

SAFEGUARDING AND CHILD PROTECTION POLICY



FOSTER'S PRIMARY SCHOOL September 2026

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Our 'Named Governor' with special responsibility for child protection is Mr Matthew Barrett

PLEASE NOTE THAT A COPY OF THIS SAFEGUARDING AND CHILD PROTECTION POLICY IS AVAILABLE ON OUR SCHOOL'S WEBSITE <http://www.fosters.bexley.sch.uk/>

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Linked policies include: Health and Safety, Whistle blowing, Safer Recruitment, Policy for managing behaviour including anti bullying and anti-racism strategy, Bexley safeguarding partnership Protocol for Managing allegations against staff and E-Safety Policy

Revision status: Updated for Keeping Children Safe in Education 2026 (effective 1 September 2026).
Local names, contacts and operational arrangements must be confirmed by the governing body at ratification.

1. Introduction

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse, neglect or exploitation. This policy and its procedures should be read with the current London

Child Protection Procedures and Bexley safeguarding partnership arrangements and threshold guidance.

This policy also reflects the requirements of **'Keeping Children Safe in Education' (Sept 2026)** and **'Working Together to Safeguard Children (2025)**. In addition, schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation under the **Prevent Duty Guidance: for England and Wales (2023)**.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and consider, at all times, what is in the best interests of the child. This includes

- Preventing the impairment of children's mental and physical health or development
- Protecting children from maltreatment whether that is within or outside the home, including online
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Keeping children safe from risks posed by extremism and radicalisation
- Preventing the impairment of children's mental and physical health or development

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.

The following procedures outline the action to be taken if it is suspected that a child may be abused, harmed or neglected. There are four main 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 covers 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 consider whether the Family Help or other support before statutory intervention should be considered.

- At Foster's school we have a zero-tolerance approach to abuse. We are aware that some children have an increased risk of abuse, both **online and offline** and are constantly vigilant and particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care

- Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- Have English as an additional language
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse,
- adult mental health issues and domestic abuse
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 16)

All staff will:

- Read and understand Part one of Keeping Children Safe in Education 2026 in full, and confirm at least annually that they have done so. Staff will receive help to understand and discharge the responsibilities set out in Part one.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

2. Policy Statement

At Foster's Primary School, we are committed to practice which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.

3. 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 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 at least annually and also when the need arises.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse and to provide early help to prevent concerns from escalating. The school will therefore:

1. Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
2. Ensure children know they can approach adults employed in the school if they are worried.
3. Include opportunities in the SMSCD (Spiritual, Moral, Social, and Cultural Development) including SRE (Sex & Relationship Education) curriculum for children to develop the skills they need to recognise and stay safe from harm, abuse or radicalisation.

4. Procedures

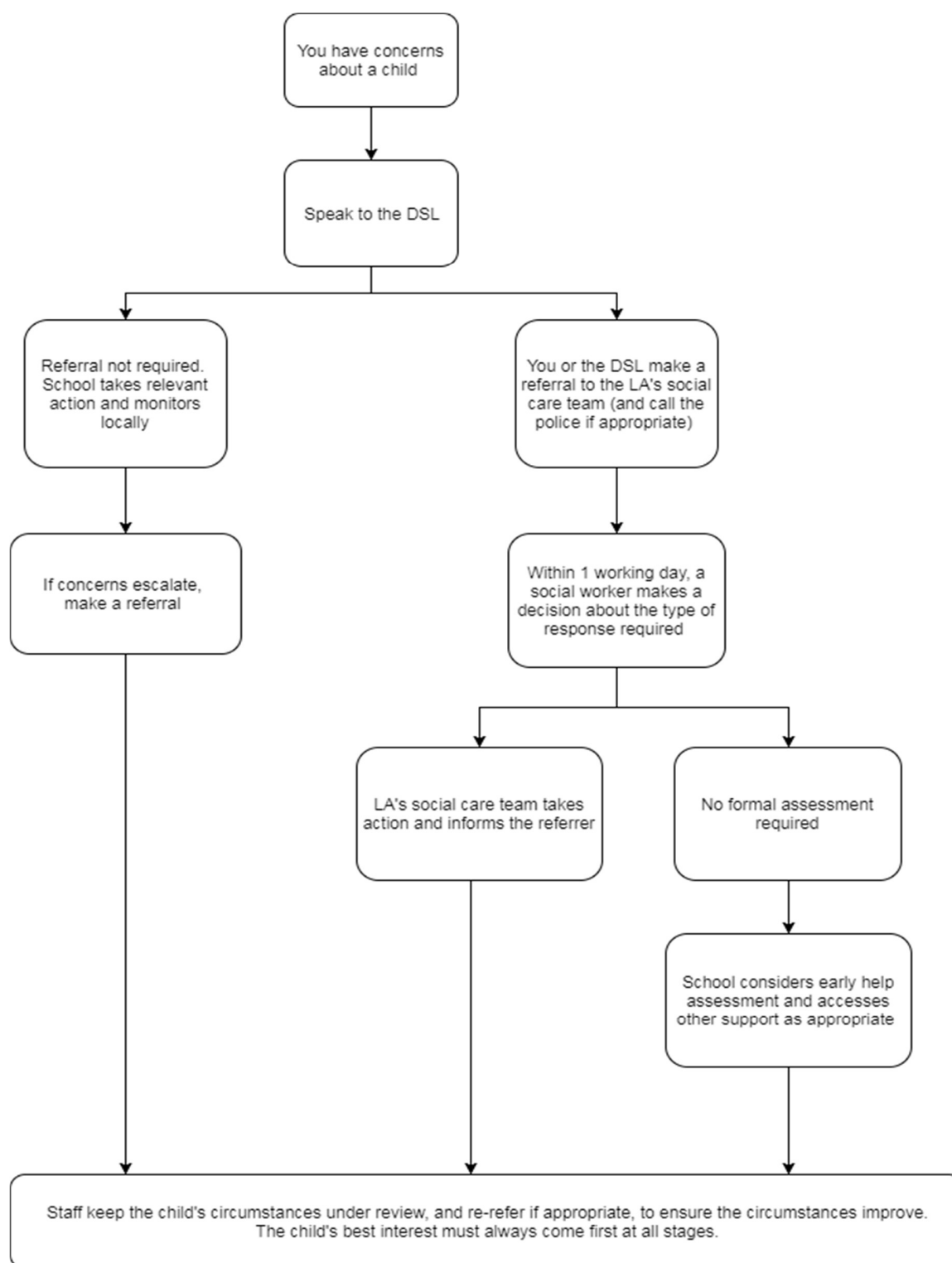
We will follow the current London Child Protection Procedures, Bexley safeguarding partnership arrangements and threshold guidance, and statutory guidance issued by the Department for Education. The school will keep local referral routes and contact details under review and will not allow uncertainty about local thresholds to delay action needed to protect a child.

