



Charles Darwin School Safeguarding and Child Protection Policy Policy & Guidance for Staff

Persons Responsible:

Governors: Ethos Committee

SLT & Designated Safeguarding Lead: Mrs L Rees

The Anti-bullying Policy, Health and Safety Policy, Whistle Blowing Policy, Medical Policy, Attendance Policy, Weapons Related Incident Policy and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Charles Darwin School.

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

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Section 1: Safeguarding and Child Protection Policy

School:	Charles Darwin School
Designated Child Protection/Safeguarding Lead (DSL):	Louise Rees
Deputy Child Protection/Safeguarding Leads (DDSL):	Sunil Chotai and Julie Gater
Designated Governor for Child Protection/Safeguarding:	Iain Turner

1. Introduction and Aims

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

2. Procedures

- 2.1. Our school procedures for safeguarding children will be in line with *Bromley and London Child Protection Procedures 2019, the latest Keeping Children Safe in Education September 2019 [hereafter referred to as KCSIE 2019] and the latest Working Together to Safeguard Children [Feb 2019]*.
- 2.1.1. We have a designated safeguarding lead who is a senior member of staff. This member of staff is Louise Rees, Deputy Headteacher and takes lead responsibility for safeguarding and child protection. This is explicit in her job description, in line with recommendations in KCSIE 2019.
- 2.1.2. We have 3 members of staff who are the deputy designated safeguarding leads and will act in the designated teacher's absence. The deputy designated safeguarding leads are Sunil Chotai, Headteacher and Julie Gater Year 10/11 Pastoral Manager.
- 2.1.3. The Designated Safeguarding Lead and deputies undergo training to provide them with the knowledge and skills to carry out this role. This specific training is updated every two years and evidenced in the Safeguarding Training log [level 4/5 – Group 3].
- 2.1.4. Key pastoral and inclusion staff have relevant training and skills to carry out their supportive role. This specific training will be completed every three years [level 2] and is supported by regular in house training specific to the needs of the school and the individual concerned. This is evidenced in the Safeguarding Training log.
- 2.1.5. All members of staff, including admin staff, cleaners, site staff and leisure centre employees complete formal level 1 training and have regular in house training and updates throughout the year. This can be via staff INSET days, CPD programme, staff meetings or staff bulletins.
- 2.1.6. New staff induction in September and January will include safeguarding expectations at Charles Darwin School and the completion of Level 1 Safeguarding training if not already held. WRAP training for all staff has been completed with new staff being trained in September each year and repeated if required.
- 2.1.7. Staff induction will always include awareness of the school's:
- Safeguarding and Child Protection Policy
 - The Behaviour Policy
 - Staff Code of Conduct
 - Staff response to children who go missing in education
 - The role of the Designated Safeguarding Lead and deputies
- 2.1.8. Copy of Part 1 of Keeping Children Safe in Education is provided for staff in Induction and thereafter every year in September. This will be signed for by staff to confirm they have read and understood the document.
- 2.1.9. All parents/carers are made aware of the responsibilities of staff members with regard to child protection/safeguarding procedures. Key policies are held on the school website.
- 2.1.10. All members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment, via individual healthcare plans [IHCPs] summarised on SIMS and reminders issued via Monthly Medical Memo which is emailed to all staff. The healthcare lead will ensure staff awareness of these IHCPs is updated and that medical concerns are circulated to staff in September and updated.
- 2.1.11. All staff are responsible for reporting concerns regarding a colleague's behaviour. See *Whistle-blowing 8.2*.
- 2.2. Our safeguarding procedures will be regularly reviewed and updated.
- 2.3. All members of staff will be given a copy of our school child protection procedures as part of their welcome pack every September along with the latest Keeping Children Safe in Education Part 1. This will also be signed for by staff to confirm they have read and understood the document as of September 2016 onwards.

