



Biggin Hill Primary School

Safeguarding Children and Young People

Child Protection / Safeguarding Policy & Guidance for Staff

Persons Responsible:

Governors: FGB

SLT: Mr J Ellis

The Anti-bullying Policy, Health and Safety Policy, Whistle Blowing Policy and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Biggin Hill Primary School.

Guidance on radicalisation and extremism awareness are included in this Safeguarding Policy from June 2015

Formally adopted by LGB: November 2018

Review date: November 2019

To be reviewed annually as a minimum

Contents

	Child Protection / Safeguarding Policy	4
1.	Introduction and Aims	5
2.	Procedures	5
3.	Responsibilities	6
4.	Supporting Children	7
5.	Confidentiality	7
6.	Supporting Staff	8
7.	Allegations against Staff	8
8.	Whistleblowing	8
9.	Physical Intervention	9
10.	Bullying	9
11.	Racist Incidents	9
12.	Radicalisation and extremism	9
13.	E-Safety	11
14.	Prevention	11
15.	Child Sexual Exploitation	12
16.	Children Missing Education	12
17.	Health and safety	12
18.	Safer Recruitment	12
19.	Information Sharing	13
	Guidance for Staff	13
1	Identifying abuse and taking action	14
2	Recognising Concerns	15
3	Action to be taken by school staff	15
4	Initial Action by the Designated Person	16
5	Initial Consideration of Concern	16
6	Outcome of Initial Consideration	16
7	Record Keeping	17
8	Common Assessment Framework	17
9	Training for Safeguarding and Child Protection	18

Appendix 1

Allegations/concerns against staff or volunteers [London procedures March 2015]

Appendix 2

Signs of vulnerability to radicalisation and extremism

Appendix 3

(i) Flow chart for dealing with child welfare concerns

(ii) Bromley Multi-Agency Referral Pathway – FGM

Appendix 4

The Assessment Framework [Working together to safeguard children March 2015]

Appendix 5

Referral Forms: Bromley Social Care for CAF Form see

[file:///C:/Users/Rob/Downloads/CAF_assessment_form_2_%20\(1\).pdf](file:///C:/Users/Rob/Downloads/CAF_assessment_form_2_%20(1).pdf)

Appendix 6

Cause for Concern Form

Appendix 7

Safeguarding – useful websites for support and guidance

Appendix 8

Child sexual exploitation warning signs poster

Appendix 9
Flowchart for when and how to share information
Appendix 10
Body Map
Appendix 11
Safeguarding Record Overview
Appendix 12
Safer Schools App Access Information

Section 1: Child Protection Policy

School:	Biggin Hill Primary School
Designated Child Protection/Safeguarding Officer:	Hannah Freeman
Deputy Child Protection/Safeguarding Officer:	Francoise Fokias/James Ellis
Designated Governor for Child Protection/Safeguarding:	Kim Hyland

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also complies with our funding agreement and articles of association.

1. Introduction and Aims

- 1.1. The Governors and staff of Biggin Hill Primary School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.2. All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. Safeguarding should be 'child-centred' in its approach.
- 1.3. The aims of this policy are:
 - 1.3.1. To support the child's development in ways that will foster security, confidence and independence.
 - 1.3.2. To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - 1.3.3. To provide a systematic means of monitoring children known or thought to be at risk of harm.
 - 1.3.4. To emphasise the need for good levels of communication between all members of staff.
 - 1.3.5. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
 - 1.3.6. To develop and promote effective working relationships with other agencies, especially the Police, Health Services and Social Services. *See Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children July 2018*
 - 1.3.7. To ensure that all adults who have access to children have been checked as to their suitability and have a Disclosure and Barring Service [DBS] check. The school will implement recruitment procedures as recommended in *Keeping Children Safe in education: Statutory guidance for schools and colleges* September 2018 guidance which commences September 2018 thereafter.
 - 1.3.8. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18

2. Procedures

- 2.1. Our school procedures for safeguarding children will be in line with Bromley and London Child Protection Procedures 2015 and the latest Keeping Children Safe in Education September 2018 (hereafter referred to as KCSE 2018).
 - 2.1.1. We have a designated safeguarding lead. This member of staff is Hannah Freeman, Deputy Headteacher and she takes lead responsibility for safeguarding and child protection. This is explicit in her job description, in line with recommendations in KCSE 2018.
 - 2.1.2. We have members of staff who will act in the designated teacher's absence. The designated members of staff will be: Mrs Françoise Fokias, Inclusion Manager and Mr James Ellis, Headteacher. Refresher training for them will take place at two-yearly intervals.

- 2.1.3. All members of staff will complete Level 1 safeguarding training every year to develop their understanding of the signs and indicators of abuse and how to respond to concerns. In addition to this all staff will complete follow up Safeguarding Level One Training using the *Safer Schools App* and or *Gooseberry Planet*.
- 2.1.4. All staff will be kept updated on relevant safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people. Issues include: Children Missing from Care and Home, Children Missing from Education, Sexually Exploited Children, Extremism and Radicalisation, Children witnessing Domestic Violence, Young Carers, Young Runaways, Forced Marriages, and Female Genital Mutilation. (Ref. Bromley's Safeguarding Children Boards' protocols.) The staff bulletin and CPD programme will be used to update staff as well as push notifications from the Safer Schools App.
- 2.1.5. New staff induction in September (and throughout the year as and when necessary) will include safeguarding expectations at Biggin Hill Primary School and the completion of Level 1 Safeguarding training.
- 2.1.6. Copy of Part 1 of Keeping Children Safe in Education is provided for staff in Induction and thereafter every year in September. This will be signed for by staff to confirm they have read and understood the document.
- 2.1.7. All parents/carers are made aware of the responsibilities of staff members with regard to child protection/safeguarding procedures. Key policies are held on the school website and an information leaflet is available for all parents in the school reception area.
- 2.1.8. All members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment, via healthcare plans summarised on Arbor, and are held centrally both in paper and electronic form. The health and family lead will ensure staff are aware of these plans and that they are updated annually or as required.
- 2.1.9. All staff are responsible for reporting concerns regarding a colleague's behaviour. See *Whistle-blowing 8.2*.
- 2.2. Our safeguarding procedures will be regularly reviewed and updated and the policy will be updated annually as a minimum.
- 2.3. All members of staff will be given a copy of our child protection procedures as part of their welcome pack every September and the latest Keeping Children Safe in Education Part 1. This will be signed for by staff to confirm they have read and understood the document as of September 2018 and will be on the school website.
- 2.4. Governors will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters via the designated governor. The designated governor (Mrs Kym Hyland) will meet with the designated safeguarding lead once a term, in advance of the Full Governing Body Meeting.
- 2.5. Governors will receive a written annual report and mid-year report detailing safeguarding and child protection matters from that year. This will be written by the Designated Safeguarding Lead.
- 2.6. The Anti-bullying Policy, Health and Safety Policy, and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Biggin Hill Primary School.

3. Responsibilities

- 3.1. The designated teacher is responsible for:
 - 3.1.1. Adhering to the London Child Protection Procedures fifth edition 2017, Bromley Safeguarding children Board and School/College policies with regard to referring a child if there are concerns about possible abuse.
 - 3.1.2. Support staff who are involved in referrals to local authority children's social care.

- 3.1.3. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 3.1.4. Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 3.1.5. Ensuring that an indication of further record-keeping is marked on the pupil records.
- 3.1.6. Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day **one** of any absence from school a trained member of staff will telephone the home. If there is no reply from the home and/or there are concerns for the child's wellbeing, Social Care and Education Welfare should be contacted. See London Child Protection Procedures 2017 Practice and Guidance Part B3 Chapter 3 "Children missing from care, home and education".
- 3.1.7. Completing a written annual report on Child Protection and Safeguarding for the governing body in July each year. A mid-year report should also be completed for discussion.
- 3.1.8. Completing the Borough's Safeguarding audit required by the Local Authority Designated Officer [LADO] in May each year.
- 3.1.9. Completing a school Prevent risk assessment 2016-2017 and annually thereafter.
- 3.1.10. Refer cases to the channel programme where there is a radicalisation concern as required following conversation with the Borough PREVENT engagement officer [see 12.10.3].
- 3.1.11. Keeping the safeguarding and child protection policy up to date with new guidance and reviewing policy annually as a minimum.

4. Supporting Children

- 4.1. We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:
 - 4.4.1. Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - 4.4.2. Promoting a caring, safe and positive environment within the school.
 - 4.4.3. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4. Notifying Social Care as soon as there is a significant concern.
 - 4.4.5. Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupils' new school. A covering letter with a returns slip confirming receipt is requested and followed up.
- 4.5. Our school will complete a Vulnerable Children's Audit (*Children to be mindful of and V Matrix*) in the autumn term and update this throughout the year, to best identify those students most likely to need additional support in or out of school.
- 4.6. All staff have regular training and/or updates and will be aware of the process required to refer a child to Children's Social Care.