1. Ensure that a senior member of the leadership team is appointed as the Designated Safeguarding Lead (DSL), with the status, authority, time, funding, training and resources needed to carry out the role. The DSL at the time of review is Mr Joe Elliott. Trained deputy DSLs will support the DSL, but lead responsibility will not be delegated.
2. Ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is **Mr Matthew Barrett**

3. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Lead (DSL) and their role. Refer to school handbook.
4. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and of possible concerns being raised in this school as safeguarding incidents could happen anywhere. All staff and volunteers have a responsibility for referring any concerns to the Designated Safeguarding Lead (DSL) and can escalate the matter to children's social services or the police if there is immediate danger or the risk of significant harm.
5. Ensure that the school has a written Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff.
6. 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 and/or the home school agreement.
7. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
8. 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 chairman)
9. Keep written chronological records of concerns about children, even if it is assessed that a referral is not necessary; and if that is the case, consider whether a Family Help assessment or other support before statutory intervention is required.
10. Ensure all records are kept securely; separate from the main pupil file.
11. Follow procedures laid down by the Bexley safeguarding partnership where an allegation is made against a member of staff or volunteer.
12. Ensure safer recruitment practices are always followed.
13. Ensure evacuation procedures are always followed. Children take part in Evacuation procedures throughout the year; all school staff/personnel are aware of these procedures.
14. When a child transfers to another school, the Designated Safeguarding Lead will contact the designated member of staff of the receiving school to inform them that there are concerns.
15. Ensure that all staff reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a

problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm or in immediate danger)



KCSIE 2026 implementation requirements

The following provisions apply throughout this policy and take precedence wherever older wording, terminology or an appendix is inconsistent with KCSIE 2026 or current local arrangements.

Safeguarding culture and staff knowledge

All staff, whether or not they work directly with children, will read Part one of KCSIE 2026 in full. The previous condensed Annex A has been withdrawn. At induction, staff will also receive the child

protection policy, behaviour policy, staff behaviour/code of conduct policy, the safeguarding response to children who are absent from education, and details of the DSL and deputies. Safeguarding and child protection training, including online safety, filtering and monitoring responsibilities, will be provided at induction, regularly updated and supplemented by updates at least annually.

Staff will exercise professional curiosity and remain alert to abuse, neglect, exploitation, modern slavery and overlapping harms inside or outside the home, in the community, in school and online. This includes prejudice-based harm such as racism, faith-based prejudice and other discrimination, child-to-parent or caregiver abuse, teenage relationship abuse, stalking, financial exploitation, serious violence and harms involving weapons.

Support before statutory intervention and Family Help

The school will distinguish between universal services and community-based early help, and the targeted early help level of Family Help. Staff will know the local criteria and referral routes for targeted Family Help, section 17 child-in-need services, section 47 enquiries, care and supervision orders under section 31, and accommodation under section 20 of the Children Act 1989. The DSL will consider the local assessment protocol and, where appropriate, support a non-social-work practitioner to lead an assessment. If a child's situation does not improve or worsens, the DSL will reconsider and escalate without delay.

Children who may be at greater risk

Staff will be particularly alert to children with SEND, disabilities or medical conditions; young carers; children with mental health needs; children who are pregnant or parents; children repeatedly removed from class, suspended, placed on part-time timetables or at risk of exclusion; children in alternative provision; children affected by parental offending or custody; children in temporary accommodation; looked-after and previously looked-after children; and children who are lesbian, gay or bisexual or are questioning their gender. Additional barriers to recognising abuse, communicating concerns and accessing support will be considered, and safeguarding information will be used to support rather than disadvantage the child.

Child-on-child abuse, harmful sexual behaviour and image sharing

Child-on-child abuse, including harassment and violence, is a safeguarding issue for both the victim and the child alleged to have caused harm. It is preventable and will never be dismissed as banter, part of growing up or an inevitable feature of school life. The school will maintain a zero-tolerance approach while providing a proportionate, child-centred and trauma-informed response. Staff will recognise the continuum from developmentally expected behaviour through inappropriate, problematic, abusive and violent harmful sexual behaviour, and will consider the ages, developmental stages, power imbalance, coercion, disability, context, recurrence and impact on all children involved.

Every incident involving the making or sharing of nudes or semi-nudes requires a safeguarding response, whether described as consensual or non-consensual. This includes photographs, video, livestreams and material that has been digitally altered or wholly generated using artificial intelligence, including deepfakes or 'deep nudes'. Staff must not view, copy, print, forward or save such imagery except where strictly necessary and authorised under the applicable safeguarding guidance. The DSL will lead the response, preserve evidence appropriately and consider referrals to children's social care and the police.