- 2.4. Governors will receive regular reports about numbers of CAF's, child protection referrals, allegations against school staff and other child protection/safeguarding matters via the designated governor.
- 2.5. Governors will receive a written annual report and mid-year report detailing safeguarding and child protection matters from that year. This will be written by the Designated Safeguarding Lead. Governor receive regular updates on safeguarding via the staff bulletin and via governors meetings where it is a standing item on agendas.
- 2.6. The Anti-bullying Policy, Health and Safety Policy, Weapons Related Incident Policy, Attendance Policy, Medical Policy and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Charles Darwin School.

3. Responsibilities

- 3.1. The designated teacher is responsible for:
 - 3.1.1. Providing support to staff to carry out their safeguarding duties.
 - 3.1.2. Adhering to the London Child Protection Procedures fifth edition 2015, Bromley Safeguarding children Board and School/College policies with regard to referring a child if there are concerns about possible abuse.
 - 3.1.3. Support staff who are involved in referrals to local authority children's social care.
 - 3.1.4. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - 3.1.5. Ensuring that all such records are kept confidentiality and securely and are separate from pupil records.
 - 3.1.6. Ensuring that an indication of further record-keeping is marked on the pupil records.
 - 3.1.7. Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day **one** of any absence from school a trained member of staff will telephone the home. If there is no reply from the home and/or there are serious concerns for the child's wellbeing, Social Care and Education Welfare should be contacted. See London Child Protection Procedures 2015 Practice and Guidance Chapter 3 "Children missing from care, home and education".
 - 3.1.8. Completing a written annual report on child protections and Safeguarding for the governing body in July each year. A mid-year report should also be provided for discussion.
 - 3.1.9. Completing the Borough's Safeguarding audit required by the Local Authority in March each year as requested.
 - 3.1.10. Completing a school Prevent risk assessment from 2016-2017 and updating if required thereafter.
 - 3.1.11. Refer cases to the channel programme where there is a radicalisation concern as required following conversation with the Borough PREVENT engagement officer [see 12.10.3].
 - 3.1.12. Keeping the safeguarding and child protection policy up to date with new guidance and reviewing policy annually as a minimum.

4. Supporting Children

- 4.1. We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:

- 4.4.1. Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- 4.4.2. Promoting a caring, safe and positive environment within the school.
- 4.4.3. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.4.4. Notifying Children's Social Care if there is a significant concern.
- 4.4.5. Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupils' new school. A covering letter with a returns slip confirming receipt is requested and followed up.
- 4.5. Our school will complete a Vulnerable Children's Audit in the autumn term and update this throughout the year, to best identify those students most likely to need additional support in or out of school. This audit will also indicate those requiring first day calling via the attendance officer due to their vulnerability [4 and 5* pupils].
- 4.6. All staff have regular training and/or updates and will be aware of the process required to refer a child to Children's Social Care.

5. Confidentiality

- 5.1. We recognise that all matters relating to Child Protection are confidential.
- 5.2. The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- 5.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4. All staff must be aware that they cannot promise a child to keep secrets.
- 5.5. Any paperwork relating to Child Protection will be kept securely in a locked cabinet. A log book will identify when the cabinet is opened and by whom.
- 5.6. Any confidential information stored electronically is double password-protected.

6. Supporting Staff

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

7. Allegations against Staff

- 7.1. We understand that a pupil may make an allegation against a member of staff.
- 7.2. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher.
- 7.3. The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer 2017 – Rita Dada – 020 8461 7669/07715 23480.
- 7.4. If the allegation made to a member of staff concerns the Head Teacher, the designated safeguarding lead should be informed who will immediately inform the Chair of Governors and they will then discuss the allegation with the Local Authority Designated Officer.
- 7.5. The school will follow both the latest London Child Protection Procedure Guidance and Bromley's Safeguarding Children Boards' protocols for managing allegations. Circular 095/07, Safeguarding Children and Safer Recruitment in Education (Chapter 5) and the London Child Protection Procedures Part A, March 2015. See Appendix 1 of this policy for Allegations/Concerns against Staff or Volunteers Core Procedures Section 7.
- 7.6. A clear and comprehensive summary of all allegations, follow-up and resolution, action taken and decisions reached, is kept in the confidential personnel file of the member of staff that the allegations is against. Any malicious allegations will not be stored in this way.