5. Confidentiality

- 5.1. We recognise that all matters relating to Child Protection are confidential.

- 5.2. The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- 5.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4. All staff must be aware that they cannot promise a child to keep secrets.
- 5.5. Any paperwork relating to Child Protection will be kept securely in a locked cabinet.
- 5.6. Any confidential information stored electronically is password-protected.

6. Supporting Staff

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

7. Allegations against Staff

- 7.1. We understand that a pupil may make an allegation against a member of staff.
- 7.2. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher.
- 7.3. The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (Education Lead for Safeguarding Children and Operational Manager – Rita Dada – 020 8461 7669).
- 7.4. If the allegation made to a member of staff concerns the Head Teacher, the designated teacher will immediately inform the Chair of Governors and they will then discuss the allegation with the Local Authority Education Lead for Safeguarding.
- 7.5. The school will follow both the London Child Protection Procedure Guidance (2017) and Bromley's Safeguarding Children Boards' protocols for managing allegations. Circular 095/07, Safeguarding Children and Safer Recruitment in Education (Chapter 5) and the London Child Protection Core Procedures Part A, 2017. See Appendix 1 for Allegations/Concerns against Staff or Volunteers Core Procedures Section 7.
- 7.6. A clear and comprehensive summary of all allegations, follow-up and resolution, action taken and decisions reached, is kept in the confidential personnel file of the member of staff that the allegations is against. Any malicious allegations will not be stored in this way.
- 7.7. The headteacher will refer cases where a person is dismissed or leaves due to risk/harm to a child to the Disclosure and Barring Service as required in KCSE 2018.

8. Whistleblowing

- 8.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- 8.3. Concerns about another staff member who may pose a risk of harm to children should be referred to the Headteacher; where there are concerns about the Headteacher, this should be referred to the Chair of Governors (KCSIE 2018).
- 8.4. All staff will receive the school's Whistleblowing Policy in September via the staff Information Handbook. This will be signed for by staff to confirm they have read and understood the document.

9. Physical Intervention

- 9.1. Our policy on physical intervention by staff acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be minimal force necessary to prevent injury to another person or themselves.
- 9.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under the child protection or disciplinary procedures.
- 9.3. The schools positive handling policy will be adhered to in any cases where physical intervention is required to ensure the safety of children at the school.

10. Bullying

- 10.1. Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 10.2. The school recognises that peer on peer abuse can take many forms, e.g., cyber-bullying, sexual violence or harassment, physical abuse, sexting and initiating/hazing type violence and rituals (KCSE 2018).
- 10.3. The school will strive to achieve the Bullying Intervention Group (BIG) Award to identify its commitment to tackle and reduce any incidents of bullying in the school.
- 10.4. Any incidents of bullying including cyber bullying are logged and reviewed by the Senior Leadership Team.

11. Racist Incidents

- 11.1. Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.
- 11.2. Any incidents of racism are logged and reviewed by the Senior Leadership Team.

12. Radicalisation and extremism

- 12.1. Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.
- 12.2. Safeguarding children from all risks of harm is an important part of Biggin Hill Primary School's work and protecting them from extremism is one aspect of that.
- 12.3. At Biggin Hill Primary School, we ensure that through our school's ethos, we promote tolerance and respect for all cultures, faiths and lifestyles. We ensure that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.
- 12.4. We have a duty to prepare our pupils for life in modern Britain and to keep them safe.
- 12.5. Everyone at Biggin Hill Primary School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.
- 12.6. Statutory Duties
The duty to prevent children and young people being radicalised is set out in the following documents.
 - Counter Terrorism and Security Act 2015
 - Keeping Children Safe in Education 2018
 - Prevent Duty Guidance 2015
 - Working Together to Safeguard Children 2018
- 12.7. Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: DfE
- Departmental advice for maintained schools 2014

12.8. Definitions

- 12.8.1. Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- 12.8.2. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 12.8.3. British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

12.9. It is the role of the Safeguarding Lead, Headteacher and Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

12.10. Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- 12.10.1. ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. WRAP training is completed by the DSL and disseminated across all staff (see 12.14)
- 12.10.2. receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- 12.10.3. make referrals to appropriate agencies with regard to concerns about radicalisation to contact the Bromley PREVENT Engagement officer [Rob Affleck] 07775 036482 to discuss any concerns
- 12.10.4. liaise with partners, including the local authority and the police
- 12.10.5. complete a school PREVENT Risk assessment.

12.11. Role of staff

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

12.12. Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the School's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

12.13. Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at Biggin Hill Primary School block inappropriate content, including extremist content. We use two firewalls to protect incoming and outgoing content – Smoothwall [firewall and web content filtering software] and Web 2.0 plus Mail Protect hosted by Atomwide]. Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that children and young people have access to unfiltered internet when using their mobile phones; staff are alert to the need for vigilance when pupils are using their phones.

12.14. Staff Training

Relevant staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. See appendix 2 for signs of vulnerability to radicalisation and extremism.

- 12.15. Visitors
Visitors to the school are made aware of our safeguarding and child protection policies on arrival and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. The Safeguarding and Safety Information for Visitors leaflet will be signed for on arrival at the school from September 2017 and be updated annually as a minimum.
- 12.16. Referral Process
Staff and visitors to the school must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.
- 12.17. *The Prevent duty, Departmental advice for schools and childcare providers, June 2015* explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

13. Online Safety

- 13.1. Our policy on E-safety is set out in a separate policy and acknowledges the importance of pupils staying safe on-line and via mobile phone apps.
- 13.2. From February 2018 all pupils from YR-Y6 will be taught about online safety at an age appropriate level during Internet Safety Week. This will be delivered using the school's own Online Safety Scheme of Work and will be delivered by class teachers (this is addition to aspects of E-Safety that are covered in the computing curriculum). Parents and carers will be invited to view teaching materials in advance of teachers delivering these lessons.
- 13.3. An E-safety session is run for parents annually, this is done at three different time slots to allow for maximum attendance.
- 13.4. All parents will have access to the Safer Schools App which provides information about how to keep their children safe online and will send push notifications of "new" risks and prevention strategies.
- 13.5. The school website will have a link for all users to immediately report inappropriate use of the internet [CEOP]. This is a requirement of good practice in all Kent schools and has been adopted by Biggin Hill Primary School.

14. Prevention

- 14.1. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 14.2. The school community will therefore:
- 14.2.1. Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 14.2.2. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 14.2.3. Include in the curriculum opportunities for Personal Social Health and Citizenship Education which equip children with the skills they need to stay safe from harm and to know to whom they should turn to for help.
 - 14.2.4. Run NSPCC workshops on a three yearly cycle
 - 14.2.5. Have "Worry Boxes" in all classrooms where children can share concerns
- 14.3. All staff and Governors are required to wear a staff/governor lanyard, identifying to children that they are a member of staff.

- 14.4. The school gates at the front of school will be closed by 9:10am every day and re-opened at 2.55pm to prevent free access onto the school site. Gate will again be closed again for the safety of staff on site in the evening, around the extracurricular activities on offer.
- 14.5. The school's PSHE curriculum will constantly be reviewed to ensure that visiting speakers for assemblies and PSHE lessons and assemblies keep as up to date with need as possible.

15. Child on Child Sexual Violence and Sexual Harassment

15.1. Keeping Children Safe in Education, September 2018 has a new Part 5, providing guidance for school and colleges on how they should respond to reports of child on child sexual violence and harassment (Para 235-257 of guidance).

15.2. The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single children or a group of children.

15.3. The school recognises that all victims should be taken seriously and that some groups are more at risk, namely children with SEN and LGBT children.

15.4. Staff should be aware of the important of:

- Not tolerating or dismissing sexual violence or harassment as 'banter' or 'part of growing up'.
- Challenging behaviours such as grabbing bottoms or genitalia, flicking bras and lifting skirts. Tolerating these behaviours risk normalising them.
- Challenging and reporting online sexual harassment if they become aware that it has occurred.

This may include:

- Non-consensual sharing of sexual images and videos.
- Unwanted sexual 'jokes', comments and message including on social media.

15.5. If staff have a concern or a child makes a report to them, if they are in doubt as to what to do they should speak to the Achievement Coordinator who in turn will liaise with the Designated Safeguarding Lead or Deputy.

16. Children Missing From Education

16.1 All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Education Welfare Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.

16.2 Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

16.3 Please see the school 'Missing Child Policy' and 'Attendance Policy'.

17. Health and Safety

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

18. Safer Recruitment

- 18.1. The school will implement their responsibilities for safer recruitment strategies as recommended in *Keeping Children Safe in Education September 2018* to commence September 2018.