Online safety, generative AI, mobile phones, filtering and monitoring

The school's online safety approach will address content, contact, conduct and commerce risks, including risks created or amplified by generative AI. Before introducing an AI product, the school will assess safeguarding, privacy, security, age-appropriateness, bias, transparency and filtering implications; staff must not enter personal or confidential safeguarding information into an unapproved AI service. Pupils will be taught that apparently authentic material may be manipulated or AI-generated and how to report harmful content.

The school will maintain and implement a mobile phone policy appropriate to pupils' ages and the school context. Filtering and monitoring systems will be proportionate, effective and subject to documented review at least once every academic year by the senior leadership team member responsible for filtering and monitoring, supported by the DSL and IT support. The review will test all internet-connected devices in all relevant locations, record the checks and actions taken, consider circumvention and emerging technology, and ensure that safeguarding alerts are acted on promptly. Filtering and monitoring must not replace effective supervision, education and a culture in which children can report concerns.

DSL availability, information sharing and records

The DSL or a trained deputy will be available during school hours for staff to discuss safeguarding concerns. Robust, reliable and known cover arrangements will operate during absence, leave and relevant out-of-hours or out-of-term activities. These may include a confidential shared mailbox that is monitored and acted upon without delay, provided accountability and secure access are clear. Safeguarding information will be shared lawfully, proportionately, securely and in a timely way. Data protection law, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, does not prevent the sharing of information needed to safeguard a child. Decisions to share or not share will be recorded with the rationale, risks considered and outcome. Records will be clear and factual and will distinguish observations, professional opinion and historical information.

At every transition, including in-year moves, safeguarding information will be transferred, reviewed and actioned promptly. The child protection file will be sent separately and securely, with confirmation of receipt, within five days of an in-year transfer or within the first five days of a new term. It will include a clear structured summary of current concerns, relevant context and ongoing support needs. The receiving school will arrange review by an appropriately trained person, seek clarification where information is incomplete and ensure relevant staff understand and act on key risks.

Sport, premises, alternative provision and restrictive intervention

Safeguarding arrangements apply to sport and physical activity, including changing, transport, one-to-one coaching, photography, competitions and adults working across school and community settings. Where premises are used by outside organisations, the school will obtain assurance that appropriate safeguarding and child protection policies and procedures are in place and will act on any safeguarding concern. Premises and facilities will meet applicable safeguarding requirements.

Before placing a child in alternative provision, the school will be satisfied that the placement can meet the child's needs and safeguard them, obtain and check required information, share relevant safeguarding information securely, agree attendance and absence reporting, maintain oversight and review the placement. Any reasonable force or restrictive intervention will be lawful, necessary, proportionate and the least restrictive option, used for the shortest possible time, never as punishment, and followed by recording, review, support and communication in line with current guidance.

Safer recruitment, volunteers and allegations

Safer recruitment checks and the single central record will reflect KCSIE 2026. The former 'supervision exemption' for regulated activity has been removed. A person who teaches, trains, instructs or supervises children on more than three days in a 30-day period, or overnight, is in regulated activity even if supervised, and the school will obtain the legally required enhanced DBS check with children's barred list information. For EYFS provision, a member of staff or volunteer must not begin work in the setting until the school has received the required enhanced DBS certificate including barred list information. The school will use the DfE 'Check a teacher's record' service where applicable and apply the current rules to volunteers, work experience supervisors, self-employed people, visitors and homestay arrangements.

Allegation and low-level-concern procedures apply to staff, supply teachers, trainee teachers, volunteers and contractors. The school and any employing or training organisation share safeguarding responsibilities; the school will not simply cease using a person's services without ensuring that concerns are considered, investigated and referred to the LADO, DBS, Teaching Regulation Agency and/or police where the relevant criteria are met. Records will distinguish concerns that meet the harm threshold from low-level concerns and will identify patterns or wider cultural issues.

5. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, **whether that is within or outside the home, including online**
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

5.1. Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

5.2. Physical abuse:

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

5.3. 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another; causing children to feel frightened or in danger - e.g. witnessing domestic violence
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.
- the 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.

5.4. Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

5.5. Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5.6. Other Safeguarding Issues

5.6.1. Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. Foster's staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. The school's procedures are dictated by the guidance set out in the London Borough of Bexley's policy and procedures for identifying, registering, tracking and locating children missing education (Children Missing Education and Pupils Missing Out On Education-Policy and Procedure Guidance and information for schools and partner agencies in London Borough of Bexley).

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM (see section below) and forced marriage.

The law requires all schools to have an admission register and an attendance register. All pupils are placed on both registers. Foster's will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. The local authorities will, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Foster's will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

5.6.2. Children being absent from education

Children who are absent from school for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. At Foster's Primary School we closely monitor persistently absent pupils and if the child's absence drops below 90%, a letter will be sent home to explain that the child's absence has dropped below the required level. If no immediate improvement is seen, the parents will be invited into school to discuss the level of absence with the Headteacher/Deputy Headteacher to ascertain the underlying reasons and to establish whether there are any safeguarding concerns. If there is no improvement at this point we will involve the Bexley EWO who will escalate the issue and speak directly to parents, conduct home visits and take legal action as appropriate.

5.6.3. Child sexual exploitation

This is a form of sexual abuse where children are sexually exploited for money, power or status. It may involve violent, humiliating and degrading sexual assaults. In some cases, young people may be persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Some children may not realise they have been exploited (e.g. they believe they are in a romantic relationship), however, consent cannot be given; even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation and staff at Foster's are aware and vigilant of them:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education

More information can be found in '[Bexley Children's Social Care & Bexley Borough Police – Missing from Homecare & Education, Child Sexual Exploitation, Joint Operating Procedures and Practice Guidance](#)' (November 2017)

The school's response to child sexual exploitation will follow current KCSIE, London Child Protection Procedures and Bexley safeguarding partnership guidance, including current local referral routes and thresholds.