- 7.7. The Headteacher will refer cases where a person is dismissed or leaves due to risk/harm to a child to the Disclosure and Barring Service as required in Keeping Children Safe in Education, September 2019.

8. Whistleblowing

- 8.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- 8.3. Concerns about another staff member who may pose a risk of harm to children should be referred to the Headteacher; where there are concerns about the Headteacher, this should be referred to the Chair of Governors (KCSIE 2019).
- 8.4. All staff will receive the school's Whistleblowing Policy in September via the staff Information Handbook. This will be signed for by staff to confirm they have read and understood the document.

9. Physical Intervention

- 9.1. Our policy on physical intervention by staff acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be minimal force necessary to prevent injury to another person or themselves.
- 9.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under the child protection or disciplinary procedures.

10. Bullying

- 10.1. Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 10.2. The school recognises that peer on peer abuse can take many forms, eg, cyber-bullying, sexual violence or harassment, physical abuse, sexting and initiating/hazing type violence and rituals (KCSIE 2019) and Upskirting (a criminal offence from 2019).
- 10.3. The school will strive to achieve the Bullying Intervention Group (BIG) Award to identify its commitment to tackle and reduce any incidents of bullying in the school.
- 10.4. Any incidents of bullying are logged in the school's shared area and reviewed by the pastoral team. Three year trends are reviewed by the pastoral team.

11. Racist Incidents

- 11.1. Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.
- 11.2. Any incidents of racism are logged in the school's shared area and three year trends are reviewed by the pastoral team.

12. Radicalisation and extremism

- 12.1. Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.
- 12.2. Safeguarding children from all risks of harm is an important part of Charles Darwin School's work and protecting them from extremism is one aspect of that.

- 12.3. At Charles Darwin School, we ensure that through our school's ethos, we promote tolerance and respect for all cultures, faiths and lifestyles. We ensure that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.
- 12.4. We have a duty to prepare our pupils for life in modern Britain and to keep them safe.
- 12.5. Everyone at Charles Darwin School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.
- 12.6. Statutory Duties
The duty to prevent children and young people being radicalised is set out in the following documents.
 - Counter Terrorism and Security Act 2015
 - Keeping Children Safe in Education 2019
 - Prevent Duty Guidance 2015
 - Working Together to Safeguard Children 2018
- 12.7. Non-statutory Guidance
 - Promoting fundamental British values as part of SMSC in schools: DfE
 - Departmental advice for maintained schools 2014
- 12.8. Definitions
 - 12.8.1. Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
 - 12.8.2. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
 - 12.8.3. British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 12.9. It is the role of the Safeguarding Lead, Headteacher and Governing Body to ensure that the college meets its statutory duties with regard to preventing radicalisation.
- 12.10. Role of Designated Safeguarding Lead
It is the role of the designated safeguarding lead to:
 - 12.10.1. ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. WRAP training is compulsory for all teaching staff, admin staff and the site team to complete (see 12.14)
 - 12.10.2. receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
 - 12.10.3. make referrals to appropriate agencies with regard to concerns about radicalisation to contact the Bromley PREVENT Engagement officer [Rob Affleck] 07775 036482 to discuss any concerns
 - 12.10.4. liaise with partners, including the local authority and the police
 - 12.10.5. complete a school PREVENT Risk assessment.
- 12.11. Role of staff
It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- 12.12. Curriculum
We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the School's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

12.13. Internet Safety

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

12.14. Staff Training

Relevant staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This training is completed as WRAP training wither face-to-face or online. This information also forms part of annual safeguarding reminders in September, including that to new staff as part of their Induction. See appendix 2 for signs of vulnerability to radicalisation and extremism.

12.15. Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. The Safeguarding and Safety Information for Visitors leaflet will be signed for on arrival at the school from September 2016 and be updated annually as a minimum.

12.16. Referral Process

Staff and visitors to the school must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

12.17. *The Prevent duty, Departmental advice for schools and childcare providers, June 2015*

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

13. Online Safety

13.1. Our policy on E-safety is set out in a separate policy and acknowledges the importance of pupils staying safe on-line and via mobile phone apps.

