



St Christopher's the Hall School



Safeguarding Policy

Policy Owner: Head of School

ISSR Reference: 7a Safeguarding

Reviewed: Michaelmas 2025

Approved: Full Governing Body Michaelmas 2025

Next Review: Michaelmas 2026

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Head of School	Michaelmas 2025	New Template KCSiE 2025

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1. Introduction and Statement of Intent

St Christopher's The Hall School (the School), is committed to safeguarding and promoting the physical, mental, and emotional welfare of every pupil as part of St Dunstan's Education Group. Safeguarding is everyone's responsibility, and we aim to create a whole-school culture of vigilance. Our commitment to a culture of safety is embedded throughout the School, with the Governing Body, Headteacher, Senior Leadership Team (SLT), and all staff members recognising their responsibility for the implementation of all safeguarding arrangements.

We want every pupil to feel safe and protected from neglect and abuse, to recognise when they are at risk, and to know there is someone they can turn to if they are being neglected or abused. Safeguarding and promoting the welfare of children is central to our work, and all staff—whether employed, contracted, peripatetic, volunteers, or students—have a duty to protect children from harm. This duty applies to everyone working in the School, and we ensure that our approach is child-centred. This means considering, at all times, what is in the best interests of the child and encouraging them to talk to us about anything that worries them.

Our policy focuses on three main elements:

1. Prevention

- Ensuring safe recruitment practices when checking the suitability of staff and volunteers.
- Establishing and maintaining a safe and positive environment, alongside the teaching and pastoral support offered to pupils.
- Raising awareness of child protection issues and equipping children with the skills to keep themselves safe.

2. Protection

- Following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns, both online and offline.

3. Support

- Providing support to pupils who have been, or may have been, abused, in line with their Child Protection Plan (if applicable).

2. Purpose

The purpose of this policy is to:

- Identify the members of the School's Child Protection team and outline their roles.
- Set out the School's expectations regarding training.

- Identify the different categories of abuse and neglect and provide guidance on recognising indicators of abuse.
- Explain the School's role in identifying and preventing specific safeguarding issues, including radicalisation and extremism (Prevent).
- Describe the procedures that should be followed if anyone in the School has concerns about a pupil's safety and welfare.
- Identify children who may be considered "vulnerable" and outline the attention they require.
- Highlight the importance of "Early Help."
- Outline the School's safer recruitment procedures for staff and volunteers.
- Explain how allegations against staff will be handled.
- Detail the School's whistleblowing procedures related to safeguarding.
- Set expectations regarding record-keeping.
- Explain how children will be kept safe in the everyday life of the School.
- Outline how the implementation of this policy will be monitored and managed by the Governing Body.
- Provide a list of key contact details.

This policy should be read in conjunction with the following School policies: Low-Level Concerns, Child on Child Abuse, Anti-Bullying, Staff Behaviour, E-Safety, Learning Enrichment (SEN), Health & Safety, Child Missing Education and Attendance, Whistleblowing, Safer Recruitment, and the E-Safety Policy. The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, made under the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. The PSHE policy, covering RSHE, should be read alongside the School's safeguarding policy.

3. Responsibilities

The governors and staff at St Christopher's School fully recognise and take seriously their responsibilities for child protection. We are aware that safeguarding extends beyond child protection, which remains a paramount concern. Our procedures comply with the Department for Education (DfE) guidance in Keeping Children Safe in Education and are aligned with the Bromley Safeguarding Children Partnership (BSCP).

Staff have the responsibility to:

- Provide a safe environment in which children can learn and follow the processes outlined in this policy if they have concerns about a child's welfare.
- Be alert to signs of abuse and neglect, recognising children who may benefit from early help.
- Question behaviours if something seems unusual and seek help.

- Take action to protect a pupil who is suffering maltreatment or significant harm, or is likely to do so, including when pupils or staff are away from school.
- Recognise vulnerable pupils and take action to promote their welfare, even if they are not immediately at risk of harm.
- Prevent impairment of children’s mental and physical health or development.
- Consider wider environmental factors in a child’s life that may pose a threat to their safety and welfare.
- Provide an environment in which pupils can learn to keep themselves safe, including online.
- Always act in the best interests of the child when concerned about their welfare.
- Support social workers and other agencies following any referral.

3. The School’s Child Protection Team

Contact details for those responsible for Child Protection and Safeguarding at St Christopher’s The Hall, (the School) as well as national helplines, are listed here:

This policy applies to the whole school, including Preschool and EYFS, and is available to staff and to the public on the School’s website, and is available in hard copy on request.

The School, will safeguard and promote the welfare of children who are pupils at the School, having regard to the DfE guidance:

Working Together to Safeguard Children (September 2019); Keeping Children Safe in Education (September 2023) (KCSIE); The Prevent Duty Guidance: for England and Wales (July 2015); The Use of Social Media for Online Radicalisation (July 2015); The Education (Independent School Standards) Regulations (as most recently amended); the Statutory Framework for the Early Years Foundation Stage (2017); Disqualification under the Childcare Act 2006 (2018); Channel Duty Guidance: Protecting Vulnerable People From Being Drawn Into Terrorism (2015); Multi-agency Statutory Guidance on FGM (2016); What To Do If You're Worried a Child is Being Abused: Advice for Practitioners (2015) and Information Sharing: Advice for Practitioners Providing Safeguarding Services (2018); Education and Skills Act (2008); Children Act (1989); Children and Social Work Act (2017); Data Protection Act and GDPR (2018); Equality Act (2010); Educate Against Hate (2018); Charities Act (2011); Sexting in Schools in Schools and Colleges: responding to incidents and safeguarding young people (UKCCIS) (2016); When to call the Police (NPCC).

3.1 The School’s Safeguarding Team

The following individuals have responsibility for Child Protection and Safeguarding matters.

Name	Role	Responsibility	Telephone	Email
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Vanessa Cornish	DSL	Designated Safeguarding Lead (DSL) and Prevent Lead Member of SLT *Responsible for EYFS	020 8650 2200	safeguarding@stchristophersthehall.org.uk
Tom Carter	Head	Weekly safeguarding meetings with DSL/DDSL		
St Dunstons Education Group Governing Body	Governor	Governing Body		safeguardinggovernor@stchristophersthehall.org.uk
Alexandra Chamadia	DDSL	Deputy Designated Safeguarding Lead (DDSL)		

Chris Organ	E-Safety co ordinator	E-Safety		
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3.2 Child Protection and Safeguarding Contact Details

LOCAL AUTHORITY SERVICES – BROMLEY SAFEGUARDING CHILDREN’S BOARD

All serious child protection concerns must be referred to the Local Authority SPA (Single Point of Access) – the Local Safeguarding Children Partnership (LSCP) or other LSCP’s as may be appropriate, that work together to share information and make child protection decisions, as part of its inter-agency Safeguarding Procedures. To access the online SPA referral form, access <https://www.bromley-y.org/refer-now.html>

Allegations against staff must be reported to the LADO (Local Authority Designated Officer). Contact with the LADO is made via Bromley SPA.

Our Local Authority Designated Officer for Safeguarding (LADO) contact details are –

In the event of not being able to get through, the Police should be called in an emergency.

Role	Name	Telephone	Email
LADO	Gemma Taylor	020 8461 7669 or 020 8313 4325 or 0300 303 8671 (out of hours)	lado@bromley.gov.uk (Bromley Safeguarding Children Partnership (BSCP), Stockwell Building, Civic Centre, Bromley. BR1 3UH. BSCP@bromley.gov.uk).
Children and Families Hub		020 8461 7373/ 7379/ 7026	mash@bromley.gov.uk

		In an out of hours emergency (5-8.30pm & weekends) telephone number is 0300 303 8671.	
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Other useful contact details

Prevent Schools Officer for Bromley	Rob Vale 02083134785 0794715845 (m)	rob.vale@bromley.gov.uk
Police Non-Emergency	101(non emergency) 999 (emergency)	
Police Anti-Terrorist Hotline	0800 789 321	
Police Child Abuse Investigation Team	020 8247 6331	
Forced Marriage Unit	020 7008 0151	fmu@fco.gov.uk
DfE Helpline (Extremism)	020 7340 7264	counter.extremism@education.gsi.gov.uk

Disclosure and Barring Service	01325 953 795	www.gov.uk/government/organisations/disclosure-and-barring-service
Ofsted – Concerns Helpline	0300 123 1231	
NSPCC Whistle-Blowing Helpline	0800 028 0285	help@nspcc.org.uk

Reporting Serious Wrongdoing to the Charity Commission		whistleblowing@charitycomission.gsi.gov.uk
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4. Identifying Safeguarding Concerns

4.1 Abuse and Neglect

Abuse is a form of maltreatment of a child (anyone under 18 years of age). Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by those known to them or by a stranger, including via the internet. They may be abused by an adult or adults, by a member of staff or a group of staff, another child or children or by a pupil or pupils.

A teacher who has consistent regular contact with a child has more opportunity to observe signs of abuse than anyone else with whom the child has contact and, in many cases, may be the first to see the child after the abuse has occurred. Staff are advised and regularly reminded to maintain an attitude of 'it could happen here' where safeguarding is concerned.

4.2 Physical Abuse

Physical abuse is the causing of physical harm. It can lead directly to neurological damage, physical injury and disability. Some physical abuse is reactive; some may be premeditated with the intent to cause harm. Types of abuse include: hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, but may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that a pupil has been physically abused include: bruises, abrasions, burns, scalds, bite marks, fractures and scars.

Signs which may be indicators of concern include:

- Explanations provided for an injury which may not be consistent with the injury.
- Parents/carers undisturbed or uninterested by an accident or injury.
- Unexplained delay in seeking treatment for an injury.
- Repeated presentation for minor injuries, which may represent a cry for help.
- Reluctance to give information or mention previous injuries.
- Children who flinch at sudden movements.

4.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development. It has an important impact on a developing child's mental health, behaviour and self-esteem.

Types of emotional abuse include:

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not allowing a child to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

- Persistently criticising, teasing or humiliating a child.
- Imposing developmentally inappropriate expectations, such as interactions beyond a child's developmental capabilities, overprotection, limiting exploration or preventing normal social interaction.
- Causing a child to feel frightened or in danger.
- Exploitation or corruption of children.
- Allowing a child to see or hear the ill-treatment of another.
- Bullying or cyberbullying.

Signs of emotional abuse may be difficult to recognise as they are mainly behavioural. From the parent/child relationship perspective they include:

- Abnormal attachment between the child and their parent.
- Parents who frequently complain about their child, who never praise or give attention or who are emotionally distant from their child.