- 18.2. This will include appropriate training for Head Teachers/SLT members/Governors and others who recruit and select staff and volunteers. These staff will attend the NCSL Safer Recruitment training. As a minimum 1 trained member of staff and governing body will be part of all interview processes for appointments in school.
- 18.3. As part of the Safer Recruitment process all staff being offered positions within the school should have their offers made subject to an enhanced Disclosure and Barring Service [DBS] [formerly CRB] check.
- 18.4. The school follows the advice of Bromley Safeguarding Children Board and renews DBS documents every three years.
- 18.5. The Central Register of these checks will be held by the Senior Administration Officer, Mrs Sara Lineke, and checked and signed by the Chair of Governors annually.

18. Information Sharing

- 18.1. The school recognises that information sharing is essential for effective safeguarding and promoting the welfare of children and young people.
- 18.2. The school is guided by the HM Government advice which was produced in July 2018 to support practitioners in the decisions they take to share information, reducing the risk of harm to children and young people and promotes their well-being.
- 18.3. The school's working practice has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
- 18.4. Practitioners will use their judgement when making decisions about what information to share and consult their line manager or DSL if in doubt.
- 18.5. The following principles will be used when making decisions to share information to support the safeguarding and protection of a child (P9 and 10 Information Sharing July 2018):
 - Necessary and proportionate
 - Relevant
 - Adequate
 - Accurate
 - Timely
 - Secure
 - Recorded
- 18.6. See Appendix 9 Flowchart of when and how to share information (P2 Information Sharing : Advice for practitioners providing safeguarding services to children July 2018).

Section 2: Guidance for Staff

1. Identifying abuse and taking action: Listening to Children

- 1.1. Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that **all** staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, know who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.
- 1.2. Children also want to know that they will be listened to and their concerns will be taken seriously, so all staff should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk.
- 1.3. Any member of staff, teaching or non-teaching, who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupils as soon as possible and take action in accordance with the school's child protection procedures.
- 1.4. The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a pupil makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note. Suspected non-accidental injuries seen on a child should be recorded on a body map (Appendix 10)

- 1.5. Staff must also be aware that:
- it is not the responsibility of teachers or other staff in school to investigate suspected cases of abuse;
 - they should not take any action beyond that agreed in the school procedures which are in line with Bromley and London Child Protection Procedures 2017 and with Keeping Children Safe in Education 2018
 - **they cannot promise a child 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.
 - they should refer to the child sexual exploitation warning signs mnemonic poster [appendix 8 of this policy] [Bromley June 2017].

Identifying abuse. Abuse: Categories and Definitions (taken from *What to do if your child is being abused 2015*)

- 1.6. **Physical Abuse**
May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child and includes a parent feigning symptoms of or deliberately causing ill health to a child who they are looking after. Female genital mutilation (FGM) constitutes child abuse.
- 1.7. **Emotional Abuse**
Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.
- 1.8. **Sexual Abuse**
Forcing or enticing a child or young person to take part in sexual activities which may involve physical contact or non-contact activities such as looking at or involvement in the production of pornographic material.
- 1.9. **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. 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.
Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions
 - Children who have older boyfriends or girlfriends
 - Children who suffer from changes in emotional well-being
 - Children who misuse drugs and alcohol
- 1.10. **Neglect**
Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm, or the failure to ensure access to appropriate medical care or treatment. It may include neglect of, or unresponsiveness to, a child's basic emotional needs.

- 1.11. We are alert to our contextual safeguarding issues and recognise other categories that may cause children to be at risk of significant harm: these include FGM, Private Fostering, Trafficking, Grooming, Domestic Violence, Gang Violence, Peer on Peer abuse, Children missing from home and/or Education and Homelessness.
- 1.12. We recognise that there are groups of children who are more vulnerable and these include LAC and previously LAC children, young children and babies, children with SEN and disabilities and children with medical needs or those requiring personal care.

2. Recognising Concerns

- 2.1. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Through their day-to-day contact with individual children, teachers and other staff in the education service are particularly well placed to observe and should be alert to, outward signs of abuse, changes in behaviour or failure to develop.
- 2.2. Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, and of emotional abuse, such as excessive dependence or attention-seeking, may be noticeable. Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity or withdrawal.
- 2.3. Self-harm, either through substance misuse, physical self-harm, or by threats of suicide or other self-harming gestures, including serious eating disorders, may be another indicator of abuse, although there are often other reasons for such extreme behaviour.
- 2.4. It is important to note that these signs and others can do no more than give rise to suspicion – they are not in themselves proof that abuse has occurred.
- 2.5. Any concerns about a child's welfare should be brought to the attention of the designated child protection person within the establishment and then, where appropriate, shared with the statutory agencies and designated professionals responsible for child protection by the designated child protection person.

3. Action to be taken by school staff

- 3.1. Immediate Action
 - 3.1.1. The first priority for any member of staff receiving a concern/allegation is to establish whether any child is in need of medical attention and/or protection.
 - 3.1.2. If urgent action is required, medical assistance should be obtained by the first aider on duty.
- 3.2. Action by Person Initially Identifying/Receiving a Concern
 - 3.2.1. Where a concern is reported to or identified by a member of staff, the first priority is to establish whether the child is in need of medical attention and/or protection.
 - 3.2.2. Any member of staff receiving details of a concern **should**:
 - Act with tact and sympathy
 - Listen and treat the concern seriously
 - Communicate as appropriate to the age, understanding, language preference and any communication difficulties of the child/person reporting (specialist help may be needed)
 - Avoid leading questions
 - Keep an open mind
 - 3.2.3. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.
 - 3.2.4. The person receiving the concern **should not**
 - interrupt the child/person reporting when he/she is recalling significant events;
 - make assumptions or interpretations;

- make suggestions or offer alternative explanations. This could be construed as ‘coaching’;
 - use leading questions e.g. “Did they do to you?”. Open questions should only be used e.g. “What happened?”;
 - attempt to investigate any suspicion of abuse. Only sufficient information should be sought to clarify whether a concern should be referred to social services and/or police, or dealt with internally.
- 3.2.5. The person receiving a concern should:
- record in writing the information (if applicable, in child’s own words), including times, dates, place of incident(s), persons present and what was said on a “Cause for Concern” form (Appendix 6)
 - sign and date the written record
 - record any injuries on a body map (Appendix 10)
- 3.2.6. Staff should be aware that the notes they make may be disclosable in any subsequent prosecution. Staff may also be called to give evidence in court proceedings and may be asked to refer to their notes.
- 3.2.7. The child or other person reporting the concern should not be promised confidentiality, but reassured that the information will only be passed to those who ‘need to know’.
- 3.2.8. Any member of staff identifying or receiving details of a concern, should immediately:
- **report the matter to the designated person: Hannah Freeman, DHT (if absent or unavailable, Françoise Fokias, Inclusion Manager or James Ellis, HT)**
 - **Make a written record of decisions made and action taken.**

4. Initial Action by the Designated Person

- 4.1. The designated person should:
- obtain written details, signed and dated, from the person who initially identified or received the concern (not from the child/person reporting the concern) and signed and dated by that person
 - countersign and date the written details
 - record any information about times, dates and location of incident(s) and details of any potential witnesses.
- 4.2. No attempt should be made to investigate the matter as inappropriate questioning could jeopardise a child protection or criminal investigation and cause distress to the child.

5. Initial Consideration of Concern

- 5.1. The member of staff identifying or receiving the concern and the designated person, should discuss the concern and available information in order for the designated person to decide on the most appropriate course of action. If there is any doubt about the action to be taken, the designated person will seek advice from the LEA lead officer, duty team manager of the Social Care Referral and Assessment Team or police as appropriate.
- 5.2. The designated person will keep a record of all information collected and any subsequent decisions and action taken, including details of any persons involved in those decisions/actions.

6. Outcome of Initial Consideration

- 6.1. The possible outcomes of this initial consideration are:
- 6.1.1. Significant Harm

- * If it is considered that a pupil has suffered or is at risk of significant harm, the designated person should make an immediate referral to social services.
- 6.1.2. Criminal Offence
- * If the alleged concern might constitute a criminal offence, the designated person should make an immediate referral to social services.
- 6.1.3. Child in Need
- * If a child is considered to be in need of help, a referral should be made to the appropriate person/organisation e.g. educational psychologist, social services or a CAF is completed in order to work with the family to engage outside professionals to work with the child.
- 6.1.4. No further action
- * If, after discussion with the member of staff reporting the concern, the designated person decides that no further action is required, he/she should make a record of the reasons for this decision. A CAF may be considered if further concerns are raised of the same level.
- 6.1.5. See Appendix 3 for a flow chart summary of dealing with child protection concerns and 3 (ii) when that concern is specific to Female Genital Mutilation (FGM). See Appendix 6 for the Assessment Framework that will be used when assessing need taken from *Working together to safeguard children 2015*.