13.2. The curriculum in Year 8 from 2015 teaches pupils, in IT lessons and the PSHE programme in Years 7-11, how to stay safe on-line, the dangers of sexting etc.

13.3. An E-safety lead on SLT will be appointed. For 2019-20 this will be Jon Simpson, Assistant Headteacher. He will be expected to lead on the promotion of E-safety across the school, via assemblies, tutorial work, displays and annual parental presentation to new Year 7s in July each year.

13.4. New Year 7 parents will be invited to an e-safety awareness presentation from July 2015 prior to their son/daughter starting at the school. [Attendance at this presentation is expected.]

13.5. Parents will be given regular online safety updates via the Link (school newsletter) when relevant.

13.6. The school website will have a link for all users to immediately report inappropriate use of the internet [CEOP]. This is a requirement of good practice in all Kent schools and has been adopted by Charles Darwin School.

- 13.7. KCSIE 2019 includes a link to new DfE guidance on teaching pupils how to stay safe online [Annex C KCSIE 2019].

14. Prevention

- 14.1. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 14.2. The school community will therefore:
- 14.2.1. Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 14.2.2. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 14.2.3. Include in the curriculum opportunities for Personal Social Health and Citizenship Education which equip children with the skills they need to stay safe from harm and to know to whom they should turn to for help.
- 14.3. From September 2012, all staff and Governors are required to wear a staff/governor lanyard, identifying to children that they are a member of staff. This was introduced for the Sixth Form students in 2014; appropriate use of the gate fob is part of the Sixth Form contract.
- 14.4. The school gates at reception will be closed by 8.45am every day and re-opened at 2.55pm to prevent free access onto the school site. Gate will again be closed at 6.00pm for the safety of staff on site in the evening.
- 14.5. The school's PSHE curriculum will constantly be reviewed to ensure that visiting speakers for assemblies and revised tutor programmes from internal or external sources, keep pupil support from risk as relevant and up to date with need as possible.

15. Child on Child Sexual Violence and Sexual Harassment

- 15.1. Keeping Children Safe in Education, September 2018 had a new Part 5, providing guidance for school and colleges on how they should response to reports of child on child sexual violence and harassment (Para 235-257 of guidance).
- 15.2. The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single children or a group of children.
- 15.3. The school recognises that all victims should be taken seriously and that some groups are more at risk, namely children with SEN and LGBT children.
- 15.4. Staff should be aware of the importance of:
- Not tolerating or dismissing sexual violence or harassment as 'banter' or 'part of growing up'.
 - Challenging behaviours such as grabbing bottoms or genitalia, flicking bras and Upskirting, a form of peer on peer abuse and a criminal offence [included in Part 1 KCSIE 2019, para 27]. Upskirting is typically when a photo is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm. Tolerating these behaviours risk normalising them.
 - Challenging and reporting online sexual harassment if they become aware that it has occurred. This may include:
 - Non-consensual sharing of sexual images and videos.
 - Unwanted sexual 'jokes', comments and message including on social media.
 - Recognising signs that indicate a child may be at risk from, or involved in serious crimes. They should know the associated risks involved and measures in place to manage these [included in Part 1 KCSIE 2019, page 29]. Staff should be aware of

indicators that may signal that children are at risk from, or are involved with, serious violent crime, including:

- Unexplained gifts/new possessions. These can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Increased absence from school.
 - Change in friendships/relationships with others/groups.
 - Significant decline in performance.
 - Signs of self-harm/significant changes in wellbeing.
 - Signs of assault/unexplained injuries.
- All staff should be aware of associated risks from involvement with serious crime and measures in place to manage them.
- 15.5. If staff have a concern or a child makes a report to them, if they are in doubt as to what to do they should speak to the Achievement Coordinator who in turn will liaise with the Designated Safeguarding Lead or Deputy.

