORITY

Local authorities have a duty under s436A of the Education Act 1996 to establish (so far as it is possible to do so) the identities of children in our area who are of compulsory school age but who are not registered pupils at a school or receiving some other form of suitable education. Bromley Local Authority therefore must identify all children within the area and ensure that they are either registered pupils at a maintained, non-maintained or independent school, or that they are receiving another form of suitable education. Part of this duty therefore requires them to have details of those pupils registered at all schools who are ordinarily resident within Bromley.

ii. THE ROLE OF SCHOOL

Children joining the school

When a child is expected to join school and does not arrive, we will initially try to contact the parents/carers by telephone or letter to find out why. If, after one week this has not been successful, the school will contact the Admissions Department at London Borough of Bromley to establish if the child has been registered elsewhere.
If the child is not found to be on roll elsewhere, the school will report this to the Education Welfare Officer and Local Authority Children Missing Education (CME) Officer.

After four school weeks (28 days) if the child has not attended the child will be removed from roll.

**Children absent from school for a prolonged period of time**

If a child is absent from school for a prolonged period, or fails to return from an agreed holiday, the school will follow normal procedures for investigating the absence. If this is not successful, a referral to the Education Welfare Officer will be made.

If a child is absent from school because they are believed to have moved away, and parents and emergency contacts cannot be reached, the school will make a referral to Education Welfare Officer.

When the Education Welfare Officer has investigated, but not located the child, the school will report the child to the CME officer at the Local Authority.

If there is a concern regarding the immediate safety of the child a referral to Social Care will be made. Dependent on the level of concern, the Local Authority Designated Officer can also be consulted via the Bromley Safeguarding Children Board.

It is the decision of the Headteacher/Principal as to when to remove a child from roll; however deletions from a school roll can usually be made after four school weeks (28 days) continuous absence where all reasonable attempts have been made to trace a child and the CME officer has been notified.

**f. ELECTIVE HOME EDUCATION**

If a parent wishes to Electively Home Educate (EHE) his/her child, the school will deregister the child at the point written notification is received from the parent expressing their intention to do so. Deletion from the admissions register will take place as soon as notification is received.

The school will inform the Local Authority and send a copy of the letter received from parents to the EHE officer. Once this has been received, the child will be registered EHE and the parents will be contacted by them and arrangements made to monitor the provision.