7. Record Keeping

- 7.1. Child protection records (e.g. referrals, conference minutes/reports) are kept securely and separately from a child's educational records. These are exempted from the list of records which are available for examination by parents or children unless subject to a Court order. A label is placed on the file of any child who is or has been on a child protection plan to indicate that further records are available on the child in the event of any concerns and in order to ensure a consistent level of pastoral care for such students.
- 7.2. This recording system is regularly maintained by the designated person. When a child moves to a new school these records will be sent under separate cover to the appropriate designated person. These records will be requested of the designated person by the Admissions Officer. The designated person will retain photocopies of these records until receipt is confirmed by the pupil's new school.

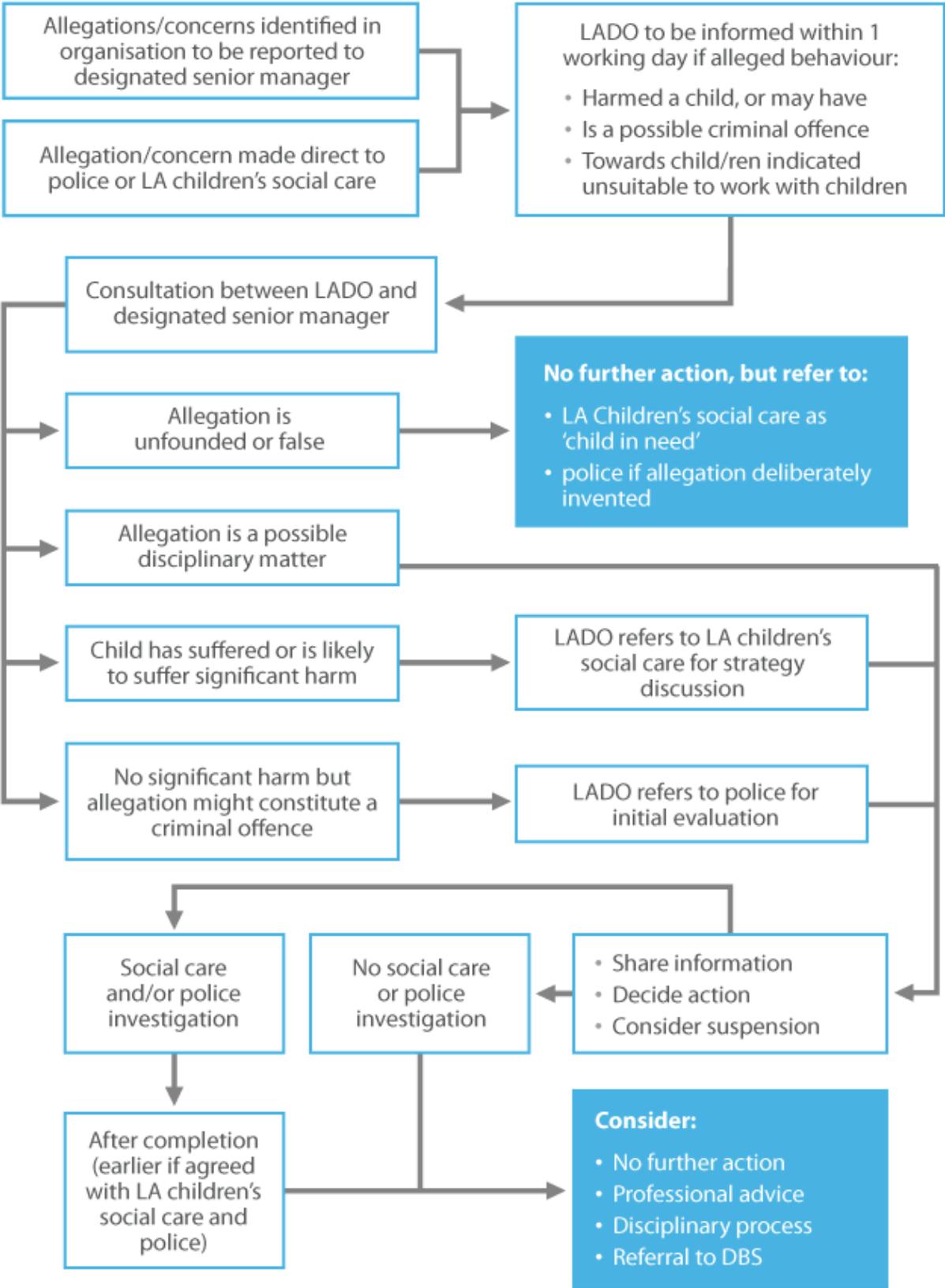
8. Common Assessment Framework

- 8.1. The CAF is designed as an assessment tool to facilitate early intervention and co-operation between agencies to improve outcomes for children/young people with additional needs.
- 8.2. The school use a CAF:
- if we are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing;
 - we receive a request from the child/young person or parent/carer for more support;
 - we are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address.
 - [file:///C:/Users/Rob/Downloads/CAF assessment form 2 %20\(1\).pdf](file:///C:/Users/Rob/Downloads/CAF%20assessment%20form%202%20(1).pdf)

9. Training and Safeguarding and Child Protection

- 9.1. The designated and deputy designated safeguarding leads will complete Level 4/5 training in safeguarding and Child Protection every two years.
- 9.2. All teaching staff, the Site Team and groundsmen and administrative staff all complete Level 1 training every year.
- 9.3. A log of training is kept and updated. This is held in the DSL's office.
- 9.4. Governors are reported to 6 times a year with relevant information and training updates .
- 9.5. The school will continue to strive for an outstanding provision of safeguarding across the school, meeting and going beyond requirements.
- 9.6. Appendix 7 has a list of useful websites related to the content of this policy.

Allegations / Concerns Against Staff Child Protection Process



Section 12 Radicalisation and Extremism

Signs of vulnerability to radicalisation

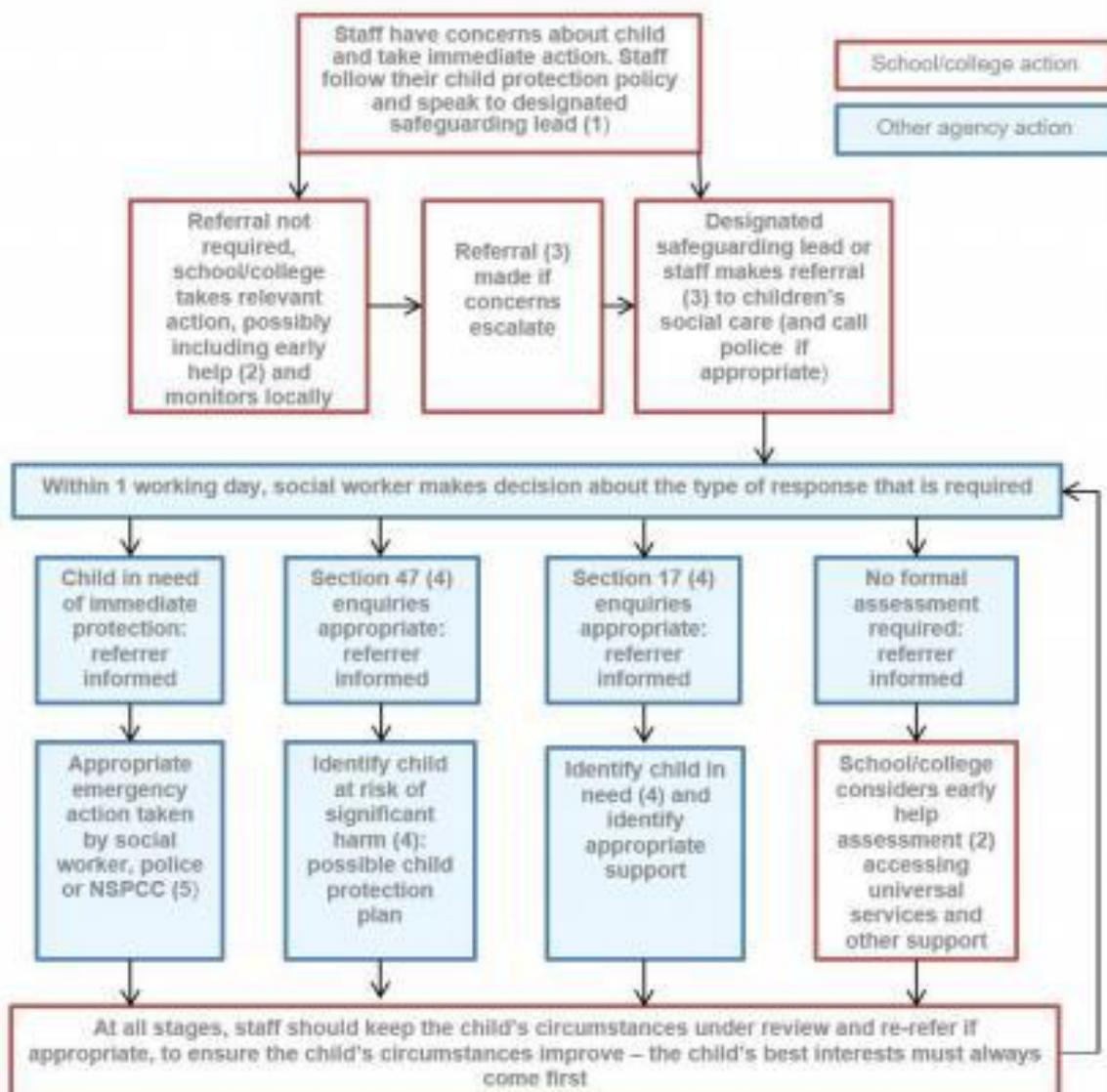
There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