16. Health and Safety

- 16.1. Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.
- 16.2. The school's Health Lead (based in Student Services) has responsibility for overseeing pupil's health needs as the Lead First Aider in school. They liaise closely with Achievement Coordinators, Pastoral Managers and Designated Safeguarding Lead where appropriate regarding student wellbeing.

17. Safer Recruitment

- 17.1. The school will implement their responsibilities for safer recruitment strategies as recommended in *Keeping Children Safe in Education, September 2019*.
- 17.2. This will include appropriate training for Head Teachers/Deputies/Governors and others who recruit and select staff and volunteers. These staff will attend the NCSL Safer Recruitment training (CWDC from January 2010).
- 17.3. As part of the Safer Recruitment process all staff being offered positions within the school should have their offers made subject to an enhanced Disclosure and Barring Service [DBS] [formerly CRB] check.
- 17.4. The school follows the advice of Bromley Safeguarding Children Board and renews DBS documents every three years.
- 17.5. The Central Register of these checks will be held by the Personnel & Administration Manager (2019: Julie Hodgkinson) and checked and signed by the Chair of Governors and Designated Governor for Child Protection and Safeguarding annually.

18. Information Sharing

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

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

18.6. See Appendix 9 Flowchart of when and how to share information (P2 Information Sharing : Advice for practitioners providing safeguarding services to children July 2018).

19. Multi-Agency Working [KCSIE 2019 Para 68-75]

- 19.1. The school will continue to work closely with relevant external agencies in the interest of the child and family.
- 19.2. If Charles Darwin School is named as a relevant agency under published arrangements of our local Safeguarding partners, we will comply with these local arrangements.

Reviewed for approval by the Ethos Committee in September 2019

Section 2: Guidance for Staff

1. Identifying abuse and taking action: Listening to Children

- 1.1. Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that **all** staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, know who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.
- 1.2. Children also want to know that they will be listened to and their concerns will be taken seriously, so all staff should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk.
- 1.3. Any member of staff, teaching or non-teaching, who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupils as soon as possible and take action in accordance with the school's child protection procedures.
- 1.4. The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a pupil makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note.
- 1.5. Staff must also be aware that:
 - it is not the responsibility of teachers or other staff in school to investigate suspected cases of abuse;
 - they should not take any action beyond that agreed in the school procedures which are in line with Bromley and London Child Protection Procedures 2015; and with Keeping Children Safe in Education 2019;
 - **they cannot promise a child complete confidentiality** – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

Staff should refer to the child sexual exploitation warning signs mnemonic poster [appendix 8 of this policy] [Bromley June 2017].

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

- 1.6. Physical Abuse
May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child and includes a parent feigning symptoms of or deliberately causing ill health to a child who they are looking after. Female genital mutilation (FGM) constitutes child abuse.
- 1.7. Emotional Abuse
Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

1.8. Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities which may involve physical contact or non-contact activities such as looking at or involvement in the production of pornographic material.

1.9. Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who have older boyfriends or girlfriends
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol

1.10. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm, or the failure to ensure access to appropriate medical care or treatment. It may include neglect of, or unresponsiveness to, a child's basic emotional needs.

2. Recognising Concerns

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

3. Action to be taken by school staff

3.1. Immediate Action

- 3.1.1. The first priority for any member of staff receiving a concern/allegation is to establish whether any child is in need of medical attention and/or protection.
- 3.1.2. If urgent action is required, medical assistance should be obtained by the first aider on duty.