From the pupil perspective, they include:

- Failure to thrive.
- Behavioural problems such as aggression or attention-seeking.
- Low self-esteem, lack of confidence and fearfulness, distress or anxiety.
- Poor relationships such as withdrawn or isolated behaviour.
- Delay in achieving developmental milestones.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.4 Sexual Abuse

Sexual abuse is 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 (e.g.rape or oral sex) or non penetrative acts such as masturbation, kissing, rubbing and touching through clothing.
- 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
- Grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males; women can commit acts of sexual abuse, as can other children.

Child sex abusers come from any professional, racial or religious background. Children under 16 years of age cannot provide lawful consent to any sexual intercourse.

It is important to explain to children that the law is in place to protect rather than criminalise them.

Understanding intra-familial harms, and any necessary support for siblings following incidents needs to be taken into consideration.

Recognition of sexual abuse is difficult unless the child chooses to disclose and is believed, but signs are likely to be behavioural and emotional. There may be:

- Sexually explicit conversation or behaviour inappropriate to the child's age.
- Self-harm, including eating disorders and self-mutilation.
- Suicide attempts.
- Running away.
- Poor peer relationships, including unwillingness to be involved or communicate.
- Sudden changes in behaviours or extreme mood swings.
- Withdrawal and/or depression.
- Inappropriately sexualised conduct.

4.5 Domestic Abuse

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

4.6 Neglect

Neglect is the persistent failure to meet basic physical, emotional and/or psychological needs and is likely to result in the serious impairment of the child's health or development and long-term difficulties with social functioning, relationships and educational progress. Types of neglect include failure to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger or ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

Signs of general neglect include a child who:

- Is unkempt or inadequately clothed.
- Is listless, apathetic or unresponsive.
- Frequently and/or inexplicably comes to school hungry.
- Has frequent accidents or injuries.
- Thrives away from the home environment, but not in it.

4.7 Child Criminal Exploitation

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into a criminal activity. This power imbalance can be due to age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited physically and/or online.

4.8 Mental Health (in addition see Mental Health and Emotional Well Being Policy)

Within the School, we recognise that Mental Health problems can be a sign or indicator of abuse, neglect or exploitation and will ensure that staff understand the indicators and complexities of the issues, through training and regular updates.

Only appropriately trained professionals should attempt to make a diagnosis of mental health problems.

Staff may help to identify those children whose behaviour suggests that they may be experiencing a mental health problem, or are at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the School Child Protection policy and speaking to the DSL

4.9 Specific Safeguarding Issues

Abusive behaviours can be displayed in a variety of ways and can consist of sexual abuse/activity; physical harm; emotional and/or verbal abuse. Additionally behaviours linked to the likes of drug taking, alcohol abuse, truanting and sharing nudes put children in danger.

KCSIE acknowledges the following as specific safeguarding issues:

1. additional support
2. bullying including cyberbullying;
3. channel
4. child abduction and community safety incidents
5. children and the court system
6. children missing education; (CME)
7. children with family members in prison
8. children missing from home or care;
9. child sexual exploitation; (CSE)
10. criminal exploitation of children, including 'county lines' and gangs. (CCE)
11. domestic violence;

12. drugs;
13. fabricated or induced illness;
14. faith abuse;
15. female genital mutilation (FGM);
16. forced marriage;
17. gangs and youth violence;
18. gender-based violence / violence against women and girls (VAWG); • hate;
19. homelessness
20. mental health;
21. missing children and adult's strategy;
22. modern slavery and the National Referral Mechanism
23. peer-on-peer/child-on-child abuse
24. private fostering;
25. preventing radicalisation;
26. relationship abuse;
27. sexual violence and sexual harassment between children in schools and colleges
28. sharing nudes;
29. trafficking.
30. the response to a report of sexual violence and sexual harassment between children in schools and colleges
31. upskirting

Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary. The DSL will attend relevant training and ensure that staff understand the indicators and complexities of the issues noted below:

4.10 Child on Child Abuse (in addition, see Child on Child Abuse Policy)

All staff should be aware that safeguarding issues can manifest via child on child abuse. This is most likely to include, but is not limited to, bullying (including cyber bullying), but in our school may also include sharing nudes; initiation/hazing type violence & rituals, gender specific abuse or inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil, particularly those with SEND. Child on child abuse may occur at school, outside school or online. Child on child abuse may be taking place even if no cases have been reported.

All cases will be identified and handled sensitively, appropriately and promptly, supporting both the child who has allegedly experienced abuse and the child who is allegedly responsible for the abuse, in the following manner:

STEP 1:	CONCERN/ ALLEGATION REPORTED TO DSL A CONCERN FILE WILL BE OPENED ON ALL CHILDREN INVOLVED
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STEP 2:	DSL (or DDSL in their absence) RECORDS INCIDENT IN A LOG BOOK - (SEPARATE INCIDENT LOG FOR CYBER BULLYING) -TO MONITOR THE SITUATION AND RELATIONSHIP BETWEEN THE CHILDREN AND AS A SUMMARY ASSESSMENT OF EMERGING BEHAVIOURAL TRENDS
STEP 3:	DSL HOLDS A ONE TO ONE CONVERSATION WITH THE VICTIMISED CHILD AND THE CHILD WHO HAS DISPLAYED HARMFUL/ UNHEALTHY BEHAVIOUR TO UNDERSTAND THE INCIDENT FROM THEIR OWN FRAME OF REFERENCE AND THE ROOT CAUSE
STEP 4:	DSL HOLDS A MEDIATION SESSION BETWEEN THE CHILDREN CONCERNED TO DISCUSS THE INCIDENT AND TO INITIATE AND DEVELOP A HEALTHIER RELATIONSHIP BETWEEN THEM
STEP 5:	DSL WILL INFORM THE CLASS TEACHERS OF THE DISCUSSIONS HAD, ACTIONS TAKEN AND AGREEMENTS MADE. CHILDREN WILL BE DISCUSSED AT THE PHASE MEETINGS
STEP 6:	DSL WILL MONITOR THE CHILDREN CONCERNED AND HOLD FURTHER DISCUSSIONS/ MEDIATION SESSIONS IF DEEMED NECESSARY - UPDATES ARE RECORDED IN THE LOG BOOK
	<u>ESCALATION OF ABUSE</u>
STEP 7:	DSL WILL INTRODUCE SANCTIONS OF BREAK TIME DETENTIONS TO DISCUSS THE INCIDENT TO TRY AND UNDERSTAND THE ROOT CAUSE OF ESCALATION AND TO PUT A SUPPORT PLAN IN PLACE FOR ALL CHILDREN INVOLVED SUCH AS TARGETED INTERVENTIONS, RESTORATIVE ACTIONS, BEHAVIOUR MANAGEMENT, SEGREGATION.
STEP 8:	DSL WILL INFORM THE HEAD TEACHER AND PARENTS OF THOSE CHILDREN BEING VICTIMISED AND THOSE DISPLAYING HARMFUL OR UNHEALTHY BEHAVIOUR ANY SERIOUS CONCERN, PARENTS WILL BE INVITED TO DISCUSS THE ISSUES WITH THE HEAD OF PASTORAL CARE/DSL OR DEPUTY HEADS
STEP 9:	DSL WILL MEET WITH THE HEAD TEACHER
STEP 10:	SUSPENSION WILL OCCUR AND WILL BE LOGGED ON PUPIL'S RECORD FOR SECONDARY TRANSFER REFERENCE

At any point deemed necessary, outside agencies will be contacted.

The School does not tolerate any harmful behaviour in School or pass it off as “having a laugh”, “banter” or “part of growing up” and will take swift action to intervene where this occurs. The gendered nature of child on child abuse is recognised (it is likely that girls will be victims and

boys perpetrators), but all child on child abuse is unacceptable and will be taken seriously. Staff must be aware that pupils may be abused out of school, but should not minimise the risks of girl on girl abuse.

Staff are all aware of Part 5 of KCSIE referencing child on child abuse. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is. Pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. We encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Staff are trained in how to receive a disclosure, and report an allegation to the DSL, which must be recorded and investigated in-line with our school safeguarding procedures, including a report of child on child sexual violence and sexual harassment, and understand that staff do not view or forward illegal images of children. Staff are aware of the additional guidance from the DfE on Searching Screening and Confiscation and UKCCIS sharing nudes advice.

Pupils are taught about the responsible and safe use of the internet, social media and mobile devices in Computing and PSHE lessons and that it is a criminal offence to send an electronic communication (words and/or images) to another person with the specific intent to cause distress or anxiety.

If staff become aware of a sharing nudes incident or any pupil behaviour that gives rise to a safeguarding concern, they must report it to a DSL in accordance with the procedures set out in this policy.

We understand that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

The School is strongly committed to the prevention of bullying in any form. The School has an Anti-Bullying Policy and will consider all coercive acts and inappropriate child behaviour within a Child Protection context. The School will take advice from the Local Authority in the investigation of such allegations and take the appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

4.11 Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing, not otherwise visible, to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal

offence e.g. if actions are taken to something that is more than merely preparatory to committing the offence, such as attempting to take a photograph on a telephone or camera, but failing to do so because of lack of storage or battery.

The School will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures. All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting, will be dealt with in a similar manner to sharing nudes.

4.12 Children Missing Education (in addition, see Attendance and Child Missing in Education Policy)

All children, regardless of their circumstances, are entitled to a full-time education. The LA has 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. School staff should follow the School's procedures in the Attendance and Child Missing Education and Policy, particularly on repeat occasions, to help identify the risk of abuse and neglect and prevent further occurrences.

The School must inform the LA Children's Services of any pupil who is going to be added to or removed from the admission register at a non-standard transition point. This duty does not apply at the start of the first year or at the end of the final year of education normally provided by that School, unless the LA requests such information.

4.13 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse, where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. 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 does not 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.

Further information can be found at www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

4.14 Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Whilst it may be considered unlikely that a pupil from a culture practising HBV should choose a liberal western educational school such as the School, staff should nevertheless keep an open mind about this form of abuse.

As with all matters pertaining to the maintenance of a safeguarding culture within the School, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay. The DSL will take further advice from the LSCB and make a referral where this is deemed necessary.

4.15 Female Genital Mutilation (FGM)

Staff should be alert to the possibility of a girl being at risk of, or already having suffered, FGM (sometimes referred to as female circumcision). Victims are likely to come from a community that is known to practise FGM. The age at which FGM is carried out varies enormously and may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

There are a range of potential indicators that a pupil may be at risk, the most pertinent to our circumstances being a parent asking for an extended period of time away from the School with an unconvincing explanation for the absence. FGM may already have happened if a girl has difficulty walking, sitting or standing or spending longer than usual away from a classroom during the day with bladder problems.

