

Date 9/25

Review 9/26

Rush Green Primary School



Safeguarding Policy

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This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Part 1 of this policy is for all staff and governors.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
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2025-2026	Sharon Thompson	Simon Abeledo Lisa Humpheryes Andrew Michael Kristy Brown Sinead Barnes	Scott Carrington	Dave Hodge
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RGPS Child Protection and Safeguarding Contact

List – September 2025

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Sharon Thompson	sthompson@rushgreen.bardaglea.org.uk 020 8270 4940
Deputy DSL	Simon Abeledo Lisa Humpheryes Andrew Michael Kristy Brown Sinead Barnes	020 8270 4940

Governor with responsibility for Child Protection and Safeguarding	Scott Carrington	020 8270 4940
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Chair Of Governors	Dave Hodge	020 8270 4940 Contactable via the School Office
Designated Teacher for Looked After and previously Looked After Children	Kristy Brown	KBrown@rushgreen.bardaglea.org.uk 020 8270 4940
SENDCo	Kristy Brown	KBrown@rushgreen.bardaglea.org.uk 020 8270 4940
Mental Health Lead	Lisa Humpheryes	020 8270 4940
Online Safety Coordinator	Andrew Michael	020 8270 4940
Children's Services Duty and Advice	Urgent Child Protection concerns / initial referral	Barking and Dagenham 020 8227 3811 Out of hours emergency duty social worker after 4.45pm on 020 8215 3000 Havering 01708 422333 Out of hours emergency duty social worker after 4.45pm 01708 433999
Local Authority Designated Officer	Mike Cullern	mike.cullern@lbbd.gov.uk 020 8227 3934
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Team	Prevent training/advice	call the national police Prevent advice line 0800 011 3764, in confidence, to share your concerns with our specially trained officers. Thereon, contact a member of the Safeguarding Team where a referral will be made via Children's Services

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment.

All staff refers to all adults, volunteers (including governors) or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

Child Protection refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary

DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SENDCo	Special Education Needs and Disabilities Coordinator
DT	Designated Teacher for Looked After and previously Looked After Children.
PSHE	Personal, social, health and economic education
RSE	Relationships, sex and health education
CSWS	Children's' Social Work Services
KCSiE	Keeping Children Safe in Education

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet, which includes information about the school's Acceptable Use Policy. This outlines our Child Protection and Safeguarding procedures and how to report any concerns regarding a child/young person or, another adult in school. A copy of the Information leaflet must be signed to show it has been read and understood.

1. Aims

1.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed.
- Staff are properly trained in recognising and reporting safeguarding issues

- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children

1.2 The Governing Body and staff of Rush Green Primary School (hereinafter referred to as “the school”) take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers, supply staff, students on placement and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the pupils.

2. Legislation and guidance

2.1 This policy is based on the Department for Education’s statutory guidance, *Keeping Children Safe in Education (KCSIE) 2025* and *Working Together to Safeguard Children (WTTSC 2023)* and the *Governance Handbook*. We comply with this guidance and the procedures set out by the Local Authority.

2.2 This policy is also based on the following legislation and guidance for *Maintained schools and specialist inclusive learning centres*:

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 Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Prevent duty guidance: Guidance for specified authorities in England and Wales see link below
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022)

<https://ccluster110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8b99e4327b8fd1ac968b768a4~110/original?tenant=vbu-digital>

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020\)](#)

[Safeguarding and remote education during coronavirus \(COVID-19\) \(DfE, 2021b\)](#)

[Children Missing Education – Statutory guidance for local authorities \(DfE September 2024\)](#)

[when-to-call-the-police--guidance-for-schools-and-colleges.pdf](#)

[Education and Training \(Welfare of Children\) Act 2021](#)

[Working Together to Improve School Attendance 2024](#) – this is now statutory guidance

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children (for children under 8 year old – we are a primary and so on any given day, we would come into contact with children below the age of 8 years)

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage. \(DfE 2021\)](#)

This policy should also be read in conjunction with the school’s Computing Policy, The Acceptable Use Policies for Staff, Students and Visitors which set out the acceptable use of ICT, including the use of personal mobile devices on school site.