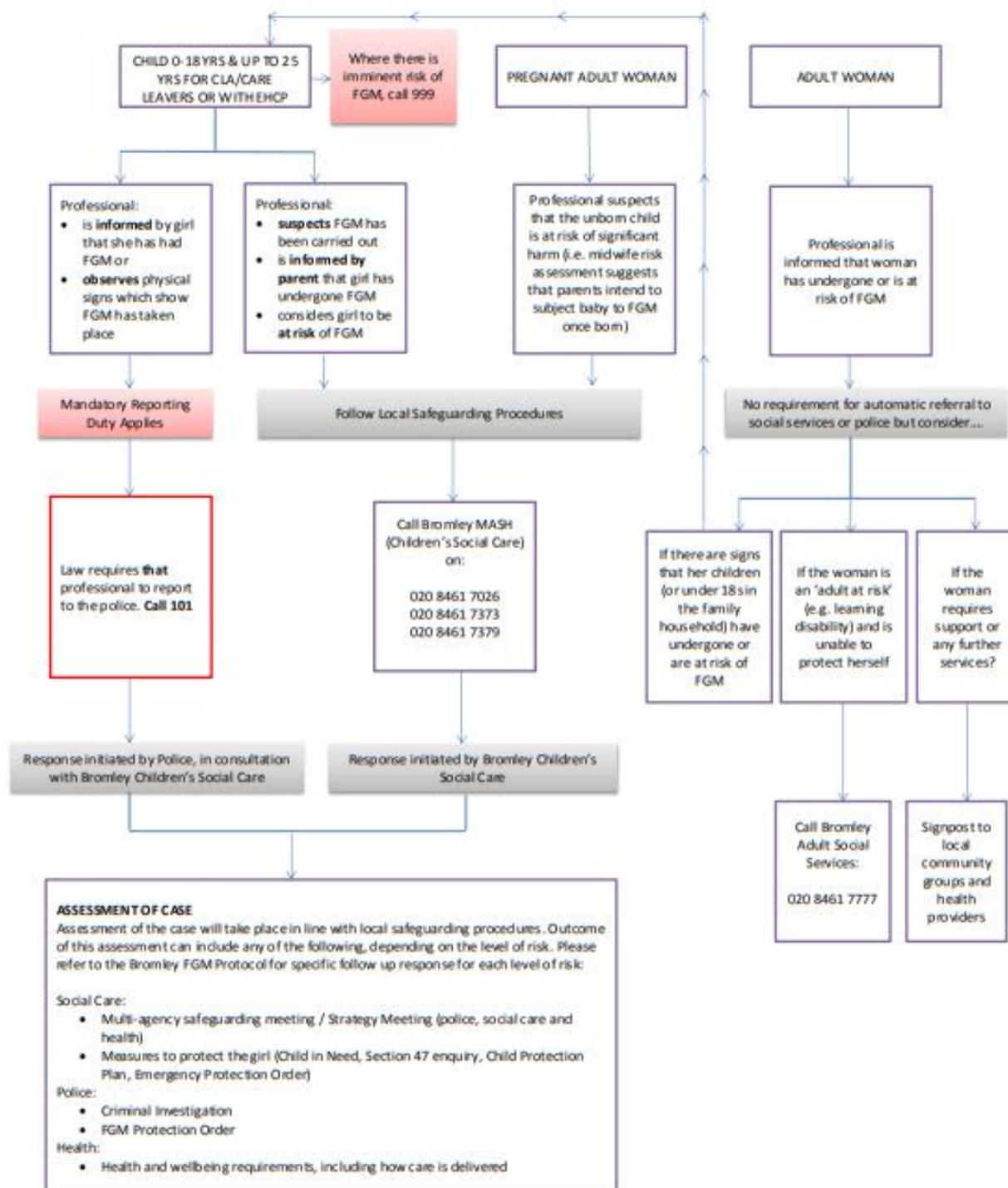


- (1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

FLOW CHART FOR DEALING WITH CHILD WELFARE CONCERNS

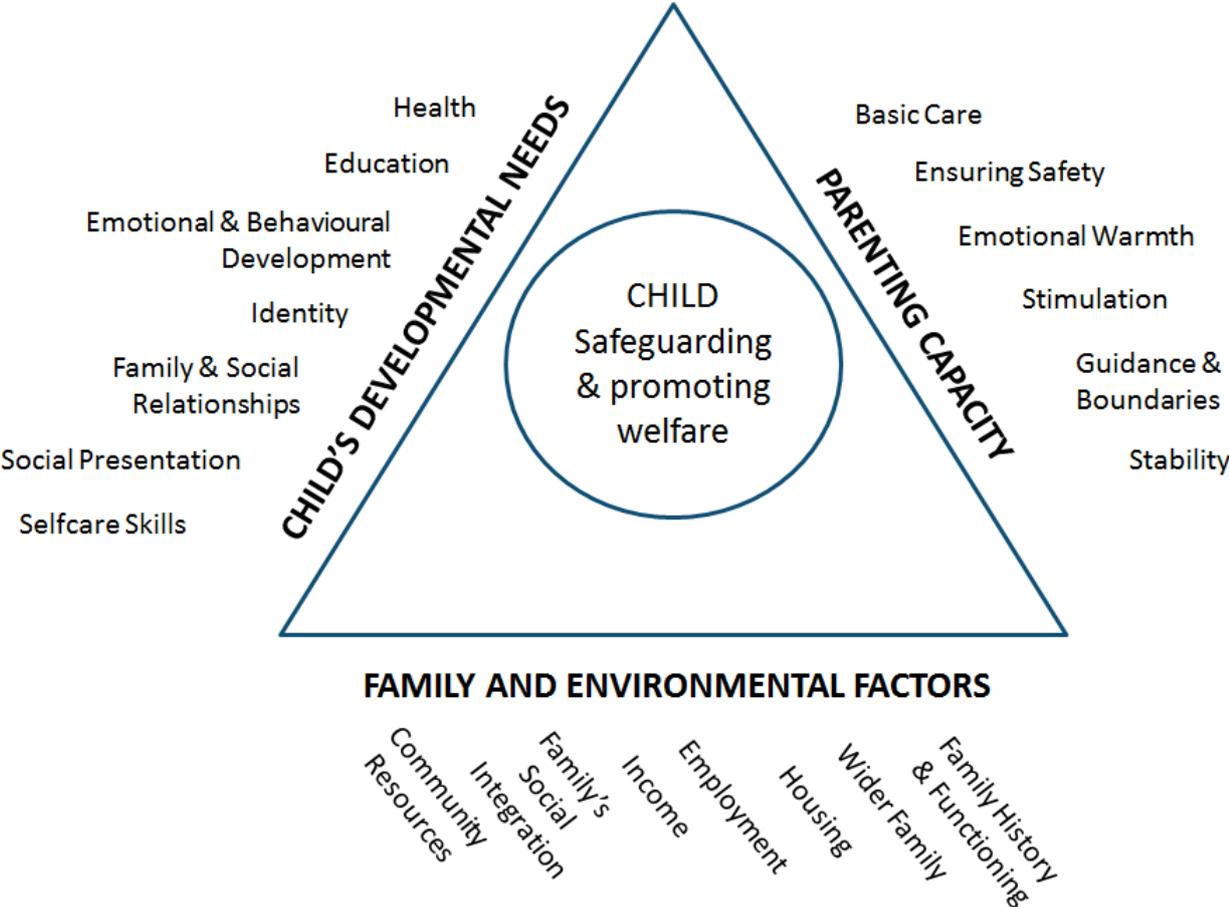
Appendix A: Bromley Multi-Agency Referral Pathway

This referral pathway can be used by all professionals including schools, health, local authority and voluntary sector.
 For the full Bromley FGM Protocol, please go to www.bromleysafeguarding.org/documentdetails.asp [here](#).
 For free online FGM training from the Home Office, go to <https://www.fgmelearning.co.uk/>



APPENDIX 3ii

Assessment Framework



From Working together to safeguard children, a guide to inter-agency working to safeguard and promote the welfare of children March 2015

CHILDREN'S SOCIAL CARE REFERRAL FORM

LONDON BOROUGH OF BROMLEY

Referral form to Children's Social Care or Disabled Children's Services

This form is to be used by all agencies when making a Child Protection referral, Child in Need referral or referring a Child to the Children with Disabilities Service in The London Borough of Bromley.