Concerns should be reported immediately to the DSL, who will involve the LSCP as appropriate. If a member of staff discovers that FGM appears to have been carried out on a child, they should personally report this directly to the police. This is a mandatory duty for teachers.

Further information can be found at:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

4.16 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or

any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Some communities use religion and culture as a way to coerce a person into marriage.

Further information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

4.17 Preventing Radicalisation

The School recognises its responsibility to protect children from being radicalised or drawn into terrorism. The School supports the 'Prevent Strategy', which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Indicators of vulnerability to radicalisation include:

- Family tensions.
- Sense of isolation/low self-esteem/feeling of failure.
- Distance from cultural heritage/ events affecting the pupil's country or region.
- A sense of grievance triggered by personal experience.

Early indicators of radicalisation or extremism may include:

- Becoming involved with a new group of friends.
- Searching for answers to questions about identity, faith and belonging.
- Expressions of support for terrorism, justifying the use of violence to solve real or perceived grievances.
- Possessing or accessing extremist materials.
- Changes in behaviour or language.

It is important to note that children experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour, including those already detailed in this policy.

The School works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school, which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The School will have regard to the School's safer recruitment guidelines with regards to visiting speakers and will ensure that they are both suitable and appropriately supervised for the duration of their visit.

Further information can be found at:

www.gov.uk/government/publications/prevent-duty-guidance

[The DfE's briefing note: The use of social media for on-line radicalisation \(2015\) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.](#)

4.18 Children Left at Home Alone

This is a fairly common occurrence, but is potentially dangerous for children both physically and emotionally. If a member of staff is concerned about this, they should inform the DSL or the Head. The DSL or the Head may decide to contact the parents, on their return, to express serious concern about the incident, highlighting the risks to the child.

Reassurance will be sought from the parents that such a situation will not be repeated. If such reassurance is refused and the child continues to be left at home alone, the DSL should contact the LSCB.

4.19 Looked After Children

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

In particular, they should 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. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

4.20 Children with Special Educational Needs, Disabilities and LGBTQ

Children with Special Educational Needs and Disabilities (SEND) can provide additional safeguarding challenges. These children are more prone to peer group isolation or bullying. They often experience prejudice based bullying. The Headteacher and governors will ensure their overarching safeguarding and child protection policies reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- LGBTQ+children may need a safe space for them to speak out or share any concerns they may have with members of staff.

4.21 Children Absent in Education

A child going missing from education is a potential indicator of abuse, which can occur wholly online or offline, or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and 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 going missing in future.

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, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Absent in Education guidance. Consideration should also be given to Children absent due to possible induced or fabricated illness (FII). See the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

4.22 Low Level Concerns (in addition, see Low Level Concerns Policy)

The School strives to create a culture in which all concerns about adults (including those that do not meet the threshold of an allegation) are shared responsibly with the right person and dealt with responsibly. Creating a transparent culture enabling early identification of concerning behaviour and minimising the risk of abuse and ensuring that adults working in the organisation are clear about professional boundaries and act within these boundaries.

5. Procedures for Keeping Children Safe in School

5.1 Prevention

The School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any

concerns and will see the School as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff. The School will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty.
- Included in the curriculum are activities and opportunities for PSHE, which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help, both online and offline.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service (DBS; DBS website: www.homeoffice.gov.uk/agencies-publicbodies/dbs).
- Ensure those responsible for recruitment e.g. Governors / Headteacher have successfully completed the recommended Safer Recruitment training and that other members of staff, if involved in leading on recruitment, have successfully completed the training.
- Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance Safe Working Practice for the Protection of Children and Staff in Education Settings, September 2009 & Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (May 2019 supplemented April 2020 re: Covid 19).

5.2 Procedures to minimise the risk of child on child abuse

Creating an appropriate culture within the School:

- The School uses a variety of methods e.g. PSHE lessons, whole-school and year group assemblies to foster a culture in which all members of its community treat one another with courtesy, kindness and respect.
- All staff receive safeguarding training and are required to confirm that they have read, understand and are able to implement the School's Safeguarding and Child Protection Policy. All staff are also required to confirm that they have read and understood Part 1 and Annex A of the most recent version of Keeping Children Safe in Education (2023).

Examples of practical steps taken to minimise the risk of child on child abuse:

- Pupils are supervised by members of staff during the day
- Unless involved in formal after-school activities, pupils are not allowed to stay on the School site once the School day has ended.
- Classrooms have windows in doors to ensure that anyone passing a room can see into it
- Pupils are encouraged to share any concerns they have about their safety and wellbeing with friends, their teacher, a trusted member of staff or the Designated/ Deputy Designated Safeguarding Lead or DSOs
- Posters emphasising this are located around the School
- Any and all forms of bullying are dealt with swiftly and firmly by staff and pupils are encouraged to share information about bullying with a member of staff.
- No form of initiation is tolerated
- Staff recognise the vulnerability of pupils with SEND

(See Child on Child Abuse, Anti-bullying and Pupil Behaviour Policy for further information).

5.3 Online Safety and Remote Learning

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The School's approach to online safety can be found in our E-safety policy.

Mobile Phones

Children are not permitted to use mobile phones at School. If children need to bring a phone to School because they walk home and need to contact parents the phone will be locked away in the School office until the end of the day. If a child needs to contact their parents due to an emergency, the School will ring on their behalf. The School recognises that many phones have access to 3G/4G and children have access to the internet via their phones. Children are made aware of e-safety and are told to report any harassment or abuse they may receive whether that may be harassment, sharing of indecent images consensually and non-consensually or any harmful content. Misuse of mobile phones will be dealt with in line with our behaviour policy. The severity of the misuse will determine the sanctions given. Any misuse of mobile phones will be properly recorded in case it becomes evidence of a criminal activity including time, who was present and what was found. Police will be informed if there is a serious misuse. The School will consider whether an incident should be reported to the local safeguarding board. The DSL will monitor repeat offences to see if there is any pattern or the victim needs further investigation.

In accordance with our AUP if there is a cause for concern that a staff member has used their own phone to access inappropriate material or taken photographs of children not in accordance with our policy, they may be required to hand the phone over to be checked. For further clarification please see our AUP policy.

Remote Learning

Where children are being asked to learn online at home the Department for Education has provided advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education. The NSPCC and PSHE Association also provide helpful advice:

- NSPCC Learning - Undertaking remote teaching safely during school closures
- Filters and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. We take into consideration content, contact, conduct and commerce. As part of this process, governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks.

Our filtering and monitoring includes mitigating risks from misinformation, disinformation (including fake news), conspiracy theories, and emerging threats linked to generative AI technologies.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. (KCSIE) The filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning. The system will be reviewed annually by the review team, (Chair of Safeguarding Committee, Chair of IT & Safeguarding Team), unless there is a substantial change to technology. Staff receive regular training to understand how these systems work and how they support the school's broader safeguarding responsibilities, including how to identify and respond to digital risks as part of our duty of care.

The UK Safer Internet Centre has published guidance as 33 The Prevent duty Departmental advice for schools and childcare providers and Prevent Duty Guidance to what 'appropriate' filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring.](#)

Further information is contained in the School's E- Safety Policy & KCSIE Part 1

Web Filters

Lightspeed is our current filtering and monitoring provider.

Keyword Restrictions to prevent searches on inappropriate topics.

This is included within the Lightspeed provision, however, there is a question regarding keystroke logging, which is different. (see Screen monitoring later)

Safe Search & YouTube Restricted Mode to filter explicit content.

Safesearch is part of our lightspeed provision, plus monitoring by the E Safety lead and It Lead weekly. Maintaining white/black listing of the necessary domains, plus monitoring of blocked and allowed searches within the reporting functions of lightspeed.

Youtube access is controlled centrally via the Google Admin account. The settings are at the strictest level for students and slightly less (but still restricted, for staff accounts) searches within Youtube, but outside of being signed in to Google are still subject to filtering rules applied by Lightspeed

App & Software Controls to limit what students can use.

Managed centrally so that all apps on ipads have been curated and approved, same with Chromebooks and laptops. No administrative rights are provided to the end users so that extra apps cannot be loaded.

Monitoring (Watching Activity) – This helps catch problems in real-time or review past activity. It includes:

Screen Monitoring Software (e.g., NetSupport, GoGuardian, LanSchool) to track what students are viewing and typing.

The IT room has Net Support School which is able to monitor all screens at once, including keystroke logging. However, with the withdrawal of Windows 10 support in October 25, this function is going

to diminish. Currently, in Year 3 and 4, we use Apple Classroom to monitor what the children are doing on the iPads in the lessons. We can watch in real-time to see what each child is doing. It also gives us control over the iPads being used in the classroom. This includes:

- Locking their iPads to a specific app which they are unable to close/leave.
- Forcing an iPad to be on a black screen which cannot be undone until the teacher unlocks it. This can be specific to each child or classwide.

Browsing History & Reports to see attempted access to blocked sites.

Covered within Lightspeed reporting and monitored by The E Safety lead weekly

AI & Alerts for flagged searches related to self-harm, bullying, etc.

Covered within Lightspeed provision and monitored by E Safety lead. This is part of the Lightspeed Alert product.

Physical Supervision by teachers, including screen positioning to ensure visibility.

This is covered by us walking around the room during lessons while using any technology.

Apple Classroom makes it difficult for the children being able to quickly change between Apps when we are not looking, as we always have a view of their iPad screen on our screen. We also have a classroom environment that encourages us all to be safe on the iPads together and if you see something strange/wrong on someone else's iPad, this should be reported to the teacher.

5.4 Whistleblowing Procedures

The School's whistleblowing procedures are referenced in staff training and induction and Staff Codes of Conduct.

The School has a culture of safety. Staff, supply teachers and volunteers should feel able to follow the School's Whistleblowing Policy and to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, if they are concerned that the School's Safeguarding (Child Protection) and Procedures are not being followed correctly.

The School has a culture of transparency and all staff are accountable in relation to how concerns are received and handled.

Procedures for reporting and handling concerns relating to poor practice and failures in the School's safeguarding regime, are reflected in our Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for those who feel unable to raise any concerns about child protection failures internally. Staff, supply teachers and volunteers may contact the NSPCC Whistleblowing Helpline (0800 0280285) (8.00 am to 8.00 pm Monday to Friday) or email: help@nspcc.org.uk.

5.5 Notification to the Disclosure and Barring Service and Ofsted

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Teacher Regulation Agency (TRA), as required by the Gov.UK document "Teacher Misconduct: Disciplinary procedures for the teaching profession (updated April 2018)". The TRA may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

5.6 Safety and Security in School

Entry to the School premises is controlled by secure doors, constant staff supervision or video surveillance. Authorised visitors are logged in and out of the premises. Unidentified visitors will be challenged by staff or reported to the Head or School Office.