5.6.4. Female Genital Mutilation

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the United Kingdom (UK) and carries a substantial jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes long-lasting physical, psychological and sexual harm.

More information can be found in '[Multi-agency statutory guidance on female genital mutilation](#)' (April, 2016)

At Foster's Primary school, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of FGM,
- vigilant to the risk of it being practised and
- alert to the signs of potential or actual abuse.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or to have undergone Female Genital Mutilation.

The duty for mandatory reporting of FGM (effective 31 October 2015) requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18's to the police (ring 101). The duty applies where in the course of their professional duties, the professional either:

- Is informed by the girl that an act of FGM has been carried out on her; or
- observes physical signs which appear to show an act of FGM has been carried out and has 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 professional is expected to make a referral within one month, this includes ensuring the family is aware of the report. The duty applies only to those cases which are visually identified or disclosed to a professional by the victim and is under 18yrs old).

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information and guidance can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out unless the teacher has a good reason not to (i.e. they know that another teacher has already reported to the police), they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

5.6.5. Preventing radicalisation and extremism

Radicalisation is defined as “the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.” Extremism is defined as “the holding of extreme political or religious views.”

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

Should there be any examples of radicalisation or extremism suspected in the school then this should be treated as any other Child Protection issue, where children are deemed to be vulnerable, with an immediate referral to the C.P. officer.

IMPORTANT: - Staff should be aware that they need to suspend any professional disbelief that “This could not happen here”.

5.6.6. ‘Prevent’ Guidance

From 1 July 2015 schools have to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- 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.
(please see appendix G below for Prevent Risk Assessment Template)
- The Prevent duty builds on existing local partnership arrangements. For example, Foster's governing bodies should ensure that their safeguarding arrangements take into account the policies and procedures of local safeguarding partnerships.
- Schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools and colleges must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The curriculum and assemblies have a vitally important part to play in ensuring that children are kept safe from this type of exploitation and give support to British values.

As with other safeguarding issues, if staff have any further concerns about the way an issue is handled, they can contact the local police force directly or dial 101 (the non-emergency number) to pass on any concerns they may have. The police will talk in confidence about concerns and help gain access to support and advice. The local authority or police might suggest a referral to the 'Channel' programme, which is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. 'Channel' can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention.

Foster's, like all publicly-funded schools in England, is required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. This includes an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. This forms a basic prerequisite of the school's responsibility to protect pupils from the risks of extremism and radicalisation.

If any member of the school community is concerned that someone is at risk of becoming radicalised and/or involved in terrorism, and would like to refer to the Channel Panel they can contact:

- email community.safety@bexley.gov.uk or
- telephone 020 8303 7777 and ask for Community Safety team

5.6.7. Making or sharing nudes and semi-nudes (including AI-generated images)

Making or sharing nudes and semi-nudes means the creation, sending or posting of nude or semi-nude visual content by a person under 18. It includes photographs, videos and livestreams, whether taken by the child, taken or created by another person, digitally altered or wholly generated using artificial intelligence, including deepfakes and 'deep nudes'.

Every incident requires a safeguarding response, whether described as consensual or non-consensual. Staff must report it immediately to the DSL and must not view, copy, print, forward, save or ask a child to send the content. A device may be secured where necessary, but staff will not search it unless this is authorised and lawful. The DSL will follow current UKCIS guidance, consider immediate risk, coercion, age, developmental factors, wider sharing and criminality, and decide whether to involve parents or carers, children's social care and/or the police. The school will support affected children, act to prevent further circulation, preserve evidence where required, and address removal/reporting of online content. A child will not be blamed or shamed for reporting. Any educational or disciplinary response will remain subordinate to the safeguarding response.

5.6.8. Child-on-child abuse including sexual violence and sexual harassment.

When referring to **sexual violence**, we do so in the context of child on child sexual violence. For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³ as described below:

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

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

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

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

Whilst not intended to be an exhaustive list, **child on child abuse** can include:

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in **intimate personal relationships** between peers (sometimes known as teenage relationship abuse);
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- **sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- **sexual "jokes" or taunting**;
- **physical behaviour**, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line

into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;

- **online sexual harassment.** This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos. (**UKCCIS sexting advice provides detailed advice for schools and colleges**);
- **sexualised online bullying;**
- **unwanted sexual comments and messages,** including, on social media; and
- **sexual exploitation;** coercion and threats.
- **Upskirting;** typically involves taking a picture under a person's clothing without them knowing and with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.

1. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

2. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

3. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

At Foster's Primary school, we are aware of the importance of:

- making clear that any kind of child on child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school such as everyday sexist stereotypes and everyday sexist language.
- Understand that children with SEND are 3 times more likely to be abused than their peers
- That children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)

All reports relating to child on child abuse will be taken seriously and suspected cases should be reported via CPOMS to the DSL.

When responding to a report The DSL will decide whether to:

- Manage the case internally
- Seek early help with a multi-agency approach
- Refer to children's social care
- Report the case to the police

Our priority would be that any victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim would never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor would a victim ever be made to feel ashamed for making a report. If appropriate we would direct children to the Lucy Faithfull Foundation's website <https://shorespace.org.uk/>.

5.6.8 Children and the court system

Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

5.6.9 Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. **NICCO** provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

5.6.10 Homelessness

Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

5.6.11 Honour based abuse

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female

genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

5.6.12 Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection.

Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. It can include vehicle crime and threatening/committing serious violence

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

5.6.13 Knife Crime

Carrying a knife is a criminal offence under s.1 of the Prevention of Crime Act 1953 and s.4 of the Offensive Weapons Act 1996 (which inserted s.139A into the Criminal Justice Act 1988 (Offensive Weapons, Bladed and Pointed Articles on school premises). It is no defence for a pupil to assert that they were carrying a knife for their own protection or were carrying it for someone else.

All staff and volunteers understand their responsibilities in being alert to the dangers of knife crime. Any suspicions by staff or volunteers that a child is carrying a knife is taken seriously and all staff have a responsibility for immediately referring any concerns to the Designated Safeguarding Lead (DSL) who can escalate the matter to children's social services or the police if there is immediate danger or the risk of significant harm.

5.3.14 Mental Health

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If a member of staff has a mental health concern about a child that is also a safeguarding concern, take immediate action outlined in section 7.

If a member of staff has a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

For further Department for Education guidance please refer to [mental health and behaviour in schools](#)

5.3.15 Domestic abuse

Domestic abuse can be physical, sexual, financial, psychological or emotional. Children are adversely affected by domestic abuse and/or violence at home (including where they see, hear or experience its effects) where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. It is important to note that children who witness domestic abuse are also victims. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the

procedure where police forces are part of [Operation Encompass](#) – if your local force is not, check your local procedures and adapt if necessary.

The DSL will provide support according to the child's needs and update records about their circumstances.

6. Possible Signs & Symptoms of Abuse

All members of staff should be aware that abuse, neglect and exploitation issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy)

All members of staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All members of staff at Fosters, including the designated safeguarding lead (and deputies), will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

- Children who have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Children who have a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending

7. Risk Factors related to serious violence

All staff at Fosters should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Other factors include 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 and may be at risk of criminal exploitation.

8. What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the Designated Safeguarding Lead and report the incident in detail using CPOMS, selecting the 'alert DSL' option on the incident form. This will immediately notify the DSL and Deputy DSL. In the absence of the Designated Teacher, speak to the Deputy Designated Safeguarding Lead. In his/her absence, speak to the most senior member of staff on the premises. The DSL and Deputy DSL are contactable on their mobile phone when not on the school premises.

Also see section 9 below concerning how to respond to a child in this scenario and section 22.1 concerning interviewing a child.

9. The roles and responsibilities of the Designated Safeguarding Lead

- 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. They should also consult with the Local Authority Designated Officer (LADO – see **appendix A**).
- They should also consult with London Borough of Bexley Children's Social Care (includes the Disabled Children Services) or Safeguarding Children Service to clarify any doubts or worries (For contact details, see **appendix B**) and have knowledge of the Threshold Document.
- The Designated Safeguarding Lead should make a referral to Children's Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.
- The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Children's Social Care Department in that borough. In Bexley, referrals are made to the Children's Social Care department. If the child is disabled, the referral should be made to the Disabled Children Service.
- A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the school portal or through the London Borough of Bexley or safeguarding partnership website) within 48 hours.

- When making a referral, the designated safeguarding lead should keep a written record of:
 - Discussions with child
 - Discussions with parent/s (where appropriate)
 - Discussions with staff
 - Information provided to Children's Social Care
 - Advice given and decisions taken (clearly timed, dated and signed).
- 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 Designated Safeguarding Lead is Mr Joe Elliott and has been nominated by the governing body of Foster's School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of Mr Elliott, the matter should be brought to the Deputy DSL, Mr Jason Hemley. Both the Designated Teacher and the Deputy Designated Safeguarding Leads are contactable on their mobile phone when not on the school premises.

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

It is the right of any individual to make direct referrals or raise concerns directly with Children's Social Care services. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the Children's Social Care services directly.

10. Responding to a child making an allegation of abuse

- 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 time, 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
- If evidence such as marks on the child have been observed, note the location and describe the mark
- Pass this information on immediately to your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in his/her absence.

After a child has disclosed abuse, the designated safeguarding lead should carefully consider 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 Children's Social Care to discuss putting safety measures into effect.

11. Responding to Allegations of abuse against a member of staff, supply staff or other workers or volunteers.

If the suspicions in any way involve a member of staff, the matter needs to be brought to the attention of the Designated Safeguarding Lead for Child Protection immediately who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO). If the suspicion involves the Head teacher, advice needs to be sought from the LADO and the Chair of the Governing Body is to be informed immediately.

If Foster's Primary School receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, we would follow our safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation

The Head teacher or designated deputy will attend any Position of Trust/Strategy Meetings relating to allegations against staff.

The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. 'Grooming' a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.

The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

If an accusation is substantiated, the person is dismissed, the school ceases to use the person's services, appropriate guidance will be followed in informing the DBS and National College of Teaching and Leadership.

12. Dealing with low-level concerns

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances

- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

All low-level concerns are to be reported on CPOMS. The headteacher is the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the deputy DSLs to take a more collaborative approach.

If there is any doubt as to whether a low-level concern meets the harm threshold, then we will consult our local authority designated officer (LADO)

12.1. Responding to Allegations of abuse against another pupil

After a child has disclosed abuse by another child (with particular reference to sexually harmful behaviour), the designated safeguarding lead should make a referral to Children's Social Care in line with the '*London Child Protection Procedure*'. This is also the case when there is a suspicion or an allegation of a child:

- Having been seriously physically abused or being likely to seriously physically abuse another child;
- Having been seriously emotionally abused or being likely to seriously emotionally abuse another child;
- Having harmed another child.

13. Recruitment and appointment of workers and volunteers

In recruiting and appointing workers, Foster's Primary School will be responsible for following Bexley HR Service, Recruitment and selection guide for schools (please also see the school's Safer Recruitment policy). A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the election criteria and put together a list of essential and desirable qualifications, skills and experience.