3. Definitions

3.1 Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children’s mental or physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Appendix 1 explains the different types and indicators of abuse.

Children includes everyone under the age of 18.

4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4.2 We give special consideration to children who:

- *Have special educational needs or disabilities or health conditions
- *Are young carers
- *May experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation.
- *Have English as an additional language
- *Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- *Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- *Are asylum seekers
- *Are at risk due to either their own or a family member's mental health needs
- *Are absent from education
- *Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)
- *Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, contractors and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced in section 5.2 (All staff) below and any updates therein. ***'If a child is in immediate danger or is at risk of harm a referral should (will) be made to Social Services and/or the police immediately'***

5.2 All staff

5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

5.2.2 Staff who do not work directly with children will read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2023) understanding the role of the designated safeguarding lead (DSL/Deputy DSL), reading and understanding the school behaviour policy and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention to a member of the Safeguarding Team using a Cause for Concern form, without delay.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.

The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: **Summary of in-school procedures to follow where there are concerns about a child** (Page 13) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, Deputy DSL or head teacher (in the case of concerns about staff) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.

Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS Duty and Advice team). Where a child already has a social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child sexual abuse and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.

Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to respond to children who report abuse

5.3 The designated safeguarding lead (DSL) and deputy designated staff.

5.3.1 The DSL and Deputy DSLs take lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). Andrew Michael and Kajol Miah (DDSL) are responsible for monitoring the filtering. Refer to DfE Guidance [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges-guidance) - GOV.UK (www.gov.uk)

5.3.2 The optimal scenario is to have a trained DSL or Deputy DSL available on site. Where this is not possible, a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

5.3.3 When the DSL is absent, the Deputy DSLs [See Page 4] – will act as cover.

5.3.4 The DSL will be given the time, training, resources and support to:

5.3.5 Provide advice and support to other staff on child welfare and child protection matters

Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.

The Head Teacher and DSL will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (May 2025 updates).

*The DSL will also keep the Head teacher informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.

- *The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate
- *The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- *Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- *Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation, and review of the plan as appropriate.
- *The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2023). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- *Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.

The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The governing body

5.4.1 The governing body will approve this policy at each review and hold the head teacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.

5.4.2 The governing body will complete safeguarding and child protection training (at least) every two years. The governing board will ensure that all policies, procedures and training are effective and comply with the law at all times. The governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training, providing an understanding of the expectations and applicable roles and responsibilities, in relation to filtering and monitoring.

5.4.3 The governing body will appoint a lead governor to monitor the effectiveness of this and other related safeguarding policies (i.e. online safety, whistleblowing, behaviour etc.) in conjunction with the full governing body. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years including online safety training. At Rush Green Primary School, this is **Scott Carrington**.

5.4.4 In the event that safeguarding concerns, or an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'.

5.4.5 The governing body will ensure that the school has robust IT filtering and monitoring systems in place to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.

5.4.6 The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers

and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and have clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite

5.4.7 The governing body will supply information as requested by the Local Authority Education Safeguarding Team.

The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 The head teacher

5.5.1 The head teacher is responsible for the implementation of this policy, including:

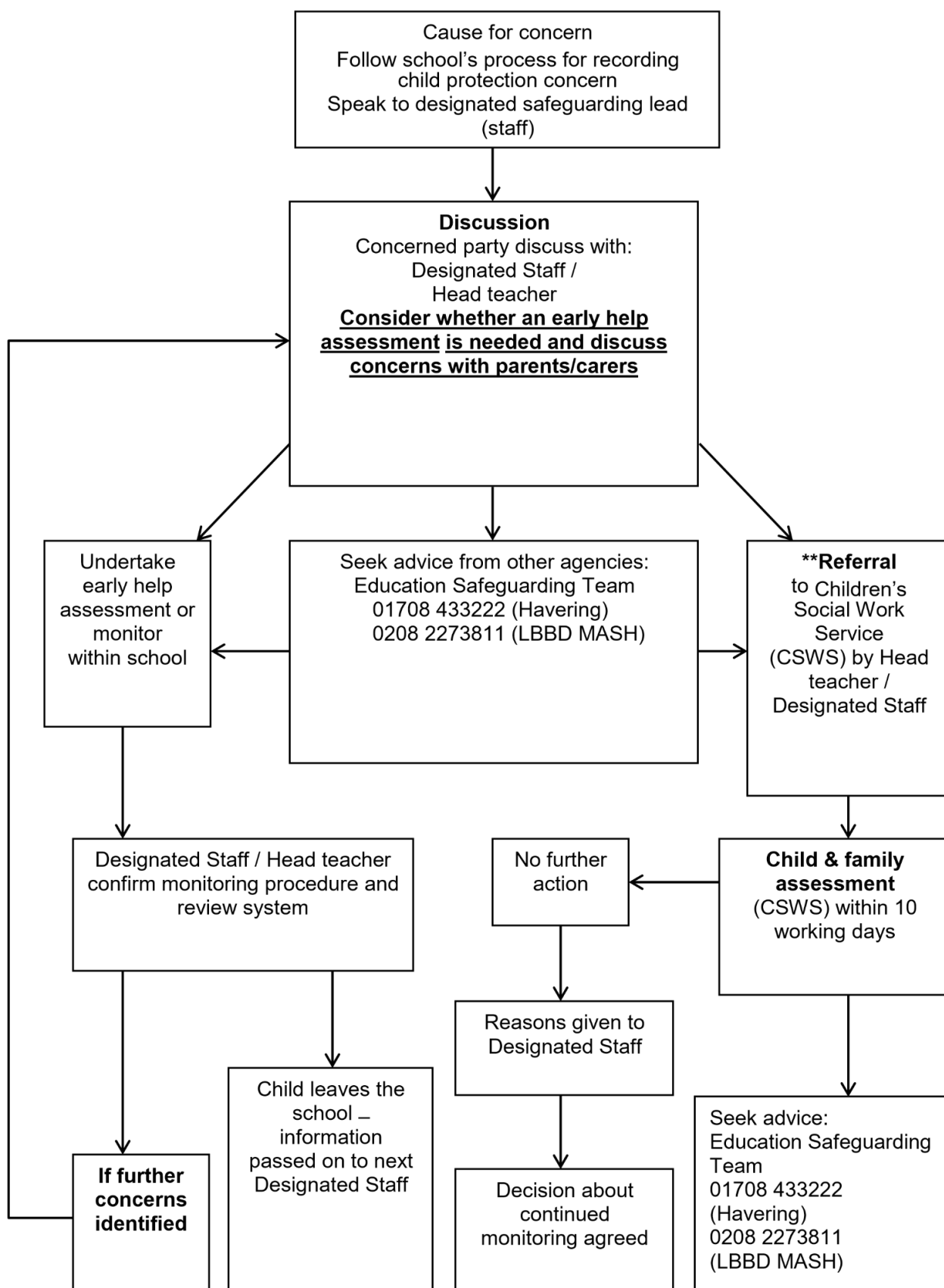
*Ensuring that staff, (including temporary and supply staff), and volunteers are informed of this policy as part of their induction and that staff and volunteers receive safeguarding and child protection training on an annual basis

*Communicating this policy to parents when their child joins the school and via the school website *Ensuring that the roles and responsibilities of the DSL/Deputy DSL as referenced in Annex C of KCSiE (2025), are reflected in their job description

*Ensuring that the DSL and DDSs have appropriate time, training and resources, and that there is always adequate cover if the DSL is absent

*Ensuring that all Safeguarding Team members undertake appropriate safeguarding and child protection training and update this, at least, every three years

*Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.



****** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to:

<https://www.lbld.gov.uk/councilanddemocracy/complaintsandcompliments/complainabout-childrens-social-care> <https://www.havering.gov.uk/socialcarecomplaints>

- Ensuring the relevant staffing ratios are met where applicable

6. Confidentiality and Information Sharing

6.1.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.1.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead.

6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 22), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 16.2), information sharing and working with parents (see section 6.2).

6.1.4 Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, (updates in 2025)is guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.1.5 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

6.1.6 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for the in the Data Protection Act 2018 and GDPR.

6.1.7 In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved, will be shared with colleagues in school that are not DSLs or Deputy DSLs as appropriate.

6.1.8 If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher/principal.

6.2 Working with parents and other agencies to protect children

6.2.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

6.2.2 In keeping with KCSIE, we will endeavour, wherever possible, to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

6.2.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child. Or staff have been advised not to do so by Children's Services.

6.2.4 Parents/carers are informed about our Safeguarding & Child Protection policy through the website, meetings at the start of the year, including at induction etc. For visitors, a safeguarding & child protection statement is prominent in the school foyer/reception area.

6.2.5 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

6.2 Multi-agency work

6.3.1 We will co-operate with Children's Services in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

6.3.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7. Opportunities to teach safeguarding – Preventative Curriculum

7.1 Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1.1 We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

7.1.2 As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020). This policy is available on our website.

7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, English, History, Drama, Art and assemblies.

7.2 Other areas of work

7.2.1 All our policies that address issues of power and potential harm, e.g., Anti- Bullying, Equalities, Positive Handling, Behaviour, Computing and PSHE/RSHE will be linked to ensure a whole school approach.

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

7.2.3 The school's online safety policy (Computing Policy) is reflective of the requirements set out in KCSiE (2025) in regard to content, contact, conduct and commerce. The school's online safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8. Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. For example, the Talking Team and Mental Health support.

For children who have sexually harmed or may have sexually harmed peers, where appropriate, a risk assessment will be completed that includes safety and support planning.

9. Children with special educational needs, disabilities, or health issues

9.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g., those with a disability, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse and neglect in this group, including:

*Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

*Pupils being more prone to peer group isolation or bullying (including prejudice based bullying) than other pupils

*The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

*Communication barriers and difficulties in managing or reporting these challenges

9.2 When the school is considering excluding, either for a fixed term period or permanently:

-a vulnerable pupil/a child with additional needs,

-and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan

-or there are/have previously been child protection concerns,

we will carry out an informed risk-assessment prior to making the decision to exclude. This may involve speaking to the named social worker for the child, to ensure that any risk is assessed.

We also note advice in the [DFE Exclusions Guidance September 2017](#) Section 3. In situations that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to

9.3 students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, including PSHE. Support on programmes, resources and guidance is available from the Health and Wellbeing Service.

9.4 Concerns regarding a student's mental health/emotional well-being, should be reported to a member of the school safeguarding team in keeping with the school's safeguarding reporting arrangements, so that students can be offered appropriate support. This may include local or national online services where appropriate. In addition, the school are able to make referrals to a wide range of external services to secure additional appropriate support for students. (CAMHS for example, or discussion at Hot Clinics).

10. Children at risk of specific forms of abuse

10.1 This school follows the LA online locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex B of KCSIE.

11 Remote Learning and Remote Welfare

11.1 If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022)

11.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

11.3 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

12 Online Safety – inc disinformation, misinformation and conspiracy theories

12.1 The 2025 guidance from KCSIE adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

12.2 Disinformation has the ability, especially when channelled through social media, has the ability to cause chaos and destruction (consider the Southport riots in 2024). Children will be taught critical skills in computer lessons on how to spot disinformation, misinformation and fake news

12.3 Any member of staff who is alerted to the deliberate sharing or creation of misinformation about pupils in the school must report this to the DSL.