The presence of intruders and suspicious strangers loitering near the School will be reported to the Police and the LA so that other schools can be alerted.

No internal doors to classrooms will be locked while pupils are present. All teaching rooms will have clear, unobstructed glass panels in the doors.

Members of staff who work with children on a one to one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a pupil may see their individual lesson time as a private opportunity to make a disclosure.

Consideration should also be given to Covid 19 Guidance within the School.

5.7 Use of Mobile Phones and Cameras

Photographs will only be taken of children with their parents' permission (provided in the data collection form at the start of each academic year). Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on School cameras/iPads. They must then be downloaded onto School computers, where they will be monitored. Photos cannot be used or passed on outside the School unless there is SLT permission.

Neither staff nor children may use their own mobile phones to take photographs within our EYFS setting, Nursery and up to Reception year in our School. And children may not take photos throughout the School and its activities.

Children may not bring electronic devices into the School or trips/outside school activities e.g. mobile phones, apple watches. If they do, they must hand/book them into the office. Any exceptions have to be approved by the Head e.g. iPads or laptops for SEN learning.

The use of mobile phones on site is prohibited during school hours except by staff in an emergency. Visitors to the School are expressly asked not to use their mobile devices while in the School premises, and compliance with this request is monitored by staff.

(See E-Safety policy.)

5.8 Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the School, the School's Safeguarding Policy and procedures apply. If other organisations provide services or activities on the

School's site, the School will check that they have appropriate procedures in place, including safer recruitment procedures.

When the School's pupils attend off-site activities, including day and residential trips and work-related activities, the School will check that effective safeguarding arrangements are in place.

It is the responsibility of the Headteacher, Governors or Bursar to vet the organisations wishing to use the school premises outside school hours to ensure that they are not unwittingly letting the premises to groups promoting extremist views or involved in criminal activities. The School will check that hirers who work with children meet the guidance for out of school settings.

The School works in partnership with Schools Plus who manage our community lettings in the safest and most compliant way. The Head and Bursar meets with the Venue Manager on a regular schedule to discuss all aspects of the partnership, including revenue, audit results, new customers etc. Team Leads and Site Supervisors will keep in regular contact with facilities staff.

In terms of safeguarding for lettings, this is ensured by the School by ensuring:

Customers are not permitted on-site during ordinary school hours.

- there is a clear separation in the school called "Bubbles of Safeguarding" for our customers who work with children:
- DBS details are collected for all supervisors
- children are delivered directly to, and collected from the group's supervisors
- guidance is issued to supervisors, parents and even groups who don't work with children to explain the safeguarding protocols and the nature of the school environment during lettings
- ALL safeguarding incidents are monitored and recorded and the School and Schools Plus (Letting Company) engage with groups who give the School any cause for concern

5.9 First Aid and Medical Plans (See First Aid Policy)

Except in cases of emergency, first aid will only be administered by qualified first aiders. All significant first aid treatment will be recorded, and will be shared with parents at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents. (See also the First Aid and the Medication Policies)

5.10 Contractors

Building contractors who work on the School site will be made aware of this policy. Long-term contractors who work in the School during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the SLT deem this to be appropriate. During major works, when large numbers of workers and subcontractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors and their employees to have direct access to pupils in non-teaching times.

5.11 Confidentiality and information sharing

Governors/Governing Body and Head should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. Also, refer to DfE guidance Information Sharing Advice for Safeguarding Practitioners, March 2015 (updated July 2018). <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- i) All staff in school, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- ii) If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- iii) Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- iv) Staff/volunteers should note that the Data Protection Act 1998 (in conjunction with DPA 2018 GDPR) does not prohibit the collection and sharing of personal information. It does, however, provide a framework to ensure that personal information about a living individual is shared appropriately.

5.12 Monitoring and evaluation

The School's Child Protection & Safeguarding Policy and procedures will be monitored and evaluated by:

- Sharing of Policy with Governors.
- SLT 'drop ins' and discussions with children and staff.
- Scrutiny of attendance and behaviour data.
- Scrutiny of range of risk assessments.
- Scrutiny of minutes of staff meetings, records of concerns and safeguarding records.
- Logs of bullying/racist/behaviour incidents for SLT to monitor.
- Termly reviews of procedures aimed at safeguarding children in various circumstances, together with monthly safeguarding meetings with all safeguarding officers.
- Review of parental concerns and parent questionnaires.
- Safeguarding audit every two years.

6 Responding to Concerns

6.1 General

All members of staff should be aware of the key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

- Be alert – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements.
- Question behaviours – to be aware if something seems unusual and try to speak to the child, if appropriate to seek further information.
- Ask for help – discuss concerns with the DSL.
- Complete a Cause for Concern form (CPOMS)
- Report the Cause for Concern to the DSL or DDSL. This should be done immediately.
- DSL will discuss the action to be taken.
- Child at risk
- Refer – make a referral to the BSCP. This would usually be made by the DSL but can be made by any practitioner.

It may not always be appropriate to go through all four stages sequentially. If a child is in imminent danger or is at risk from harm, the matter should be referred to children's social care and/or the police.

6.2 Early Help

There is a difference between having concerns about a child (for instance where a pupil has not suffered and is not likely to suffer significant harm, but is in need of additional support from one or more agencies) and a child being in immediate danger

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help from a number of agencies, an early help inter-agency assessment should be arranged.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help.
- Undertake an assessment of the need for early help.
- Provide targeted early help service to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later.

All staff should be aware of the early help process and understand their role, which includes:

- Identifying emerging problems
- Discussing early help requirements with the DSL.
- Sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

A member of staff or volunteer who considers that a pupil may benefit from early help should, in the first instance, discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Bromley LA.

If early help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The DSL should keep the case under constant review and consider referring the case to the LA Children's Services if the child's situation does not improve.

6.3 Low Level Concerns (Also see Low Level Concerns Policy)

As part of our whole school approach to safeguarding, the School promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the School (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- 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; or, • using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (see KCSIE, Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Low-level concerns which do not individually or collectively meet the threshold for referral of an allegation and where no other internal process has been instigated (for example, disciplinary, grievance or whistle-blowing), should be reported to the DSL and will be retained in a confidential, central safeguarding file, but not on personnel files or used on references. This information once recorded will be overseen and reviewed by the DSL and shared with the Head.

For further information see KCSIE Part 4, Section 2 and our separate Low Level Concerns Policy

6.4 Dealing with a Disclosure

If a child reports, following a conversation you have initiated or otherwise, that they are being abused or neglected the following procedure should be followed:

- Listen to the pupil, take their allegation seriously and reassure them that you will take action to keep them safe.
- Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the pupil.
- Ensure that any questions that need to be asked to **clarify** understanding are as open as possible and do not lead the pupil. **(NB – Seek Clarification NOT Investigation)**
- Report orally to the designated teacher as soon as possible but certainly on the same day.
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above.
- Make a written note of the discussion as soon as possible and at least within 24 hours to give to the DSL. Note time, date, place, people present and what was said. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
- Records should include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- Teachers are not required to investigate further, but may be required to support or monitor the pupil in the future.
- The DSL/DDSL will contact the Safeguarding Partners within one working day and, as appropriate, the police immediately in accordance with the processes set out in part one of KCSIE.
- Members of staff have the right to contact the child protection agencies independently if it is felt that the School has not responded appropriately to concerns.

- If a child needs to be interviewed by the police an appropriate adult will be present during the interview.

6.5 Allegations Made Against Fellow Pupils (Child on Child Abuse)

Any allegations of abuse made by one or more pupils against another pupil must be reported to the DSL, who will take necessary measures to safeguard the pupil and will refer the matter immediately to the Head or most senior teacher present.

It is the School's assumption that, in the event of serious allegations being made of child on child abuse, all children involved (whether perpetrator or victim) are at risk and the Head will refer the matter to the Children and Families Hub/LADO Safeguarding Children's Board in the borough(s) where the pupil(s) are resident immediately or, at the latest, within 24 hours.

6.5.1 How victims of child on child abuse will be supported

- Members of the School's pastoral team (teachers, Heads of Pre-Prep and Head of Wellbeing) are always available to meet with pupils to discuss any challenges or difficulties pupils may be experiencing
- The School's pastoral team share concerns about pupils as required. This ensures that staff are aware of pupils who have experienced, or are experiencing, difficulties and able to support them appropriately.
- The School will cooperate fully with external agencies e.g. children's services, the police and Children and Families Hub in ensuring that any pupil who has suffered child on child abuse, that both the victim and the perpetrator receives the support they need.

6.6 Allegations of Abuse Against Staff (see section 7 & 8 in the Low Level Concern Policy)

The School takes seriously all allegations made against members of staff (including the DSL, volunteers, temporary and visiting staff, including supply teachers) that call into question their suitability to work with or be in a position of trust with children, whether made about events in their private or professional life. The School's procedures for dealing with allegations against staff follow Part 4 of KCSIE 2021. The school clearly understands that the welfare of the child will be paramount and this will be the prime concern.

The School has procedures to deal with any allegations that a member of staff has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.

- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

All allegations against a member of staff, supply teacher or volunteer must be brought immediately to the attention of the Head. If the Head is unavailable, the Chair of Governors should be told at once. The LA's Designated Officer (LADO) must be informed, within one working day and before any further action is taken, of all allegations that appear to meet the criteria above. Pending advice from the LADO the member of staff will be suspended from duties pertaining to working with children.

If an allegation is made against the Head, the member of staff must immediately inform the Chair of the Board of Governors/Safeguarding Governor and then the LADO without the Head being informed.. An allegation against any member of the Governing Body must also be reported to the Chair of the Board of Governors. The Chair must inform the LADO of any such allegation that appears to meet the criteria set out above, within one working day and before any further action is taken. Concerns about the Chair of the Board of Governors should be raised directly with the LADO.

Where there is a conflict of interest in reporting any matter to the Head, the LADO should be contacted directly.

All discussions should be recorded in writing and any communication with both the individual concerned and the parents of the child/children agreed with the LADO and other agencies, as appropriate.

Some rare allegations will be so serious they will require immediate intervention by the LA and/or police. In such cases, referral to the LADO will lead to a strategy meeting or discussion being held in accordance with the DfE guidance and LSCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The School has a duty of care towards its employees and, as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.

When an allegation is made, the School will make every effort to maintain confidentiality while it is being investigated or considered. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation, in certain circumstances, will be observed. However, GDPR cannot be allowed to stand in the way of safeguarding children.