- All applicants should apply in writing using the standard Bexley Application Form suited to the role. Their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that your applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport and proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- We will ensure that we are compliant with all the requirements of the new Disclosure and Barring Service.
- shortlisted candidates will be informed that the school may carry out online checks as part of the due diligence process

When using supply teachers, the school will ensure that the agency has undertaken appropriate checks. The supply teacher will be asked to provide evidence before they start work in the form of two types of identification such as their photographic ID as well as confirmation from the agency.

In recruiting and appointing volunteers we at Foster's Primary School will be responsible for the following:

All volunteers will be asked to provide a brief written application confirming their details, experience, etc.

- All volunteers will be interviewed.
- The head teacher will decide whether a full DBS check is required and this will be based on the duties that the volunteer will be involved in. The school will comply with the new definition of regulated activity, supervised and "unsupervised" as of September 2012. As such, at the discretion of the head teacher and the activities engaged in, volunteers may have to undergo enhanced DBS checks if they will be in regulated activity and may be unsupervised at any time; The school will continue to carry out an enhanced DBS check whenever necessary and possible.
- All governors will be subject to enhanced DBS checks.

- Whenever possible a volunteer should be asked for references. It is acknowledged that this may not be from an employer and can be a personal reference.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

14. Supervisory arrangements for the management of *pupils during 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 in line with the school's Safer Working Practices Policy and Code of Conduct:

- 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).
- Where applicable, all clubs independent of the school must have their own child protection policy & procedure in line with the school's
- The club will keep a register of all children attending the activities and give a copy to the school.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are DBS checked.
- Registers will include arrival and departure times.
- Our team members will record any unusual events on an accident/incident form.
- Written consent from a parent or guardian 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/guardian, and a care plan for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in attitude, language and actions.
- Foster's Primary School will risk assess volunteers to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. These risk assessments will be recorded.

15. Student who goes missing on / off school site

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on school visits, it is good practice for younger students to wear easily identifiable clothing, badges or hats. However, students should not wear any badge identifying them by name. They are expected to know

details of their destination and of school contacts and it would be good practice for younger students to carry written details of these. Procedures are in place if a student should go missing in / out of school (see **appendix C**).

16. Attendance of Registered Sex Offenders at Foster's Primary School

In the case of an individual attending/visiting Foster's Primary School who is a registered sex offender (under the Sexual Offences Act 2003), the following process will apply.

Under the Sexual Offences Act 2003, the individual is required to notify the school's Designated Safeguarding Lead for Safeguarding or in his absence, the Deputy Designated Safeguarding Lead.

The school will require the individual to participate in a risk assessment process which will lead to a subsequent written agreement based on the risk assessment. The risk assessment will be treated as confidential and shared with the designated safeguarding leads, senior leaders and shared under Multi-Agency Public Protection Arrangements (MAPPA).

The risk assessment will be reviewed annually, whenever further information is disclosed, if further offences occur and if the individual is removed from the Sex Offenders Register.

Contact – Jigsaw Team, Bexleyheath Police Station, 2 Arnsberg Way, Bexleyheath, Kent, DA7 4QS (ph: 101)

17. Additional Support Plans

Additional support plans can be put in place to help to prevent safeguarding issues in school. Interventions may include:

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for students who are allocated to a member of staff they can talk to about issues of concern or another professional, preferably a counsellor, that they can talk to.
- Learning Mentor
- Students with 1:1 Teaching Assistant support

18. Children with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

19. Children with a Child Protection Plan

The school will support pupils in accordance with his/her agreed child protection plan as required.

If a child is subject to a Child Protection Conference, the Designated Safeguarding Lead will attend the conference to share any relevant information. If the child has a Child Protection Plan, the Designated Teacher 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 child should have sufficient information to support them in their work with that child.

If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Designated Safeguarding Lead will inform the Social Worker.

The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team

We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

20. Looked-After Children (and previously looked after children)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. 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 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 'Designated Safeguarding Lead for Child Protection', has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

21. Special Educational Needs and/or Disabilities

Some children have an increased risk of abuse, both **online and offline**. Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Pupils with SEND are more likely to be abused by their peers. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, Foster's Primary School has put in place the following pastoral support measures:

- mentoring and counselling systems;
- Family liaison Officer and SENco to form strong relationships with children and families;
- individual pupil profiles highlight SEN and other potential concerns regarding communication difficulties to support children;
- liaison with external agencies where appropriate; and
- small groups allow for strong and supportive relationships between specialist staff and the pupils.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

22. Lesbian, Gay, Bi or Trans (LGBT)

Children who are LGBT may be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. At Foster's Primary School we have a zero tolerance culture towards transphobia.

It is important to note that:

- Caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD)
- when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children

At Foster's we take a cautious approach to supporting a gender questioning child and:

- Consider the broad range of the individual's needs

- Do this in partnership with their parents/carers (except in rare circumstances where involving parents/carers would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

At Foster's we 'create a culture' where pupils can speak out or share any concerns with staff.

23. Alternative Provision

Where a situation arises that Foster's Primary School places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Foster's School will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that we would otherwise perform on our own staff). This includes written confirmation that the alternative provider will inform Foster's school of any arrangements that may put the child at risk (i.e. staff changes), so that Foster's, as the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

Foster's Primary School will investigate to ensure that we always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements we make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

24. Exclusions Policy

A student who physically or sexually harass others may be excluded. Exclusions would be carried out in line with advice from the Bexley Exclusions Team.

25. Support and Training of staff and volunteers

Foster's Primary School is committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the Designated Safeguarding Lead for Child Protection undertakes training in inter-agency working that is provided through the safeguarding partnership, and refresher training at 2-yearly intervals to keep his/her knowledge and skills up to date.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 2 yearly intervals. This will be supported every year with training and updates provided by the Designated Safeguarding Lead through staff meetings.