12.4 KCSIE 2025 includes a link to the **DfE guidance Generative AI: product safety expectations**. This guidance on generative artificial intelligence (AI) explains how CASPAR briefing KCSIE– updates from 2022, 2023, 2024 and 2025 filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

12.5 At present, the school does not use AI within the classroom, but if any computer-based work or products which can access AI technology are introduced, we will ensure that we take note of the following from Generative AI: product safety expectations (DfE):

- pupils are effectively prevented from generating or accessing harmful and inappropriate content
- filtering standards are maintained effectively throughout the duration of a conversation or interaction with a user
- filtering will be adjusted based on different levels of risk, age, appropriateness and the user's needs - for example users with special educational needs and disabilities (SEND)
- multimodal content is effectively moderated, including detecting and filtering prohibited content across multiple languages, images, common misspellings and abbreviations

- full content moderation capabilities are maintained regardless of the device used, including bring your own device (BYOD) and smartphones when accessing content using the school's server or accounts
- content is moderated ... ensuring that generated content is sensitive to the age and understanding of the child
- filtering is regularly updated in response to any new or emerging types of harmful content

13 Female Genital Mutilation: The Mandatory Reporting Duty

13.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

13.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

13.3 **Any staff member** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

13.4 The duty above does not apply in cases where a pupil is *at risk* of FGM, or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

13.5 **Any member of staff** who suspects a pupil is *at risk* of FGM must speak to the DSL and follow our LA safeguarding children's partnership procedures.

13 Radicalisation and Terrorism

13.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them **(this could be a colleague too)** they must seek advice appropriately with the DSL who must contact Children's Services. If unsure, advice can be sought from the national police Prevent advice line 0800 011 3764, in confidence, to share your concerns with our specially trained officers.

13.2 Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.

13.3 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training.

13.4 The school follows the latest guidance regarding Prevent Duty, using document **Prevent duty guidance: Guidance for specified authorities in England and Wales** see link below

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1182780/14.258_HO_Prevent_Duty_Guidance_v5c.pdf?utm_campaign=SafeguardED&utm_medium=email&hsmi=273702719&hsenc=p2ANqtz-88fGPcGmJ9fe_0F0b990rdqya4la6vxlzbdsOYDgXerXbJC5xo1DCAhHTJj1aUpA16K3WbIJNN725JPXfduF0keNUKERkTeVobkzXqruXmMtPA&utm_content=273702719&utm_source=hs_email

14 Channel

14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

15 Child on child abuse

15.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, up skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our school has a zero-tolerance approach to such attitudes and behaviours.

We will take steps to minimise the risk of child-on-child abuse by ensuring students can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support pupils to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours.

We recognise that abuse can often go unreported or be reported much later on. We will encourage and support students to report child-on-child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy.

The DSL is responsible for providing support to all children involved in incidents of peer-on-peer sexual abuse. Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL at the setting to ensure appropriate information is shared.

15.2 We recognise that sexual violence and/or sexual harassment can happen anywhere, including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school or online) the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns, the DSL must (where appropriate) contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSiE.

15.3 Children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs, as well as protecting others within the school community, through a multi-agency risk assessment. Where appropriate there must be a coordinated multiagency approach to risk assessment, which will include the involvement of parent/carers, social care, health, police and youth justice (where appropriate).

15.4 We will ensure that all children who may/have be/been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.

15.5 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

15.6 Where child exploitation (ie, criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

15.7 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for Looked After Children.

15.8 A copy of the child exploitation risk identification tool for partners can be obtained from the below link:

<https://modgov.lbbd.gov.uk/Internet/documents/s133802/Item%206i.%20Exploitation Practice framework v4 060919%20004.pdf>

15.9 We will ensure the school, works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

16 Sharing Nudes and Semi Nudes

Staff responsibilities when responding to an incident

16.1 If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

They must **not**:

- **View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)**
- **Delete the imagery or ask the pupil to delete it**
- **Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)**
- **Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers**
- **Say or do anything to blame or shame any young people involved**

DSL Responsibilities

16.2 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms, (this may be unknown)
- Whether immediate action should be taken to delete or remove images, or videos, from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

16.3 If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

17 Children who are absent from education

17.1 A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#).

17.2 Children who are absent, abscond, or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School staff members must follow the school's procedures for dealing with children who are absent/ go missing, particularly on repeated occasions. The school will work with the LA in identifying and supporting these children.