Allegations that are found to be malicious will be removed from personnel records; for all other allegations, full details will be recorded on the confidential personnel file of the person accused. Any that are false, unsubstantiated or malicious, will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference. The School understands that LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the School, or a combination of these.

Where an allegation has been found to be true, the member of staff will be removed from the DBS and will be reported for professional misconduct to the TRA. Recording concerning allegations of abuse will be preserved for the term of the Independent Inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved. The Head will monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process. Reviews will be conducted fortnightly, after the initial assessment, and updates shared with the DSL and Safeguarding Governor.

Children that are found to have made malicious allegations are likely to have breached the School's Behaviour Policy and disciplinary action may be taken. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

The resignation of a member of staff, supply teacher or volunteer mid-way through an investigation would not lead to the investigation being abandoned.

The School will always refer to the LADO before commencing an investigation. The Head/DSL will ensure that the Chair of Governors and Safeguarding Governors are informed immediately regarding any need to report to the Charity commission, DBS and the TRA.

When the police inform the School and LADO about an allegation:

In a circumstance, where the police inform the School and LADO when:

- a criminal investigation and any subsequent trial is complete;
- it is decided to close an investigation without charge: or,

- it is decided not to continue to prosecute after the person has been charged.

a joint assessment meeting will be held and the LADO will discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed.

the information provided by the police and/or children's social care will also inform that decision.

the options will depend on the circumstances of the case and the consideration should take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

Information will be kept on the file of the person accused for all allegations, in the following way:

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

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re- investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information.

Please see Appendix 7, 8, 9 and 10

6.7 The Child's Wishes

Where there is a safeguarding concern the Headteacher and governors should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.

The Headteacher and Governors should ensure that staff members do not agree to keep disclosures confidential and do always act in the best interests of the child.

6.8 Support for Accused Staff

When an allegation or safeguarding concern is being investigated, the School will offer appropriate welfare support at such a time and recognises the sensitivity of the situation.

The School will:

- Manage and minimise the stress caused by the allegation;
- Inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- Advise the individual to contact their trade union representative, or a colleague for support;
- Appoint a named representative to keep the person informed about progress of the case;
- Provide access to counselling or medical advice where appropriate.
- Not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

Handling an allegation throughout the process until its conclusion:

When an allegation is substantiated, the LADO will review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures to help prevent similar events in the future.

This should include:

- issues arising from any decision to suspend the member of staff,
- the duration of the suspension
- and whether or not suspension was justified.

Lessons will also be learnt from the use of suspension when and if an individual is subsequently reinstated. The LADO and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Referrals

7.1 Common Assessment Framework

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

You might use a CAF:

- ◆ If you are concerned about how the child is progressing in terms of their health, welfare and behaviour.
- ◆ You receive a request from the child/ young person or parent/carer for more support.
- ◆ You are concerned about the child/ young person's appearance or behaviour but their needs are unclear or are broader than your service can address.
- ◆ To help you identify the needs of the child/ young person and /or to pool knowledge and expertise with other agencies to support the child/ young person.

CAF Team contacts: 0208 461 7174.

Normally, when there are Safeguarding concerns, the DSL will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

7.2 Physical injury, emotional abuse or neglect

- i) The DSL will contact Children's Social Care Services/LADO/Children and Families Hub. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services.
- ii) Where emergency medical attention is necessary it will be sought immediately. The DSL should inform the doctor of any suspicion of abuse.

- iii) If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- iv) If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.
- v) If a pupil is known to be or become a victim of FGM (Female Genital Mutilation) or there are signs that a pupil may be victim of forced marriage, the DSL should be consulted, who will contact the Social Services and the police if necessary.
- vi) If a pupil shows signs of radicalisation and seems to be attracted to extremism the DSL should be consulted, who will contact the Local Prevent team or Children and Families Hub.

Contact information for Prevent Duty support -

Contact Children and Families Hub as shown earlier and/or LADO.

7.3 Sexual abuse

- i) The DSL will contact Children's Social Care Services or Police Child Protection Team.
- ii) The DSL will not speak to the parents.
- iii) Under no circumstances should the DSL or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse.

The role of the DSL is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

Refer to Appendix 1 for specific safeguarding issues that include: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), child criminal exploitation (CCE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sharing nude and semi nude images, trafficking and peer on peer abuse.

Note: staff must be alert to signs of FGM, CSE, CCE, sharing nude and seminude images, domestic violence, faith abuse and radicalization, child on child abuse and discuss their concerns with the DSL as soon as possible.

References

This policy has been informed by and complies with:

- DfE statutory guidance 'Keeping Children Safe in Education (September 2023).
 - DfE advice 'The Prevent Duty' (2015) from The Counter-Terrorism and Security Act (2015).
 - DfE 'What to do if you're worried a child is being abused' (March 2015).
 - DfE guidance 'Working Together to Safeguard Children' (July 2018).
 - DfE guidance 'Multi-agency statutory guidance on female genital mutilation' (April 2016 (updated Oct 2018)).
 - DfE Children Missing Education (September 2016).
- vi) UKCCIS Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016).
- viii) DfE Inspecting Safeguarding in Early Years, Education and Skills Settings (June 2015 (updated May 2019)).

See also: Anti-bullying Policy, Behaviour Policy, Complaints Policy, E-Safety Policy, Whistleblowing Policy, Safer Recruitment Policy, Code of Conduct for Staff, First Aid, Health and Safety and EYFS-specific policies and procedures, PSHE policy, Prevent Risk Assessment Action Plan and Prevent Risk Assessment

8. Appendices

Appendix 1:

Roles, Responsibilities, Recruitment & Training

Roles and Responsibilities

1.1 The Role of the Staff

To be aware of the contents of the School's Safeguarding policy and procedures and the identity of the DSL and DDSL.

To be familiar with Part 1 and Annex A of KCSIE 2022 and sign that it has been read and understood. In addition, understand other related policies such as Safer Recruitment, Anti-Bullying, Health and Safety, Educational Visits, Whistleblowing, Behaviour (Discipline Code), E-safety and Staff Code of Conduct.

To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils.

To help pupils understand how to keep themselves safe, both online and offline and manage risk through PSHE discussions and through all aspects of school life.

To foster a culture of trust between adults who work at the School and children who attend it.

To undertake training to identify and be alert to possible causes or symptoms of abuse.

To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

To build pupils' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views.

To be alert of persistent absenteeism of any pupils and report concerns to the DSL should it be felt there may be safeguarding concerns.

To be aware of and act upon the mandatory duty to report cases of FGM to the police.

To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure.

Although we will rarely, if ever use parents, if parents/guardians or other adults accompany children on school related trips/visits, they should ensure they hold a current DBS check.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should 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, and serious youth violence.

Be able to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available at : <https://contextualsafeguarding.org.uk>

1.2 The Role of the Governing Body

Training for Governors:

Governors should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training should provide them with the knowledge to ensure the School's safeguarding policies and procedures are effective.

The Governing Body must ensure:

Effective safeguarding policies and procedures are in place and implemented, including for: child protection and Code of Conduct for staff, a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying), and that these are consistent with Bromley Safeguarding Children Partnership (BSCP) requirements, and the School and Governing Body reviews these annually

Policies and procedures comply with the law and have a strategic leadership responsibility for the School's safeguarding arrangements.

the School has appropriate safeguarding responses to children who go missing from education

Safe recruitment procedures are followed and all appropriate checks are carried out on all staff.

The DSL has undergone regular inter-agency training including Online Safety and Prevent to provide sufficient resources to enable appropriate training to be given to all staff at regular intervals.

The School has procedures for dealing with allegations of abuse against members of staff. The School and Governors will ensure they understand the local authority arrangement for managing allegations, including contact details and what information the LADO may require.

The School has procedures for dealing with allegations of abuse by pupils against pupils.

Pupils are taught how to keep themselves and others safe both online and offline.

IT systems have search word search filters installed to guard against the risk of any inappropriate internet activity; and that staff and pupils are appropriately trained in e-safety; to provide parents with the information they need to keep their children safe at home when using electronic devices.

The curriculum provides pupils with opportunities to build resilience to radicalisation, challenge extremist views and terrorist activities, and develop a commitment to British values; to be alert to any sign of radicalisation in staff and pupils and take appropriate action.

Any deficiencies are remedied at once.

An annual safeguarding audit to evaluate the effectiveness of policies and procedures and their impact on pupils' welfare and well-being is met. Governors meet termly with DSL and Head to maintain an overview of safeguarding policies and procedures at the school. The DSL and Designated Safeguarding Governor meet every half term to ensure that safeguarding procedures are fully implemented and that Governors are fully informed.

1.3 The Role of the Headteacher

The Headteacher must:

understand procedures set out by the BSCP and the role of the DSL.

ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in line with procedures.

ensure that all temporary staff and volunteers are made aware of the School's arrangements for safeguarding children, including E-Safety.

monitor the effectiveness of the policy and procedures.

ensure that the DSL receives sufficient support, training, time and resources to carry out his/her role effectively.

ensure that all staff know and are alert to possible signs of abuse, both online and offline and know what to do if they have any concerns or suspicions

be aware of any off-roll notification should there be safeguarding concerns and to follow this up if applicable, with the local borough safeguarding team.

create a safe environment and a caring ethos within the School and so ensure that all pupils are kept safe in all circumstances.

make parents aware of the School's Child Protection & Safeguarding Policy.

ensure that pupils' safety and welfare is addressed through the curriculum and related policies (Anti-bullying, Behaviour, Equal Opportunities, PSHE, E-Safety and Acceptable Use Policies both online and offline).

1.4 Recruitment of Staff

The School is committed to creating a safe environment for children and follows 'Safer Recruitment' procedures that help deter, reject or identify people who might abuse children. We follow the guidance from the Disqualification under the Childcare Act 2006. We recognise that the relationships and associations that staff have in and out of school (including online), may have an implication for the safeguarding of children in school. Where this is the case, the member of staff must inform the Head. Please see the School's separate Safer Recruitment Policy for more details. An online search will be conducted to check for digital presence of the individual, such as social media profiles or articles in local news of interest, in the location of residence, within the area of the School and nationally.

We will not knowingly employ people or allow them to be directly concerned in the management of the School, if they themselves are directly 'disqualified' from childcare.

1.5 Training

- i) All newly recruited staff (teaching and non-teaching and including visiting peripatetic members of staff) are given in-house training on safeguarding issues as part of their induction, covering how to identify and respond early to the needs of all vulnerable children. This induction will also include Online Safety and Prevent.
- ii) Refresher courses are organised in School every year to ensure that everyone develops the knowledge and skills required to fulfil their responsibilities.
- iii) Training is provided about the duty to 'prevent terrorism', using the 4 main themes from The Prevent Duty – Risk Assessment, Working in Partnership, Staff Training, IT Policies.