3.2. Action by Person Initially Identifying/Receiving a Concern

- 3.2.1. Where a concern is reported to or identified by a member of staff, the first priority is to establish whether the child is in need of medical attention and/or protection.
- 3.2.2. Any member of staff receiving details of a concern **should**:
 - Act with tact and sympathy
 - Listen and treat the concern seriously
 - Communicate as appropriate to the age, understanding, language preference and any communication difficulties of the child/person reporting (specialist help may be needed)
 - Avoid leading questions
 - Keep an open mind
- 3.2.3. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.
- 3.2.4. The person receiving the concern **should not**
 - interrupt the child/person reporting when he/she is recalling significant events;
 - make assumptions or interpretations;
 - make suggestions or offer alternative explanations. This could be construed as 'coaching';
 - use leading questions e.g. "Did they do to you?". Open questions should only be used e.g. "What happened?";
 - attempt to investigate any suspicion of abuse. Only sufficient information should be sought to clarify whether a concern should be referred to social services and/or police, or dealt with internally.
- 3.2.5. The person receiving a concern should:
 - record in writing the information (if applicable, in child's own words), including times, dates, place of incident(s), persons present and what was said
 - sign and date the written record
- 3.2.6. Staff should be aware that the notes they make may be disclosable in any subsequent prosecution. Staff may also be called to give evidence in court proceedings and may be asked to refer to their notes.
- 3.2.7. The child or other person reporting the concern should not be promised confidentiality, but reassured that the information will only be passed to those who 'need to know'.
- 3.2.8. Any member of staff identifying or receiving details of a concern, should immediately:
 - **report the matter to the designated safeguarding lead: Deputy Head Louise Rees (if absent or unavailable, the Headteacher who is deputy designated safeguarding lead).**
 - **Make a written record of decisions made and action taken.**

4. Initial Action by the Designated Safeguarding Lead

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

5. Initial Consideration of Concern

- 5.1. The member of staff identifying or receiving the concern and the designated person, should discuss the concern and available information in order for the designated person to decide on the most appropriate course of action. If there is any doubt about the action to be taken, the designated person will seek advice from the LEA lead officer, duty team manager of the Social Care Referral and Assessment Team or police as appropriate.
- 5.2. The designated person will keep a record of all information collected and any subsequent decisions and action taken, including details of any persons involved in those decisions/actions.
- 5.3. A concerns form pro-forma is available in Appendix 6 of this policy if the DSL or deputies wish to use this to record concerns.

6. Outcome of Initial Consideration

- 6.1. The possible outcomes of this initial consideration are:
 - 6.1.1. Significant Harm
 - * If it is considered that a pupil has suffered or is at risk of significant harm, the designated person should make an immediate referral to social services.
 - 6.1.2. Criminal Offence
 - * If the alleged concern might constitute a criminal offence, the designated person should make an immediate referral to social services.
 - 6.1.3. Child in Need
 - * If a child is considered to be in need of help, a referral should be made to the appropriate person/organisation e.g. educational psychologist, social services or a CAF is completed in order to work with the family to engage outside professionals to work with the child.
 - 6.1.4. No further action
 - * If, after discussion with the member of staff reporting the concern, the designated person decides that no further action is required, he/she should make a record of the reasons for this decision. A CAF may be considered if further concerns are raised of the same level.
 - 6.1.5. See Appendix 3(i) for a flow chart summary of dealing with child protection concerns and 3(ii) when that concern is specific to Female Genital Mutilation (FGM).
 - 6.1.6. See Appendix 4 for the Assessment Framework that will be used when assessing need taken from *Working together to safeguard children 2015*.

7. Record Keeping

- 7.1. Child protection records (e.g. referrals, conference minutes/reports) are kept securely and separately from a child's educational records. These are exempted from the list of records which are available for examination by parents or children unless subject to a Court order. A label is placed on the file of any child who is or has been on a child protection plan to indicate that further records are available on the child in the event of any concerns and in order to ensure a consistent level of pastoral care for such students.
- 7.2. This recording system is regularly maintained by the designated person. When a child moves to a new school these records will be sent under separate cover to the appropriate designated person. These records will be requested of the designated person by the Admissions Officer [2019: Debbie Paterson]. The designated person will retain photocopies of these records, where possible, until receipt is confirmed by the pupil's new school via an accompanying letter sent from Charles Darwin School.