For guidance about the threshold criteria for referrals to Children's Social Care, please see the Bromley Safeguarding Children Board (BSCB) [Partnership model for providing services to support children and families in Bromley](#).

If at any time you have reasonable concern that a child or young person has suffered significant harm or may be at immediate or acute risk of suffering significant harm, telephone Children's Social Care immediately and then complete this form to confirm your referral within 24 hours of your call.

If a professional is unclear about whether to make a referral they should first consult with their designated Child Protection lead within their agency. Following this, advice can be sought from the Children's Social Care Referral and Assessment Team.

If a Common Assessment Framework (CAF) has been fully completed within the last three months for the child or young person, you can attach the completed CAF and complete Sections A to C of this form only. It is your responsibility to ensure that all of the basic information required is included as part of your referral. If you are relying on information from a completed CAF, please ensure this is up to date. Failure to do so will cause a delay in addressing the child's needs.

The referral form should be completed with as much relevant information as possible. If referring more than one child in the same household, a separate referral form is not needed for each child, but the referral must state which children are being referred for a service.

Consent should always be sought for a child in need referral and for relevant information to be shared.

Section A – Basic referral details (to be completed in all cases)

Date of Referral		This is a:	<input type="checkbox"/> New Referral <input type="checkbox"/> Repeat Referral	
Do you consider the young person to be at risk of significant harm?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>If a child or young person is at immediate risk of significant harm, an immediate telephone referral to the Multi-Agency Safeguarding Hub (MASH) should be made. Do not delay whilst parental permission is sought</p>				
Family Name:		First name:		
D.O.B (or expected date of delivery):		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn	
Home Address				
Postcode:		Telephone:		
Current Address (if different from above):				
NHS Number:				
Child/young person's ethnicity:				
White <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> Traveller of Irish heritage <input type="checkbox"/> Gypsy/Roma <input type="checkbox"/> White any other background	Black/Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other Black background	Mixed <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Black African <input type="checkbox"/> White & Asian <input type="checkbox"/> Any other mixed background	Asian/Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background	Other Ethnic Groups <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Ethnic Group <input type="checkbox"/> NOT KNOWN

If other, please specify:				
Child/young person's first language or preferred means of communication?		Is an interpreter or signer required?	<input type="checkbox"/> Yes	
			<input type="checkbox"/> No	
What is the child/young person's nationality?		What is the child/young person's religion?		
Immigration Status:				
Is the child/young person disabled?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Details:	

Is the child/young person privately fostered? When a child under the age of 16 (under 18 if disabled) is cared for for 28 days or more by someone who is not their parent or a close relative this is called a private fostering arrangement. It is a private arrangement between a parent and the carer. Close relatives are defined as grandparents, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent (a parent's unmarried partner is not a step-parent in this context).		<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the child/young person adopted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you aware of any of the following difficulties being experienced by the child/young person and family?		
Domestic Abuse	<input type="checkbox"/>	Parental Substance Misuse <input type="checkbox"/>
Parental Mental Illness	<input type="checkbox"/>	(Risk of Child) Sexual Exploitation <input type="checkbox"/>
(Risk of) Female Genital Mutilation	<input type="checkbox"/>	(Risk of) Radicalisation <input type="checkbox"/>
No recourse to public funds	<input type="checkbox"/>	

Section B – Household details If you are referring more than one child, please complete details of one of the children in detail in Section A. List the other children below.					
Please list below the names and details of all children and adults who are currently residing with the child/ young person					
Family name	First name	Date of Birth (DD/MM/YY)	Ethnicity	Relationship to child/ young person	Tick if you are also referring this child
					<input type="checkbox"/>
					<input type="checkbox"/>

					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

Section C – Parent/ Carer details

Name	Date of Birth (DD/MM/YY)	Relationship to child/ young person	Ethnicity (using ethnicities list on pg. 4)	First Language	Parental Responsibility
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
Is an interpreter/ signer required?		Mother	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
		Father	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
		Other main carers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Are any of the main carers disabled?		Mother	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
		Father	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
		Other main carers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Section D – Consent to make Referral to Children’s Social Care/Disabled Children Services

If a practitioner believes a child is at risk of significant harm they have a duty to make a referral to social care. These referrals do not require consent but it is good practice to inform an adult with parental responsibility that the referral is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence, for example destroying evidence of a crime or influencing a child about a disclosure made. For all other referrals consent should always be sought from an adult with parental responsibility for the child/young person (or from the young person themselves if they are competent) before passing information about them to Children’s Social Care or Disabled Children Services

Who has consent been obtained from?	Parent	<input type="checkbox"/>
	Person with parental responsibility	<input type="checkbox"/>
	Child/young person	<input type="checkbox"/>

How has consent been obtained?	Verbal	<input type="checkbox"/>
	Written	<input type="checkbox"/>
	Not obtained	<input type="checkbox"/>
	Not applicable	<input type="checkbox"/>
Date consent obtained:		
If consent obtained, what is the parent/carer/child/young person's view of the referral?		
If no consent obtained, explain the risk of significant harm or the circumstances that have prevented you from obtaining consent:		

Section E – Wider family network	
Please list below the names and contact details of any other family members or significant adults in relation to this child or young person	
Name	
Relationship	
Address	

Postcode	
Contact number	
Any additional information	
Name	
Relationship	
Address	
Postcode	
Contact number	
Any additional information	

Section F – Referrer details (to be completed in all cases)	
Name of Referrer	
Designation/ Title	
Department & Agency	
Address	
Postcode	
Telephone	
Fax	
Email address	

Section G – Reason for referral (to be completed in all cases)

In this section you need to tell us why you are referring this child/young person to us now.

If you have indicated that any child (or children) may be at risk of **significant harm** you need to tell us how you have come to your view and detail any significant incidents or events.

The following information will help us to assess what action may be necessary. Please give as much detail as you can to help us in our assessment.

What are you worried about?

What is going well for the child/young person?

What needs to change or would help this child/young person?

--	--	--

What support is already in place for the child/young person?

Has a Common Assessment Framework (CAF) been fully completed within the last 3 months?

Yes

No

If you are working with a child or young person for whom a Common Assessment Framework (CAF) HAS BEEN FULLY COMPLETED WITHIN THE LAST 3 MONTHS please attach the completed CAF and any recent Delivery Plan and Review documents. It is your responsibility to ensure that all of the relevant information required is included as part of your referral, either on this form or in the completed CAF. Failure to do so will cause delay in addressing the child's needs.

Section H – Services working with this family

Please list below the details of other professionals/ agencies currently or recently involved with the child/ young person (Please include names and contact telephone numbers)

	Name	Address	Phone
GP			
Health Visitor			
Midwife			
School			
Early Years			
Other agency (please state)			
CAF Lead Professional (if applicable)			

Please send the completed form to mash@bromley.gov.uk or if you are using secure email to mash@bromley.gcsx.gov.uk

Safeguarding Children from Extremism and Radicalisation - Published Guidance:

CONTEST is the government's counter-terrorism strategy

<https://www.gov.uk/government/publications/contest-uk-strategy-for-counterterrorism-annual-report-for-2014>

CONTEST is split into 4 streams (the 4 P's):

Prevent

Pursue

Protect

Prepare

Prevent Statutory Guidance (2015)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

1. Respond to the ideological challenge (requirement from 2011 for schools to challenge extremist ideas)
2. Practical help, support and advice
3. Working with and across sectors

Channel Duty Guidance

https://www.gov.uk/...data/.../Channel_Duty_Guidance_April_2015.pdf

A part of Prevent. A multi-agency approach to safeguarding through local panels.

The Prevent duty, Departmental advice for schools and childcare providers, June 2015 explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Channel Vulnerability Assessment Framework

Engagement with a group, cause or ideology – 'psychological hooks'

- Feelings of grievance, injustice or threat.
- Desire for political or moral change.
- Need for identity, meaning, belonging. Transitional time of life. Susceptible to indoctrination. Influenced/controlled by group. Involvement of family/friends.
- Desire for status, excitement, adventure.
- Need to dominate or control. Opportunistic involvement.
- Mental health issues.