- iv) The DSL and DDSL will undertake training to provide them with the knowledge and skills required to carry out the roles. The DSL, the DDSL and The Head have undertaken Level 3 Child Protection training, including inter-agency working, They will attend refresher training at two yearly intervals and, in addition, keep up-to-date with safeguarding developments relevant to their role at least annually.
- v) The DSL is required to undertake specific 'Prevent' awareness training and refer cases to the Channel programme where there is a radicalisation concern. The DSL will provide advice to other members of staff, giving them the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children for further help.
- vi) At least one person in each recruitment process has had "Safer Recruitment" training.
- vii) A record is kept of staff training, including type of training and dates.

Working with children one-to-one.

Working with children in a one to one situation requires additional safeguards to be in place. Adults working in a one to one setting are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles (from Safer Working Practice guidance 2015 (as updated KCSIE) The welfare of the child is paramount

- i) It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- ii) Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- iii) Adults should work and be seen to work, in an open and transparent way.
- iv) The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

Working arrangements

- A teacher must carefully consider the needs and circumstances of the child when in a one to one situation
 - It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
- iii) In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- iv) If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

Confidentiality

- i) Teachers have a duty to report any concerns regarding a child's welfare
- ii) Teachers must be aware of the contents of the Safeguarding Children Policy and the name of the DSL
- iii) If a child discloses any information about abuse, the teacher must not ask leading questions or promise confidentiality
- iv) All concerns must be recorded, dated and signed

Appendix 2: Children Missing Education

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must 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.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), subparagraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
 - the full name and address of any parent with whom the pupil lives;
 - at least one telephone number of the parent with whom the pupil lives;
 - the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
 - the name of pupil's destination school and the pupil's expected start date there, if applicable;
- and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the ‘Lost Pupil Database’, where schools can upload CTFs of pupils who have left but their schools should contact their local authority who will be able to search the database.

Abbreviations as they appear in the Child Protection/Safeguarding Policy.

BSCP – Bromley Safeguarding Children’s Partnership

DfE Department for Education

DfES Department for Education and Skills

KCSIE Keeping Children Safe in Education

LSCB Local Safeguarding Children Board

PSHCE Personal Social Health and Citizenship Education

PSHE Personal Social and Health Education

RSHE Relationship, Sex and Health Education

DSL Designated Safeguarding Lead

DDSL Deputy Designated Safeguarding Lead

AHP Assistant Head (Pastoral)

SEND Special Educational Needs and Disabilities

SEN Special Educational Needs

LADO Local Area Designated (Safeguarding) Officer

MPS Metropolitan Police Service

LBB London Borough of Bromley

CSE Child Sexual Exploitation

FGM Female Genital Mutilation

DBS Disclosure and Barring Service

TRA Teaching Regulation Agency

LA Local Authority

SLT Senior Leadership Team

SMT Senior Management Team National College of School

NCSL National College of School Leadership

CTF Common Transfer File

CAF Common Assessment Framework

NSPCC National Society for the Protection of Children

UKCCIS UK Council for Child Internet Safety

Appendix 3: DSL Job Description



JOB DESCRIPTION

DESIGNATED SAFEGUARDING LEAD

Report to: Headteacher

Hours: Full Time

Aim: To take lead responsibility for all safeguarding and child protection matters (including online safety) arising at the School and to support all other staff in dealing with any child protection concerns that arise

Key Responsibilities:-

To take lead responsibility for safeguarding and child protection (including online safety).

- To meet weekly as part of a Safeguarding Leadership Team with the Head and the DDSL - a subset of our Senior Leadership Team
- To provide advice and support to other staff on child welfare and child protection matters
- To take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

To manage referrals

- To refer cases of suspected abuse to the local authority children's social care as required; support staff who make referrals to local authority children's social care;
- To refer cases to the Channel programme where there is a radicalisation concern as required;
- To support staff who make referrals to the Channel programme;
- To refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and refer cases where a crime may have been committed to the Police as required

- To inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (female genital mutilation) appears to have been carried out on girls under the age of 18.
- To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Lead Officer for Education Services or the Child Support Services Duty Manager. Alternatively, anonymous advice can be obtained from the NSPCC helpline (0800 800 5000).
- To report to the local authority any pupil who fails to attend school regularly, has been absent, without any explanation, for 10 consecutive school days.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- To make staff aware of the requirement to 'self-declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the disqualification criteria as listed in the DfE Disqualification under the Childcare Act 2006 statutory guidance of February 2015. They are also encouraged to sign up for the DBS update service to enable future status checks to be made

Work with others

- To act as a point of contact with the three safeguarding partners;
- To liaise with the headteacher to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- To liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- To act as a source of support, advice and expertise for all staff.

To have training

- To undergo training to provide them with the knowledge and skills required to carry out the role. Level 3 safeguarding training should be updated at least every two years.
- To undertake Prevent awareness training.

- To sign up to improve knowledge and skills via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments
- To understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- To have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- To ensure each member of staff has access to the School's child protection policy and procedures, especially new and part time staff;
- To be alert to the specific needs of children in need, those with special educational needs and young carers;
- To understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- To understand the importance of information sharing with the three safeguarding partners: the local authority; the clinical commissioning group for any area that falls under the local authority; and the chief officer of police for any area that falls under the local authority,
- To understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- To understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- To recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- To obtain access to resources and attend any relevant or refresher training courses;
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff,

To raise awareness

- To ensure the School's child protection policies are known, understood and used appropriately;
- To ensure the School's Child Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- To ensure the Child Protection policy is available publicly on our school website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- To ensure staff are familiar with and understand the DfE guidance 'Keeping Children Safe in Education (2022) including Part 1 and Annex A, 'Working Together to Safeguard Children' (2018), BSCP procedures and DfE advice 'What to do if you're worried a child is being abused' (2015).
- To liaise with the main safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children. NPCC - When to call the police' should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. (See following Link:
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>)
- To raise awareness through RSE which may include covering relevant issues for schools through Relationships Education.

Other Duties

- To monitor and manage the Child Protection File on ISAMs
 - To ensure their child protection file is transferred to the new school or college as soon as possible.
 - To be available, in person, for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available .
 - To be an effective class and subject teacher.
 - To attend all school functions.
 - To undertake such other key tasks and responsibilities as the Head may reasonably require.
- *Please Note: St Christopher's The Hall is committed to safeguarding and promoting the welfare of children. The successful applicant for this job will be required to undergo child protection screening appropriate to the role and an enhanced Disclosure and Barred Service (DBS) Check before they start work at the school as well as taking up references before interview.*

Appendix 4: DDSL Job Description



JOB DESCRIPTION

DEPUTY DESIGNATED SAFEGUARDING LEAD

Report to: Designated Safeguarding Lead and Headteacher

Hours: Full Time

Aim: To assist the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school.

Duties and responsibilities:

- To support DSL in referring cases of suspected abuse to the local authority children's social care.
- To support staff who make referrals to local authority children's social care.
- To support DSL in referring cases to the Channel programme where there is a radicalisation concern.
To support staff who make referrals to the Channel programme.
- To support DSL in referring cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child.
- To support DSL in referring cases where a crime may have been committed to the police.
- To keep detailed, accurate and secure written records of concerns and referrals.
- To support DSL to work with staff and other agencies
- To support the DSL in ensuring staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff).
- To Inform the DSL (and Headteacher in their absence) of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- To support the DSL in liaising with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved.
- To support the DSL in liaising with staff on matters of safety, safeguarding, and when deciding whether to make a referral.
- To act as a source of support, advice and expertise for staff.
- To understand the assessment process for providing early help and intervention.
- To develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.

- To support the DSL when required by attending and contributing to child protection case conferences effectively when required to do so.

Training

- To undergo training to develop and maintain the knowledge and skills required to carry out the role.
- To undergo Prevent training and be able to: Support the school in meeting the requirements of the Prevent duty
- To provide advice and support to staff on protecting children from the risk of radicalisation
Undergo training on female genital mutilation (FGM) and be able to: provide advice and support to staff on protecting and identifying children at risk of FGM, report known cases of FGM to the police, and help others to do so
- To refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role, and undertake Refresher DSL training every 2 years as currently required.

Raise awareness

- To support the DSL in ensuring the School's child protection policies are known, understood and used appropriately.
- To work with the DSL and the Governing Board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- To support the DSL in ensuring the safeguarding policy is available and easily accessible to everyone in the school community.
- To support the DSL in ensuring that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- To make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- To be alert to the specific needs of children in need, those with special educational needs and young carers.
- To encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

Other areas of responsibility

Where children leave the school, work with the DSL to securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file.

Undertake safer recruitment training and support the school to follow best practice.

Alongside the DSL, monitor the single central record and ensure it complies with all relevant legislation.

Assist the DSL in producing safeguarding reports to the governing board.

Model best practice and uphold the principles of confidentiality and data protection at all times.

The Deputy DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the Deputy DSL should be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Please Note: St Christopher's The Hall is committed to safeguarding and promoting the welfare of children. The successful applicant for this job will be required to undergo child protection screening appropriate to the role and an enhanced Disclosure and Barred Service (DBS) Check before they start work at the school as well as taking up references before interview.

Appendix 5: E-Safety Coordinator Job Description



E-SAFETY CO-ORDINATOR

Report to: Head/Head of Pastoral Care/DSL

Key Responsibilities:

- To have day to day responsibility for e-safety issues in school
- To write and update the E-Safety Policy, Staff Social Media Policy and Acceptable Use Policies (for staff, pupils and visitors), ensuring they meet the changing demands of technology and social media
- To create an annual action plan and ensure it is kept up to date
- To form and lead an e-safety committee for pupils
- To liaise Safeguarding team regarding e-safety updates and relevant issues that may arise
- To develop a consistent whole school approach to e-safety through annual staff training and whole school meeting updates
- To actively promote parent education relating to all matters of e-safety
- To organise outside speakers to deliver workshops and training to staff, pupils and parents on a regular basis
- To ensure staff are aware of the procedures and reporting systems that need to be followed in the event of an e-safety incident taking place

- To undertake appropriate training ensuring you keep up to date with the ever-changing online world and relevant risks
- To ensure robust and integrated routines are in place, for example, filtering and firewalls
- To respond to and act upon any e-safety issues alongside the DSL
- To have relevant input into other policies such as security, behaviour, safeguarding, and anti-bullying.
- To embed e-safety across the curriculum
- To lead e-safety awareness days
- To take regular e-safety assemblies across the key stages
- To offer technical advice to pupils, parents and staff, particularly that relevant age-related filtering

Both the post and job description will be reviewed yearly

September 2023

Appendix 6: COVID-19 Annex

St Christopher's The Hall is committed to safeguarding and promoting the welfare of children. This commitment remains the same in the difficult circumstances brought about by the COVID-19 outbreak. During the period, the principles and practices of the school's *Safeguarding and Child Protection Policy* and St Christopher's The Hall' *Safeguarding Procedures* (including the Code of Conduct) will continue to apply.