26. Record Keeping

Department of Education 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 by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

Bexley safeguarding partnership promotes the use of a chronological record for concerns (see **appendix D**). School uses its own version of this for chronological records and asks for staff to email concerns directly to the C.P. officer so there is a paper trail available.

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 Designated Safeguarding Lead should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the inter-agency referral form.

27. Confidentiality

Staff shouldn't promise confidentiality as it might be in the victim's best interest to seek advice and guidance. If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer. This is because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies. The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)

- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

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

- The Head teacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a 'need-to-know' basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 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.

27.1. Information Sharing

When considering sharing information the staff will consider the seven golden rules:

1. Whilst the Data Protection Act places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
2. Be open & honest with the person from the outset about how information may be shared.
3. Seek advice, do not fail to share information because you are unsure what to do.
4. Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
5. Consider safety and well-being of the child and base information sharing decisions on this.
6. Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it.
7. Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.

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 Bexley Safeguarding Children Service on this point.

- **Anonymity**

Regarding anonymity, at Foster's we are:

- aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all we can to reasonably protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

27.2. Childcare Act (2006)

All staff need to be aware that their relationships and associations in school and at home (inc. online) may have an implication for the safeguarding of pupils. Therefore, under the Childcare Act (2006) all members of staff (unless they are working exclusively with children over the age of 8) are required to declare if they have been disqualified from working with children. All new staff will therefore be asked, as part of the induction process, to sign a school staff disqualification declaration form.

28. Working together with parents / guardians 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.

29. Safer working practice for staff

29.1. Interviewing Pupils

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a pupil alone, particularly if the pupil has an experience of sexual/emotional abuse. Interviewing individual pupils is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- Ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the interview:
- 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.

29.2. Transporting Pupils

Situations may arise, which require a member of staff to take a pupil home. Staff should be aware of the risks involved in this. When a pupil has to be taken home, the teacher should not normally transport the pupil unless accompanied by another colleague. No staff should be alone with a pupil in this situation.

29.3. Online safety and use of Technology

All staff in our school will use technology to support and promote the learning and welfare of the children. Please also see the school's Social Media Policy. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

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

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

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role

28.4 Artificial intelligence (AI)

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

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

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

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Moving forward, staff can use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them and/or use the following link

<https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations> to understand:

- How to use generative AI safely
- How filtering and monitoring requirements apply to the use of generative AI in education

28.5. Use of Physical Intervention

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place. The decision to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
 1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
 2. causing personal injury to , or damage to the property of, any person.
(including the pupil himself) ; or
 3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The school will make use of the powers to search pupils for items that the school deems as banned, inappropriate, a safeguarding risk or prevent the maintenance of good order and discipline, e.g. mobile phones.

29. The curriculum

Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from abuse.

30. Whistle blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fails to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the Local Authority's whistle blowing policy.

31. Equality

Foster's Primary School is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

32. Links to other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff [behaviour/code of conduct]
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- whistle-blowing,

- anti-bullying

33. Commitment of the Governing body of Foster's Primary School

The governors of Foster's Primary School are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of Foster's Primary School. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by 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 Foster's Primary School will ensure that this Safeguarding and Child Protection Policy is reviewed on an 'annual' and an 'as and when necessary' basis. We will also make child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head Teacher and staff, tabled at Full Governing Body meetings.

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

Confirmation of policy

School: Foster's Primary School

Headteacher (name): Mr J Hemley

Chair of Governors (name): Mr S Wilkins

Date policy ratified by Governing Body:

Date to be reviewed: September 2027

APPENDIX A

THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the Local Authority Designated Officer (LADO) is set out in current statutory guidance and local safeguarding partnership procedures for managing allegations against people who work with children. The LADO should be consulted promptly where the harm threshold may be met or where advice is required.

The LADO works within Children's Services 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 LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

In Bexley, the LADO heads the Safeguarding Children Service which offers members of the public and other professionals specialist advice, support and guidance about:

- Child protection (safeguarding) advice
- Issues regarding children looked after by the Council
- Concerns regarding the behaviour of professionals or volunteers who work with children

Local Authority Designated Officer contact details:

Tel: 0203 045 3436 (LADO Team)

Tel: 0203 045 5645 (Business Support)

Tel: 0203 045 5440 (MASH)

E: LADO@bexley.gov.uk

The Safeguarding Children Service has responsibility for convening and chairing Initial and Review Child Protection Conferences.

The service maintains a list of children subject to a child protection plan: thought to be at risk of significant harm in the borough, and works to ensure that child protection plans are made and implemented on their behalf.

In addition to chairing child protection conferences, the Safeguarding Children Officers chair complex strategy meeting such as

- Where an allegation has been made against a professional or volunteer who works with children

- Children at risk of sexual exploitation
- Looked after children who abscond from their placement

Local contact details and procedures must be checked against the current Bexley safeguarding partnership and council websites at each annual review.