Intent to cause harm or readiness to use violence

- Over-identification with a group or ideology. 'Them and us' thinking.
- Dehumanising the 'enemy'. Attitudes that justify harm and offending.

Capability to cause harm

- Knowledge, skills, competencies. Access to networks, fundraising or equipment.

Guide to services for children and families in Bromley - www.bromleyfamilies.info/BromleyFamilies/

The Information for Bromley Families website provides a directory of groups and services available for children, young people and their families, including details of the services they provide, opening hours and information on how to make referrals to services.

Bromley Safeguarding Children Board (BSCB) Website - www.bromleysafeguarding.org

BSCB LOCAL PROCEDURES

- > [Thresholds of Needs Guidance May 2017](#)
- > [Bromley Threshold of Need Quick Guide](#)
- > [Bromley Continuum of Need diagram 2017](#)
- > [BSCB Multi Agency Neglect Strategy 2018](#)
- > [BSCB Neglect Toolbox 2018](#)
- > [Bromley Vulnerable Adolescents Strategy 2017](#)
- > [Bromley FGM Guidance and Protocol 2018](#) and [flowchart 2018](#)
- > [Bromley Missing Children Protocol - 2017](#)
- > [Children Missing Education Policy and Procedure 2017](#)
- > [Bromley Child Sexual Exploitation Protocol - 2017](#)
- > [Bromley Safeguarding Children Affected by Gang Activity/Serious Youth Violence Protocol](#)
- > [Bromley Prevent Strategy and Channel process - 2017](#)

> [Information Sharing Protocol 2017](#)

> [Cross Govt Information Sharing letter and directive](#)

> [Escalation Policy](#) for resolving inter-agency professional disputes. 2017

> [Multi agency Strategy Discussions Protocol 2017](#)

London Child Protection Procedures - www.londonscb.gov.uk/procedures/

BSCB - A Safeguarding Guide for Anyone in contact or working with Children and Young People - www.bromleysafeguarding.org/pdfs/Safeguarding%20Children%20Briefing%20Pack.doc

Special Educational Needs and Disabilities – A guide to Specialist Support and Provision for Children and Young People in Bromley (March 2011)

www.bromley.gov.uk/downloads/file/557/special_educational_needs_and_disabilities-_guide_to_specialist_support

Resource Guide – Services and Support for Parents/ Carers and Families of Children and Young People with additional needs or disabilities in Bromley (March 2011)

www.bromley.gov.uk/downloads/file/182/disability_services_for_parents_carers_and_families

Resource Guide for Early Support available to parents and carers of babies and young children with additional needs or disabilities in Bromley (March 2011)

www.bromley.gov.uk/downloads/file/532/guide_to_services_and_support_for_parents_of_babies_and_young_children_with_additional_needs_or_disabilities_birth_to_5_years

Information Sharing – Practitioners Guide

www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/a0072915/information-sharing

Bromley Children and Young People Partnership

www.bromley.gov.uk/childrenstrust

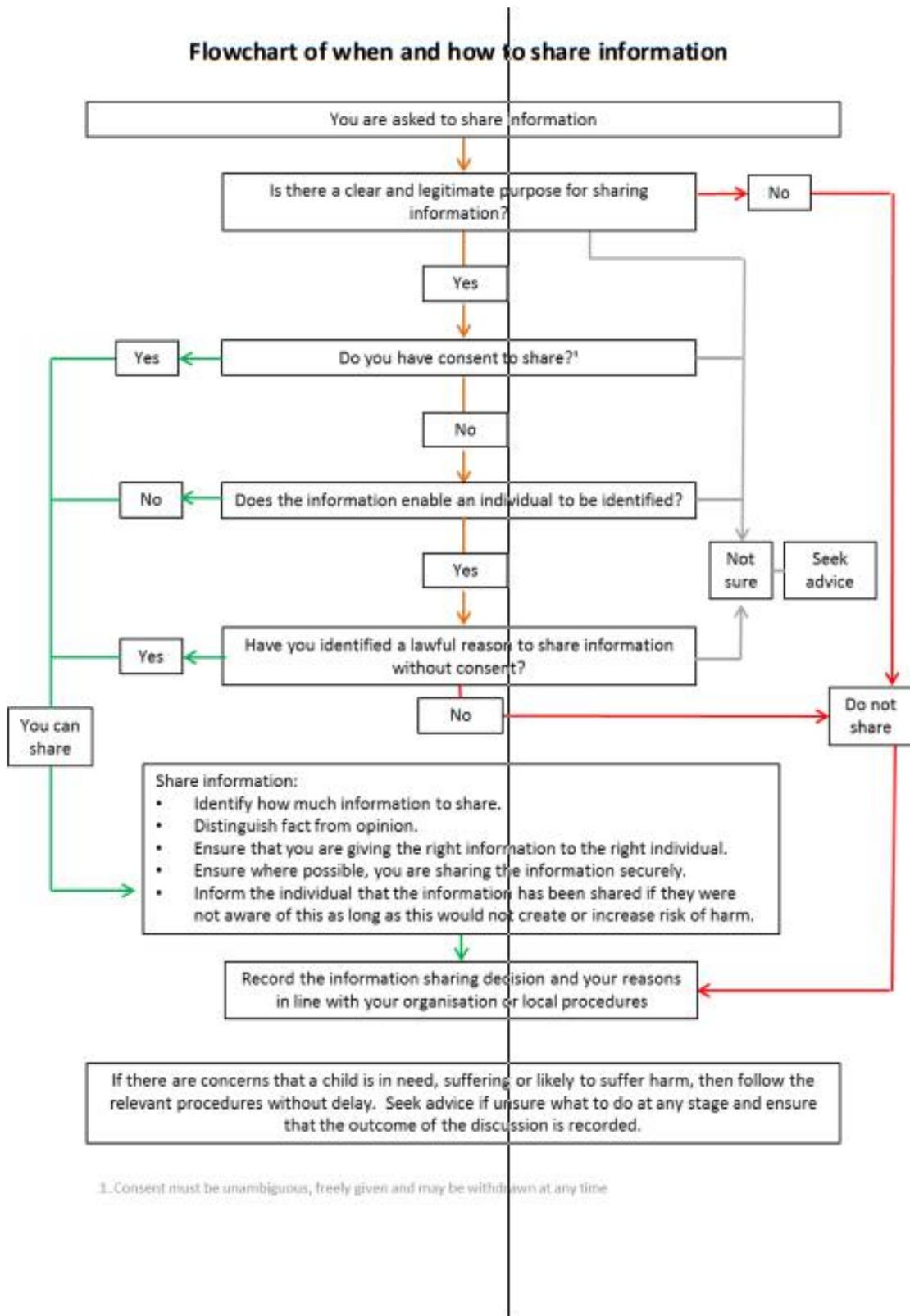
Child Sexual Exploitation Warning Signs - **SAFEGUARD**

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

	<h3>Sexual identity, wellbeing and choice</h3>
	<p>Sexually transmitted infections (particularly repeat infections); Pregnancy; terminations; changing or out of character sexual behaviour; exploring sexual relationships in an unsafe context or environment; unable to disclose sexual orientation and fearful of societal responses.</p>
	<h3>Absence, truancy and going missing</h3>
	<p>Truancy from school, including during the school day; missing from home or care, and repeat incidents; travelling outside borough/town when missing; unexplained absences.</p>
	<h3>Family and home</h3>
	<p>Sexual, physical, emotional abuse and neglect; risks of forced marriage or so called honour based violence; female genital mutilation; domestic violence; substance misuse; parental mental health concerns; bereavement; parental and sibling criminality; experiences of homelessness or sofa surfing; living in care or temporary accommodation; immigration status.</p>
	<h3>Emotional and physical health</h3>
	<p>Suicidal thoughts, plans and attempts; self-harm; low self-esteem/confidence/worth; learning difficulties; changing emotional wellbeing and signs of poor mental health; unexplained injuries and changes in physical appearance.</p>
	<h3>Gangs, Groups, Age Gaps and Crime</h3>
	<p>Involvement in gangs or gang affected family, peers or siblings; concerns of abusive peer groups; involvement with older individuals or groups, lacking friends in the same age groups; older 'boyfriends'; sudden changes in peer groups; bullying, both on and off line; friends of young people experiencing CSE.</p>
	<h3>Use of technology and sexual bullying</h3>
	<p>Sexting, both sending and receiving; being listed on social network pages in relation to sexual activity and, or named in videos; secretive use of the internet/phones/social networking sites; sudden behaviour changes when using the phone or internet; control via phone or internet; multiple or secretive social networking profiles.</p>
	<h3>Alcohol and substances</h3>
	<p>Reliance on and changing use of substances, both legal and illegal.</p>
	<h3>Receipt of unexplained gifts or money</h3>
	<p>Unexplained money, mobile phones; phone credit, items, clothes, money; new nails; travel in taxis; gifts where payment is required at a later date; worries about having debts</p>
	<h3>Distrust of authority figures</h3>
	<p>Resistance to communicating with parents, carers, teachers, social services, health, police and others.</p>