In order to ensure the safety and welfare of children whilst working in extraordinary circumstances, the school will adhere to the DfE coronavirus guidance:

<http://safeguarding.info/covid19safeguarding>

In practice, the following procedures will apply:

Designated Safeguarding Lead

There will always be a nominated DSL or deputy DSL available, either on site or contactable by phone or online. Where a DSL or deputy is not on site a senior leader will take responsibility for safeguarding on site if the school is open.

The name and contact details of the 'duty' DSL will be published clearly to staff in the shared folder in Google drive. If in doubt staff should contact the lead DSL, Vanessa Cornish on safeguarding@stchristophersthehall.org.uk

Vulnerable Children

The School will continue to work with and support children's social workers and local authority virtual school heads to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children and those on the edge of receiving social care support can attend school where appropriate.

Pupils and staff on site

The School will continue to be a safe place for children to attend. We will ensure that appropriate staff are on site to maximise safety, and refer to Government guidance for education and childcare settings on how to implement social distancing and to advice from Public Health England on handwashing and other measures to limit the spread of COVID19.

Pupils on site will be registered and the school will follow up on any pupil expected to attend. Where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker.

The School will also maintain a record of all staff/volunteers on site on any given day.

Remote Learning

The School will provide a safe environment for online learning. All pupils and staff must remind themselves of and adhere strictly to the Acceptable Use Agreements and Online Safety Policy, including any COVID-19 extensions to these policies.

Pastoral Support

We recognise that school can be a protective factor for children and young people, and that the current circumstances could affect the mental health of pupils and their parents. Staff will be in regular contact with pupils and will continue to be vigilant for signs of safeguarding risk or emotional distress.

Safeguarding concerns should be reported to the DSL as outlined above. Staff are reminded of the need to report any concern immediately and without delay.

Pastoral concerns will be addressed initially by the class teacher, who may involve the pastoral team or mental well-being lead depending on the nature of the issue.

All safeguarding and pastoral concerns will be recorded in the usual manner.

Pupils or parents with a pastoral concern should contact the form tutor or Heads of Pre-Prep and Prep School in the first instance either by email or by requesting an online meeting.

Where a pupil is already known to the school as being in need, or is in receipt of pastoral-type support in school, the DSL will ensure that a communication and support plan is in place for that child. This may include email, phone or online video contact. The plan will be reviewed regularly and where concerns arise the DSL will consider any referrals as appropriate. All these pupils have completed a home schooling safety plan and have the contact details of all those involved in their care. All pupils with a safety plan will be contacted by a member of the pastoral team at least weekly.

Where children move between schools, welfare and child protection information will be shared as required.

Working in Partnership

We continue to work closely with our local safeguarding partners and other local agencies.

Appendix 7



CONCERN REGARDING STAFF BEHAVIOUR:

A CHECKLIST FOR STAFF

Thank you for considering your concerns; we are grateful to you for taking the safety and welfare of our pupils seriously. This checklist is for your own reference to determine whether you need to report your concern regarding a member of staff's behaviour.

Please use this checklist below to advise you as to what your next steps should be.

PLEASE TICK THE RELEVANT BOXES:		
DO YOU HAVE A NAGGING DOUBT OR A SENSE OF UNEASE REGARDING A MEMBER OF STAFF'S BEHAVIOUR?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
IS THEIR BEHAVIOUR INCONSISTENT WITH OUR STAFF CODE OF CONDUCT? eg being over friendly with a child; having favourites; taking photos of a child 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, offensive, sexualised or intimidating language.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
HAVE THEY BEHAVED INAPPROPRIATELY OUTSIDE OF WORK?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
IF YOU HAVE ANSWERED 'YES' TO <u>ALL</u> THESE QUESTIONS, PLEASE FILL IN A LOW LEVEL CONCERN FORM AND GIVE THIS TO THE HEAD TEACHER; THIS CAN BE DONE ANONYMOUSLY TO BEGIN WITH		

<https://docs.google.com/document/d/19blnqho8ysj5K8qTbE4szEOqIpp4ZIHytQamV2GeHqc/edit?usp=sharing>

IF YOU HAVE NOT ANSWERED 'YES' TO ALL THESE QUESTIONS, PLEASE CONTINUE TO COMPLETE THIS CHECKLIST FOR NEXT STEPS

HAS THE MEMBER OF STAFF:

BEHAVED IN A WAY THAT HAS HARMED A CHILD EITHER IN OR OUT OF SCHOOL?

YES

NO

BEHAVED IN A WAY THAT YOU ARE CONCERNED MAY HARM A CHILD EITHER IN OR OUT OF SCHOOL?

YES

NO

POSSIBLY COMMITTED A CRIMINAL OFFENCE AGAINST OR RELATED TO A CHILD, EITHER IN OR OUT OF SCHOOL?

YES

NO

BEHAVED TOWARDS A CHILD OR CHILDREN IN A WAY THAT INDICATES THEY MAY POSE A RISK OF HARM TO CHILDREN, EITHER IN OR OUT OF SCHOOL?

YES

NO

BEHAVED OR MAY HAVE BEHAVED IN A WAY THAT THEY MAY NOT BE SUITABLE TO WORK WITH CHILDREN?

YES

NO

ACT NOW!

IF YOU HAVE FILLED IN 'YES' TO ANY OF THESE QUESTIONS, YOU MUST REPORT THIS TO THE HEAD TEACHER, EITHER VERBALLY OR

BY FILLING IN A LOW LEVEL CONCERN FORM

<https://docs.google.com/document/d/19blnqho8ysj5K8qTbE4szEOqIpp4ZIHytQamV2GeHqc/edit?usp=sharing>

Appendix 8



ALLEGATION REPORTING FORM

YOUR DETAILS	
Name	
Role	HEAD TEACHER
Date and time of completing this form	
DETAILS OF INDIVIDUAL WHOM THIS CONCERN IS ABOUT	
Name	
Role	
CLEAR AND DETAILED SUMMARY OF THE ALLEGATION	

--

DETAILS OF ANY CHILDREN OR YOUNG PEOPLE INVOLVED

Name (s)	
Do you believe there is a risk of harm to the above children or young people, either now or in the future, as a result of the individual's behaviour? Explain your answer.	

--	--

NEXT STEPS

FOLLOW UP:

RESOLUTION:

ACTIONS TAKEN:

<u>DECISIONS REACHED:</u>	
<u>OUTCOME:</u>	
<u>SUBSTANTIATED (evidenced)</u>	<input type="checkbox"/>
<u>UNSUBSTANTIATED/ UNFOUNDED (not supported/evidenced)</u>	<input type="checkbox"/>
<u>ALLEGATION INFORMATION TO BE REFERRED TO IN ANY FUTURE REFERENCE?</u>	
<u>YES</u>	<input type="checkbox"/>
<u>NO</u>	<input type="checkbox"/>
<u>COPY OF THIS DOCUMENT GIVEN TO THE PERSON CONCERNED IN THE ALLEGATION?</u>	

YES

DATE GIVEN: _____

NO

AGREED BY:

SOCIAL SERVICES:

POLICE:

Signature of Head Teacher:

Appendix 9



ALLEGATION/CONCERN AGAINST A MEMBER OF STAFF FORM

To be placed on Personnel file/kept by the school

DETAILS	
Name:	
Role	
Date and time of completing this form	
SUMMARY OF ALLEGATION <i>A clear and comprehensive summary of the allegation.</i>	
Date:	
Time:	

<p>Was the individual in the school at the time of the allegation/s?</p>	
<p>Did the individual, or could they have, come into contact with the child?</p>	
<p>Are there any witnesses?</p>	
<p>Is there any CCTV footage?</p>	

Any other information that may be relevant.	
ACTIONS TO BE TAKEN:	
HOW THE ALLEGATION WAS FOLLOWED UP:	
OUTCOME OF INVESTIGATION:	

Signature of Head Teacher/DSL:
Signature of member of staff:
Date:

Appendix 10



ST CHRISTOPHER'S THE HALL SAFEGUARDING RISK ASSESSMENT

Risk Assessment for	
Date of Risk Assessment	
Assessor's Name	
Review	

What are the potential risks?	Who might be harmed and how	What are you already doing	Anything else to manage this risk	Who needs to meet these actions	level of risk (high/medium/low)

Appendix 11

Early Years Policy

Aims and objectives:

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

"Statutory Framework for the Early Years Foundation Stage", 2023.

Early childhood is the foundation on which children build the rest of their lives. At St Christopher's School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in EYFS to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/guardians, support staff and the EYFS teachers work effectively together to support children's learning and development.

Unique Child:

As part of St Christopher's School, the Foundation Stage follows the same main aims as the school. In the Early Years we aim to provide a happy, safe, caring, stimulating and well organised environment in which children learn by building upon what they already know and can do. We encourage all children to develop to their full potential academically, socially and physically, so that they acquire knowledge and understanding relevant to life.

At St Christopher's we aim to:

- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in the Early Years Foundation Stage and beyond.

- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- use and value what each child can do, assessing their individual needs and helping each child to progress.
- enable choice and decision-making, fostering independence and self confidence.
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a suitably challenging and enjoyable programme of learning and development.
- provide experiences for all children, whatever their needs, which are inclusive.
- promote partnerships between parents and school. We value the importance of positive relationships with parents and carers as an essential feature of high quality early years practice. All children are treated as individuals and are valued, supported and encouraged to achieve the main aims of the school.

Objectives

- To provide a well-planned and resourced curriculum following the Early Years Foundation Stage Framework covering all 7 areas of learning and working towards achieving and exceeding the Early Learning Goals.
- To promote independence and self management through a stimulating and attractive environment.
- To provide planned and purposeful differentiated activities that provide opportunities for teaching and learning both indoors and outdoors.
- To structure quality and stimulating play situations, making appropriate interventions in order to develop and extend learning.
- To continually monitor and assess children, through assessment and tracking in both Preschool and Reception.
- To work together as a team to ensure continuity and progression between teaching and planning in Preschool and Reception and to ensure a smooth transition from Preschool into Reception and also from Reception into Year 1.

The Organisation of Early Years

Organisation of Preschool

The Preschool currently has 17 places. Children enter the Preschool class in September, in the academic year in which they will turn four.