18 A Safer School Culture

The governing board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing from education
- Safe Working Practices, including behaviour, physical restraint and health and safety policies
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

19 Safer Recruitment, selection and pre-employment vetting

19.1 The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE

19.2 The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSiE).

19.3 The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority.

19.4 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

19.5 The school/ will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team.

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19.6 The school will inform shortlisted candidates that online searches may be done as part of due diligence checks

19.7 Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept in their personnel file.

20 Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

20.1 These procedures must be followed in any case, in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has met the harm test, this includes where an adult has:

- a) behaved in a way that has harmed a child or may have harmed a child
- b) possibly committed a criminal offence against or related to a child
- c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. *(This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)*

20.2 All adults working in school have duty to disclose to the head teacher/principal (or chair of governors where appropriate) where their relationships and associations both within

and outside of the workplace (including online) may have implications for safeguarding children in school.

20.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

20.3.1 A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the head teacher, then the chair of governors must be informed immediately.

20.3.2 Where a Headteacher determines that a safeguarding allegation does not meet the harm threshold, in line with the criteria above, they will refer the matter to be managed in line with paragraphs 20.8 - 20.9 (inc.) by a designated manager with appropriate safeguarding training. It is important for Head teachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases Head teachers may decide to retain this role in the event that they have appropriate safeguarding training.

20.4 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:

- *Being over familiar 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*
- *Humiliating pupils*

- 20.5 Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (*e.g., Community groups, sports associations or service providers that run extra-curricular activities*). As with any safeguarding allegation, we will follow safeguarding policies and procedures, including informing the LADO (even if we believe this to be a low level concern).
- 20.6 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.
- 20.7 The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low level concerns will be reviewed, so that any patterns of recurring low level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.
- 20.8 All low-level concern records will be kept until the individual leaves their employment).
- 20.9 In situations where there is sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must notify the local authority designated officer (LADO). The LADO will decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents, or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- 20.10 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded, and the outcome reached must be noted to ensure closure.
- 20.11 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 20.12 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.
- 20.13 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS

for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

20.14 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

20.15 The LA whistleblowing policy states that concerns can be raised by the following methods:

At Rush Green Primary School, you should first raise any concern about a staff member, volunteer or visitor with the Headteacher. If your concerns are about the Headteacher you must contact the Chair of Governors, Mr David Hodge.

Safeguarding concerns should in all cases be referred to the designated person with responsibility for child protection, in accordance with the Safeguarding Policy (Headteacher/Sharon Thompson in the first instance, but if either of those are unavailable then refer to one of the School Deputies whom are all lead CP trained).

Concerns about School Governors should be raised in writing to the Corporate Director of Children's Services.

If you prefer you can contact the Council direct in any of the following ways:

- By writing to:

Whistleblowing, London Borough of Barking and Dagenham, Ground Floor, Civic Centre Annexe, Dagenham, Essex. RM10 7BN.

(Write 'Private and Confidential' on your envelope)

- By phoning the Whistleblowing line on 020 8227 2541. You can leave a confidential voicemail message 24 hours a day.
- By sending an e-mail to: whistle-blowing@lbdd.gov.uk

To maintain confidentiality, you are advised not to copy other people into your message to the whistleblowing mailbox

If for whatever reason you feel your concerns cannot be reported by way of the above reporting options, your concerns can be directed to the council Whistleblowing Officer:

Monitoring Officer, Legal and Democratic Services, London Borough of Barking and Dagenham, First Floor, Civic Centre Annexe, Dagenham, Essex. RM10 7BN.

(Write 'Private and Confidential' on your envelope)

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

20.17 If the police arrive at school to speak to a child.

In normal circumstances, the Police interview a child or young person only in the presence of his/her parents/carers and, therefore out school hours. However, there may be special circumstances where, in the interests of justice, it is necessary for the Police to interview a child or young person without delay. The law requires that children have an appropriate adult with them.