APPENDIX B
MAKING CONTACT WITH OTHER AGENCIES

In the case of concern about a child's safety, wellbeing or abuse of a child

EMERGENCY DUTY TEAM

Telephone: 0203 045 5440

Fax: 0203 045 5445

Email: ChildrensDutyteam.admin@bexley.gov.uk

DISABLED CHILDREN'S SERVICE

Telephone: 0203 045 3600

Fax: 0203 045 3891

BEXLEY SAFEGUARDING CHILDREN'S SERVICE

Telephone: 020 3045 3266

Fax: 02030453891

BEXLEY SAFEGUARDING PARTNERSHIP

Telephone: 020 3045 4125

COMPLEX NEEDS MANAGER

Janine Wooster

Telephone: 01322356333

ANTI-BULLYING PROJECT

Michelle Pollard

Telephone: 07974184796 (9am – 5pm)

NSPCC

Telephone: 08088005000

POLICE CHILD ABUSE INVESTIGATION TEAM

Telephone: 0207 230 3700 (8am – 6pm) or calls outside these hours should be made to 999

In the case of allegations against staff

HEAD OF SCHOOLS HR

Telephone: via Bexley Switchboard – 0208 303 7777

LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

Telephone: 0203 045 3266 / 07815584591

APPENDIX C

GUIDELINES IF A STUDENT GOES MISSING

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

- **If a student goes missing while out-of-school, the following steps should be taken:**
 - Gather other students together
 - Allocate staff to search immediate area and notify local security/members of staff at the visit location.
 -
 - If a student is missing for more than 10 minutes,
 - 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 student continues to go missing,
 - Send other students accompanied by staff back to school (if possible), in bus / cabs asking school to send transport, and additional staff to help search.
 - School alert parents as soon as possible and keep them posted.
 - School alert London Borough of Bexley Deputy Director for Schools and Educational Improvement
 - Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police.
 - Try to secure radio and TV help.

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** (all individuals with mobiles are recorded on the risk assessment).

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

- **If a student goes missing in school, the following steps should be taken:**
 - Let the main office / Head Teacher know 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 student has been found
 - If the student remains missing, school should alert parents as soon as possible and keep them posted

Avoid any blame culture, celebrate the success of the mission when the student is found and learn from the investigation. Head Teacher evaluates what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.

APPENDIX D
(This template may be used to record chronology of cases)

Chronological Record of Concerns in Relation a Child's Well-being or Safeguarding Issues

Date	Reported By	Concern or Issue	Is the concern considered to be safeguarding?	Discussed with Parent Yes/No Outcome	Action (see attached prompt list)

Issues to be considered when planning action:

- Does the concern suggest harm or likelihood of harm? **Seek Consultation or make referral to Children's Social Care.**
- Is the child already known to Children Social care or another agency? Should this concern be shared with that agency?
- Is this a 'one-off' incident or is there a history or pattern to the concerns?
- Does the child have additional or related needs - does this increase vulnerability?
- Should the issue be addressed directly with the child?
- Is additional support or monitoring by the school indicated?
- Should a Family Help assessment or other appropriate support be initiated?

APPENDIX E

E-SAFETY GUIDELINES FOR PARENTS / GUARDIANS

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

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at www.candp-s.com/familysafety - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls to restrict specific web sites and also the time when the computer can be used.
3. 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 smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. 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 more able than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones- for example, setting expectations that computers are off at 10pm 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.**

1. **Learn** - Find out more about online threats
2. **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.
3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
4. **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.
5. **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.

**(Culled from www.candp-s.com/familysafety)*

Appendix F
Advice on Good Practice: Minimising Vulnerability to Allegations
(www.safeguardinghandbook.co.uk/saferworking)

Always:

- work in an open environment. Avoid private or out of sight locations and encourage open communication.
- speak clearly, without whispering, so that students do not need to come close to hear
- avoid spending time alone with individual students away from others
- treat all students, regardless of race, disability, religion or belief, gender, sexual orientation, equally and with respect and dignity.
- ensure the student's welfare comes first and record it.
- be aware of the impact of proxemics; maintain safe and appropriate distances; Know where and how to place your body.
- avoid touching students, but where educationally necessary staff should follow these guidelines:
 - try to demonstrate without touching first
 - ask permission; say what you intend to do first and explain why
 - if a pupil seems uncomfortable: stop
 - only touch hands, arms or shoulder nearest you (don't reach across the body)
 - be aware of overall proximity; maintain physical space; don't stand behind
 - inappropriate areas for touch include: chest, diaphragm, waist, thighs
 - move away as soon as the contact is no longer required
- maintain professional boundaries, perhaps using a specific mobile number or email address for work purposes, rather than sharing personal details
- present as an exemplary role model by not smoking or drinking alcohol, swearing, allowing suggestive conversations or jokes or wearing less than professional clothing when in the company of a student
- seek to be enthusiastic and constructive when giving feedback rather than making negative or critical remarks
- record any injury that occurs and seek attention from a qualified First Aider or parent.
- record any incident of concern involving student's welfare.

Never:

- allow allegations made by a child to go unchallenged, unrecorded or not acted upon (this applies to any form of abuse or bullying);
- lock doors, cover windows or use 'Do Not Disturb' signs;
- impose humiliating or power based punishments on a student or reduce a child to tears;
- engage in rough, physical or sexually provocative games, including horseplay;
- allow or engage in any form of inappropriate touching;
- share a bedroom with a child;
- allow children to use inappropriate language unchallenged;
- make sexually suggestive comments to a young person, even in fun;
- engage in any form of relationship, sexual or otherwise, with a young person you work with even if they are over the age of consent, but under 18 (older with vulnerable adults);
- do things of a personal or intimate nature for children or disabled young people that they can do for themselves;
- invite or allow children to stay with you at your home unsupervised;
- 'friend' a child on their social media or yours; social media can blur boundaries;
- take photographs or videos of children unless written/signed consent has been obtained from a parent/carers; this includes the use of phones.
- seek physical contact. Try to gently discourage contact, rather than reject students. Model appropriate contact, eg. shaking hands or patting the shoulder. Never allow physical contact when you are alone.
- take a child in your car, but where this is unavoidable:
 - prepare a risk assessment
 - ensure your insurance covers business passengers (NB This may provide a very good reason for not being able to take students in your car.)
 - obtain parental permission, preferably in writing
 - take more than one person

- sit child in the back
- travel directly to the destination
- keep conversation professional

APPENDIX G



Prevent risk assessment template

Hazard	Who is affected/at risk	Risk rating	Actions/control measures	Person responsible