The morning session begins at 8:30am, finishing at 12.10am. All children attend for 5 morning sessions a week. If the children attend for the optional afternoon sessions, the day finishes at 3.30pm.

Organisation of Reception

Children enter the Reception class in the academic year in which they will turn five. The school day runs from 8:30am until 3:30pm. The school day consists of a 20 minute morning break and a 1 hour lunch break.

Planning and Teaching

The Early Years Foundation Stage Framework is centered on 3 prime areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Teachers also provide learning opportunities that support the four specific areas which strengthen the prime areas.

These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All activities are carefully planned to ensure they develop the Characteristics of Effective Learning in children, across all areas. These are:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

In addition to the Preschool and Reception team, the children are also taught by specialist teachers for P.E., Drama, and Music and additionally in Reception, in Art and French.

Medium Term:

The curriculum is planned on a half termly or termly basis. Learning objectives for the term are identified into the seven areas of learning and form the basis of the short term plans.

Short Term Planning:

The short term plans consist of detailed weekly plans and daily plans where the teachers plan the activities in order to achieve the objectives in the medium term plans.

Literacy & Numeracy: The Literacy and Numeracy strategies are taught on entry into Reception as formal lessons every day of the week. This is linked with the Foundation Stage curriculum and covers the areas of Communication and Language, Literacy and Mathematics. For the other areas of learning, the children are given opportunities within the classroom and outside to develop these areas and they are also covered in specialist lessons as well as taught by form teachers. The remaining areas are Personal, Social and Emotional Development, Physical Development, Expressive Arts and Design and Understanding the World.

Teaching Strategies

In the Foundation Stage we value the importance of play both indoors and outdoors as it has an important role in educating and developing young minds. We therefore plan opportunities to learn through play in both the outdoor and indoor setting. The majority of our teaching is interactive and based upon first hand experiences, using resources which inspire and motivate children to learn. We aim to give the children clear explanations and expectations and provide a range of teaching strategies to cater for all needs.

Adult planned Activities: Children are encouraged to partake in direct teaching from an adult throughout the week. During these activities the adult will demonstrate and teach the children new skills and techniques in maths and English.

Child Initiated Activities: Resources are set up around the setting to allow children time to independently explore, consolidate and build upon skills they already have, either individually or in a group. Appropriate interventions are made to develop their play to extend their learning.

Whole class Activities: The amount of time teaching children as a whole class increases towards the end of the Foundation Stage, to prepare them for the more formal teaching in Year One.

Differentiation: In order to maximise each individual child's potential we use a variety of teaching strategies and approaches to enable all children to partake in activities fully and effectively.

Monitoring/Evaluation

Roles and Responsibilities

Head of EYFS - Elkie Oliver

Overall responsibility for monitoring, planning and teaching and updating EYFS policy. Ensuring continuity and progression in the Foundation Stage and transition into year 1.

Reception Teachers: Elkie Oliver & David Styles

Reception Assistants: Lauren Coombs-Organ and Kate Vasey

Preschool Teachers: Emma Conway

Preschool Assistants: Katherine Salim, Carol Bradshaw, Kristen Meacock, Andrea Bruin

Planning

The Early Years co-ordinators collect in and monitor medium term planning from both Reception and Preschool ensuring continuity and progression. Together we look for ways to improve and develop the areas of provision and resources within them.

Teaching

Teaching is monitored in the Early Years by the Early Years Co-ordinators, the Head and Deputy Head Teachers, constructive feedback is given with ideas for ways forward.

Continuity and Progression (Transitions in the Foundation Stage)

Entry into the Preschool

When a child is due to start they are invited to come in and spend time in the classroom with their peers and their carers as part of a Stay and Play session. During this time the parents are given an opportunity to talk to each other and the teacher, informing the teacher of any important information about their child to help them settle.

Moving to Reception

Throughout the year, opportunities for collaboration are planned for Preschool and Reception to come together on a weekly and half termly basis. In the Summer term to prepare them for Reception, the Preschool children visit their new teacher and class for a session. Throughout the Early Years the teachers provide next steps through Evidence Me in Preschool and through live marking in Reception. This enables the new teacher to plan

appropriate activities to move them forward. The Preschool Early Learning Journeys are also provided for the new teacher to look at. The teachers also get together to discuss the children with the respective Reception teacher.

Reception to Year One

The Reception teachers work closely with the Year One teachers to pass on information and assessments regarding the children moving up. The children also get the opportunity to visit their new class and teacher in the summer term. In Year One a more formal curriculum is taught to pupils, they are expected to complete activities independently and remain on task without adult intervention – with a weekly opportunity to participate in child initiated activities in the first term to help with the transition into Year One.

Assessment/ Record Keeping

Assessment in the Foundation Stage is continuous and involves assessment of planning and regular observations of the children engaging in activities. We use these observations of the children's learning to inform our future planning.

Early Learning Journeys - In Preschool children have individual Early Learning Journeys, with observations, photographs and samples for the different areas of learning. They also contain records of their progress and the teachers also include a summary of the child's achievement each term that can be viewed to see the progression and assist planning for each child. At the end of the year the teachers write a formal report for the parent of each child.

Reception Profiles – In Reception we continue to collate observations, photographs and examples of the children's work for each term. At the end of the year the teacher reviews the information collated and will complete the EYFS Profile (formal report), identifying individual children's progress with reference to the Early Learning Goals. A formal report is written at the end of the first term and at the end of the year for each child.

Throughout the entire EYFS at St Christopher's, staff monitor individual children in all 7 areas of development, and a summary of these areas takes place every term so that we can identify trends in the children's learning. Observations also take into account the child's Characteristics of Learning. This also helps inform any future planning within the Foundation Stage and areas that need to be addressed.

Special Educational Needs, Inclusion and Equal Opportunities

We take into account the range of life experiences our children have when planning. This ensures every child has the opportunity to achieve their potential regardless of race, gender and ability. We value the diversity of individuals within the school and believe that every child matters. To this end we will:

- Embrace all children’s racial, cultural and religious backgrounds.
- Embed a culture of belonging and value amongst practitioners and children.
- Ensure that practice is culturally sensitive and that the child is positioned as the expert of their own identity.
- Extend learning opportunities for the child by showing interest, expanding conversations and using diverse resources.

We plan challenging activities to extend our more able children whose ability is in advance of their peers. We monitor all our children’s progress, identifying any areas of concern, and taking action to provide support if required. If a child is of concern then the SENCO is informed, and a Pupil Passport is completed if necessary. Then outside agencies may be involved (e.g. speech therapist, occupational therapist, educational psychologist).

Please see the school’s policies on Special Educational Needs, Inclusion and Pupil Behaviour.

Child Protection and Safeguarding

The Early Years staff of St Christopher’s The Hall School fully recognise the responsibility it has to the safeguarding and protection of pupils. All staff, including volunteers, have a full and active part to play in protecting children and young people from harm. All staff believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual pupil.

Name	Role	Responsibility	Telephone	Email
Vanessa Cornish	DSL	Designated Safeguarding Lead (DSL) and Prevent Lead *Responsible for EYFS	020 8650 2200	safeguarding@stchristophersthehall.org.uk

Alexandra Chamadia	DDSL	Deputy Designated Safeguarding Lead (DDSL),	safeguarding@stchristophersthehall.org.uk
Mr Chris Organ	E-safety		

Please see the school's policy on Child Protection and Safeguarding, including section 7. Prevent Duty

British Values - The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the Early Years Foundation Stage. We actively seek to promote these values through modelling behaviour, challenging stereotypes and ensuring that our children receive a rich and varied curriculum. When appropriate we demonstrate democracy in action, and support the decisions that children make and ensure they are given opportunities to develop enquiring minds in an atmosphere where questions are valued. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Home/School Links

We recognise the crucial role parents play in the education of their child and we therefore strive to develop an effective partnership with parents and make them feel welcome and valued. We are keen to speak to parents about their child before they start school.

- Parents and practitioners work together to ensure their child is settled and are encouraged to speak to the practitioner if they have any concerns.

- We encourage parents to contribute to their child's Early Learning Journey by sending in photos and observation forms of milestones or important events in their child's life. This helps the teachers gain an overall picture of each child.
- In the Summer term a meeting is held for the parents of children who are due to start in Reception in the Autumn term to inform and reassure them of the routines of Reception.
- Throughout the year we hold meetings to inform parents of how they can support their child with their learning and how their children are progressing. They also give the parents an opportunity to look through their child's Early Learning Journey.
- Contact books are also used in Preschool and in Reception planners are used as a form of communication.
- An annual report is sent to parents at the end of the school year in all years in the Foundation stage. The report gives comments on a child's progress in each area of learning. It highlights their strengths and identifies a child's next steps as well as reporting on children's Characteristics of Effective Learning
- In Reception an extra report is sent home at the end of the Autumn term to inform parents of their child's progress and targets for the following terms.
- Parents of both Preschool and Reception attend Parent Partnerships events for Phonics, English and Maths
- Parents of both Preschool and Reception are invited in to a Fun Stories Friday session every term
- Special wow events are organised for Early Years children and their parents such as 'Meet Father Christmas' event in the Autumn term
- Formal parent interviews are held at the following times of year:

Autumn Term (Reception): To discuss with parents how their child has settled into school and their progress.

Spring Term (Reception and Preschool): To discuss with parents their child's progress and to set them targets.

Summer Term (Reception): Parents are given the opportunity to make an appointment to discuss their child's report.

First Aid

All staff are trained in Paediatric First Aid required for EYFS: this is renewed every 3 years (see First Aid Policy). In the event of an accident or medical emergency, the procedures outlined in the First Aid Policy are followed.

Administering Medicines In School

See separate policy for Administration of Prescribed Medications in school.

This also gives details of the procedures for any child with a specific medical condition such as asthma, epilepsy, allergy, diabetes.

Necessary medication will be kept under the control of the Senior First Aider.

These must also always be taken on outings and this **must be checked by the lead teacher before leaving the school.** All staff are trained on the use of Auto Injectors (epipens).

Please see the School's First Aid Policy

Risk Management

Risk management assessments are carried out in line with school policy and are recorded on the whole school risk management spreadsheet. Risk assessments of the Preschool and the Reception classroom and outdoor area are carried out daily and risks are addressed immediately or reported to the Bursar. Annual risk assessments for the Preschool premises are displayed in the Preschool classrooms and on the doors of the sheds in the outside areas.

Trips

Educational off-site visits are planned and carried out in line with our Educational Visits policy. A ratio of 1:4 or higher is always maintained and at least one pediatric first aider accompanies the trip.