If the police arrive to question a child in school, in the first instance a member of SLT will be called to ascertain the nature of the enquiry and whether the child's parent/s/carer/s have been informed. If SLT are not available then the DSL will be called. The SLT member or DSL will then phone the child's parent or carer in order to clarify whether they are aware that the police are at school wanting to speak to their child. If the parent/carer requests to witness the interview, then a member of SLT or DSL shall advise the police officer/s of this fact. The police officer shall then decide whether and how to proceed. If the police officer decides not to wait for the parent, then a member of SLT or the DSL will witness the interview. If the pupil is female, a senior female member of staff must be present. The parent/carer will be immediately informed.

21 Training and Support

All staff members will be made aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the school's safeguarding policy; the school's safer working practice document and the school's whistleblowing procedures, as well as their responsibilities to read and understand KCSiE Part 1 and Annexe B, this must be done as part of their induction and reviewed annually.

21.1 Designated Safeguarding staff must have attended the Lead Child Protection training course. **They will attend refresher training at least every two years.** The DSL and SLT will undertake Prevent Awareness Training (e.g., Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

21.2 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training including online safety as part of the school's induction arrangements and refresher training at least every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child on-child sexual violence or harassment and on the government's antiracialisation strategy, PREVENT, to enable staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

21.3 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

21.4 The Head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years.

22 Child Protection Records

22.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies.

Child protection information will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school/college)
- 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.
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment

- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education-based services
- Minutes or, notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g., child protection plans, Early Help (previously known as CAF's), risk assessments etc

At Rush Green Primary School, this is recorded on CPOMS – The chronology is printed and attached to front of paper file.

22.2 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

22.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e., self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

22.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- Where the destination school is not known (*the original records will be retained by the school/college*)
- Where the child has not attended the nominated school (*the original records will be retained by the school/college*)
- There is any on-going legal action (*the original file will be retained by the school and a copy sent*)
- Where a child moves to a different school outside of the LA a copy of the child protection record will be retained for reference.

22.5 Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils

whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

22.6 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face-to-face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt must be obtained for audit purposes by the delivering school.

22.7 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

22.8 For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

22.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

22.10 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

22.11 In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

22.12 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

22.13 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

23 Archiving

23.1 The school that the pupil attended until statutory school leaving age, is responsible for retaining any child protection records they may hold. The recommended retention period is 35 years from closure, where there has been a referral to CSWS. If no referral has been made

to CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially/deleted from our electronic system.

23.2 Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g., designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above.

23.3 The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

24 Safe Destruction of the pupil record

24.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation, or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

25 Safeguarding responsibilities for pupils in transition

25.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files, and risk assessments will be transferred in keeping with the guidance outlined in section 22 of this policy and our transition policy.

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2023). See also KCSiE Part one and Annex B.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers) • Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help

- Fear of changing for PE
- Inexplicable fear of adults or over-compliance Violence or aggression towards others including bullying
- Isolation from peers

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

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Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness • Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the illtreatment of another. It may involve serious bullying (including cyber bullying), 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 maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches Self-harming, drug or solvent abuse

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Fear of parents being contacted

Running away / Going missing

- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

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

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSiE 2025 Annex B, this includes further information on:

- Child abduction and community safety incidents
- Children and the court system
- Children who are absent from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism • Cybercrime
- Domestic abuse
- Homelessness
- So-called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- Child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges (including Up skirting)

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Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
Reluctance to give information or failure to mention other known relevant injuries
Frequent presentation of minor injuries

Unrealistic expectations or constant complaints about the child

- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment • Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances

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- Invasive procedures

Appendix 2 Responding to children who report abuse.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

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You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 13)

Appendix 3 Cause for Concern Form



Safeguarding Concern/Disclosure/Incident Form

(Delete as appropriate)