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

Flowchart of when and how to share information

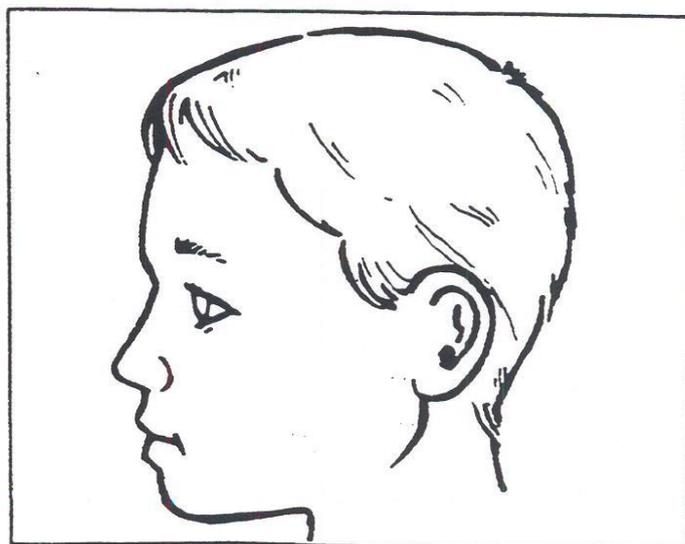
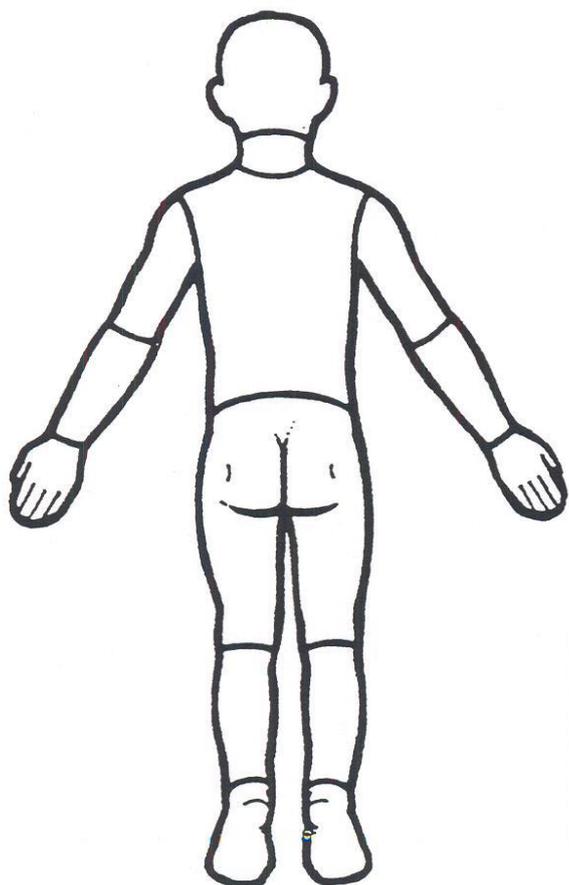
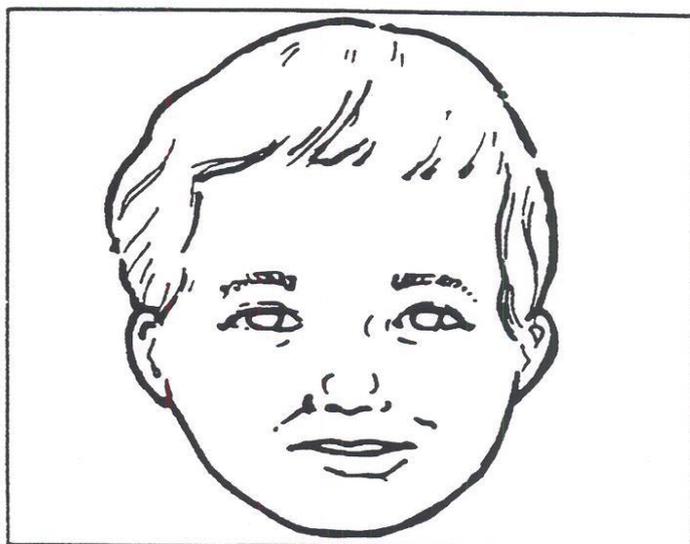
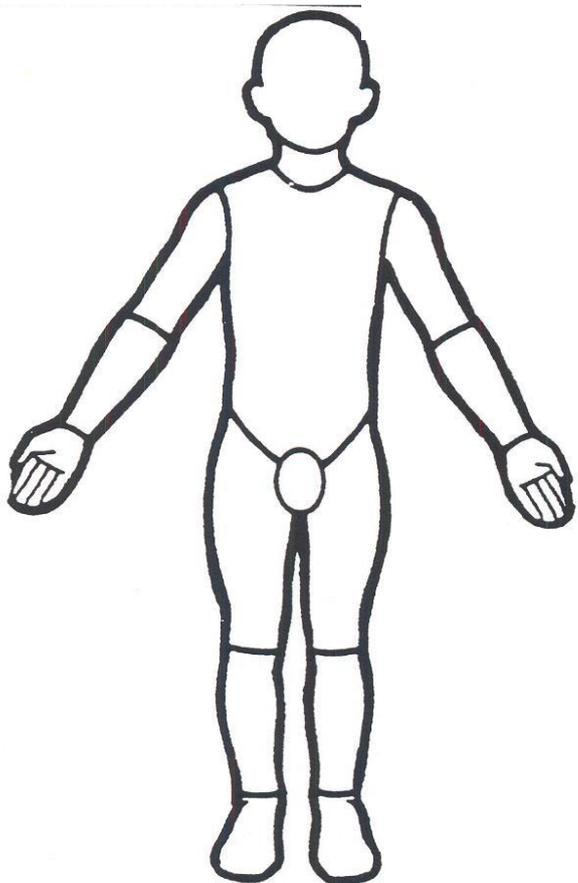




Safeguarding record overview

Name:		DOB:	
Safeguarding level			
Child Protection	Child in Need	CAF	Cause for Concern
External agencies involved			
Name	Role	Date	
Chronology of events/actions			
Date	Event/Action		

Body Map



Dear Parents, Carers & Guardians,

Whether you're a mum, dad, carer, auntie, uncle, granny, grandpa or even an auntie-who's-not-really-an-auntie-but-you're-mum's-best-friend-so-we-call-you-auntie-anyway, it's important for you to understand what children are doing online, so you can help make them safer.

We are delighted to invite you to download our new App;
'Safer Schools' provided by our insurance provider Zurich Municipal.

Get Started in 3 Easy Steps:

Step 1

Download the app for free by searching for **'Safer Schools'** in the Apple App Store or on Google play. (You can download it on more than one device!)



Step 2

Enter **'Biggin Hill Primary'**

Step 3

Enter the code **'4059'**



☆ **Make sure** to enable push notifications to keep up-to-date with our tips, advice and guidance on how to make your children safer. ☆

About the App

The App is designed to support and protect children by educating and empowering them both at school and at home. Through their access, your children get access to information that is relevant to them and you will receive tips and advice on how to keep them safer online.

Advice

As a parent, carer or guardian of a primary-aged child, you get access to advice on topics relevant to make your home safer for younger children online including Age Restrictions, Screen Time and Safe Search Filters.

Key Stage 1 children don't get access to the app, instead you get access to a section called 'Younger Children' which you can read through topics such as 'Who is a Trusted Adult?' with them. Keep an eye out for some Top Tips from our e-safety K9 Advisor Freddie!



section
'Who
our e-

You also get exclusive access to the 'Jack, Maddie and Freddie' stories, with new ones released each term. Get your little ones to watch the 'Jack's Password' episode first, it'll teach them the importance of strong passwords!

new

Excited? Ready to make your children safer?

Download the 'Safer Schools' app now!

Dear Staff Members,

Whether you're a Teacher, Cleaner, Catering assistant, Dining supervisor, Teaching assistant, Business manager or Principal, it's important for you to understand what children are doing online, so you can help make them safer.

We are delighted to invite you to download our new App;
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Step 2

Enter **'Biggin Hill Primary'**

Step 3

Enter the code **'9633'**



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SAFER SCHOOLS

Step 1:

Search for 'Safer
Schools' in the
Store



Step 2:

Type
Biggin Hill Primary
in the box



Step 3:

Enter the

code 2006