Please complete this form if you have any concerns about a pupil

Pupil Class	Name/		
Date/Time		dob	
Member(s) of staff noting concern/ disclosure/incident and position in school			

Details of Concern/Disclosure/ Incident (Please record only the facts and use the child's language)

Signature:

Date:

(Please continue on a separate sheet if needed, clearly stating the child's name and class)

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Important! This information must be passed to the school's Safeguarding Lead Person as soon as possible. Safeguarding Lead: - Simon Abeledo Designated Safeguarding Lead – Sharon Thompson

Rush Green Transferring Pupil Information Policy

This policy shows what happens at Rush Green Primary School for mid-year and end of year transfer admissions. Schools have a responsibility to receive and transfer pupil information securely and in a timely manner as per school safeguarding procedures and in particular with reference to the Keeping Children Safe in Education document It is the school's responsibility to have tight controls around collecting and sending secure and complete information from the previous school(s) and/or send data to the forwarding school(s).

INCOMING PUPILS

Receiving Pupil Information from Other Schools:

1. We are informed by **LA Admissions** of allocations to our school.
2. **RGPS Administrator (Pupils)** will contact the existing school(s) to collect the CTF information requesting a rapid return of pupil files and to confirm if receiving children are **CP/SEND/LAC** for follow up by the relevant **RGPS Leads** *(we understand that this may be difficult to ascertain as some schools may not be willing to divulge this information – where problems arise and schools are unwilling to confirm that a child is CP or SEND, the Designated Safeguarding Lead/ SENDCo/DT (LAC) will make contact with the school.*
3. If the receiving child is **CP/SENDCo/LAC**, this information is passed on to the **Designated Safeguarding Lead/SENDCo/DT(LAC)**. The appropriate leads will contact the forwarding school to determine immediate needs/concerns and action appropriately. Note: LAC information is also held on ePEP. Information may be shared electronically via CPOMS, where possible.
4. **RGPS Administrator (Pupils)** will request that pupil files (see 3) are sent by secure post from the forwarding school and that **SEND or CP information** is sent separately in a sealed file to the appropriate lead (**Designated Safeguarding Lead/SENDCo/DT (LAC)**).

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5. At the **Admissions Interview**, staff no lower in position than **Year Group Lead** will meet the pupil and parents/carers to discuss the general routines of the school day, expectations at Rush Green Primary School and provide an over view of RGPS **Safeguarding procedures and protocols, specifically:**

'If a child is in immediate danger or is at risk of harm a referral should (will) be made to Social Services and/or the police immediately' RGPS Safeguarding Policy

(The above statement, written into whole school Safeguarding Policy, must be cited to negate perceived targeting of a family/child should a referral be made during the child's tenure at the school)

A discussion must be held on whom the parent or child should speak to if they have safeguarding concerns

6. The **Induction Form** must be completed with the pupil and parents
7. **If the child is CP/SEND/LAC the DSL/SENDCo/DT must be in attendance at the Admissions Interview**

OUTGOING PUPILS

Transferring Pupil Information to Other Schools:

1. **Initial notice of transfer:** It is the responsibility of the **RGPS Administrator (Pupils)** to validate school transfer. CTF information is forward, and notification is given to **DSL/SENDCo/DT (LAC)** to check whether if the child is **CP/SEND/LAC**. This notification is confirmed by email.
2. **RGPS Administrator (Pupils)** will collate and send hard copies of the main pupil file to the receiving school by secure post. **CP/SEND/LAC** information, will be sent **separately** to the receiving school's **Head Teacher** or **named leads** by **SENCO/DSL/DT**. These will be hand delivered or sent by secure post. **Pupil information will be sent within 5 days of receiving validation of pupil transfer.**
3. Where pupils are transferring to local schools, files may be hand delivered. A delivery receipt will be obtained for RGPS records (in some cases CPOMS will be used to transfer files – where other schools use this software).

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4. Where necessary, the **DSL/ SENDco /DT (Designated Teacher for LAC)** school will have verbal handover/transition meeting with the respective leads at Rush Green Primary School.