8. Common Assessment Framework

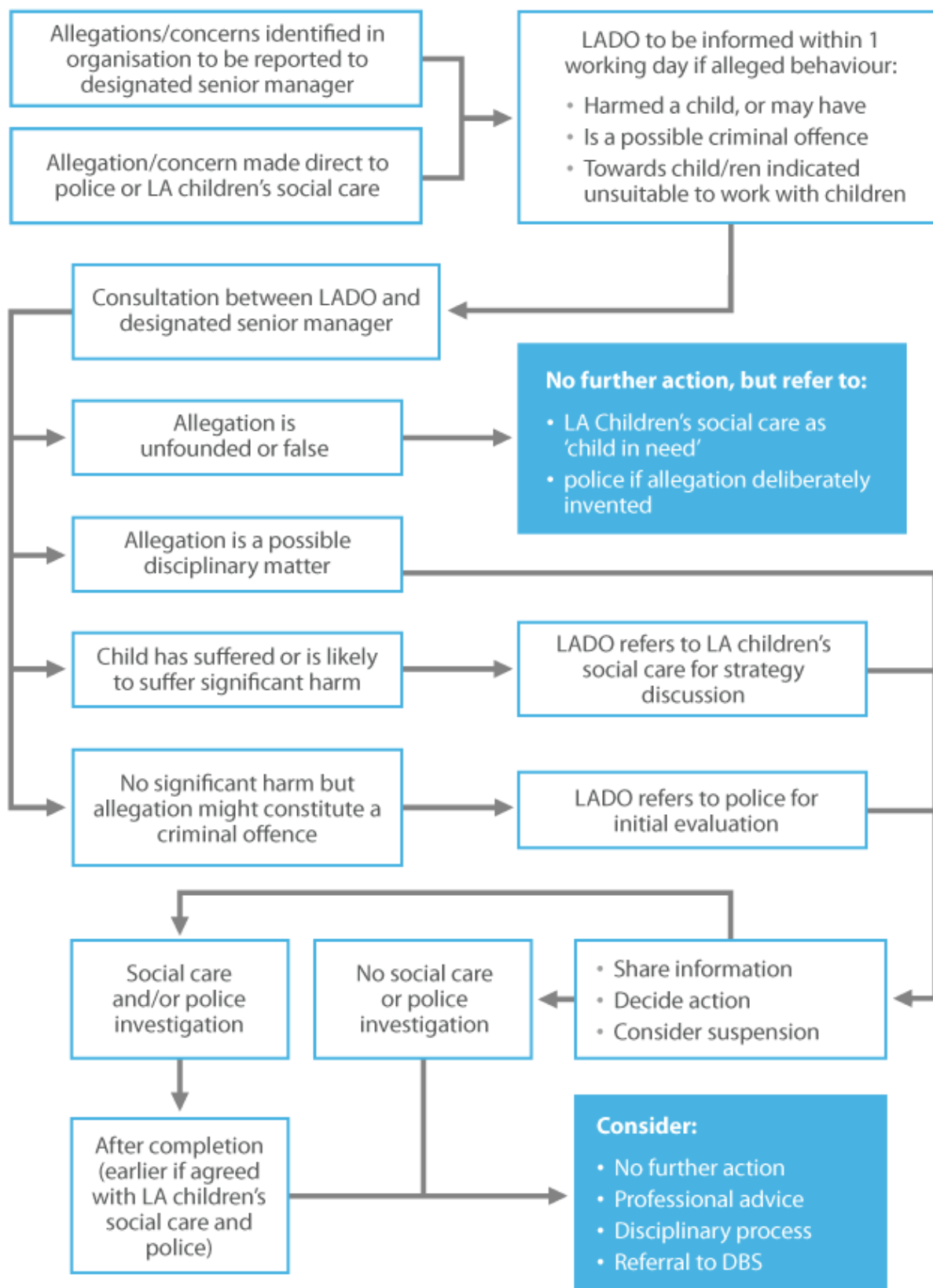
- 8.1. The CAF is designed as an assessment tool to facilitate early intervention and co-operation between agencies to improve outcomes for children/young people with additional needs.
- 8.2. You might use a CAF:
 - if you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing;
 - you receive a request from the child/young person or parent/carer for more support;
 - you are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address.
- 8.3. Since November 2009 it has been procedure that a CAF is completed as part of the referral to the Referral and Assessment Team in Bromley. See Appendix 5 for copy of form, available on school website copy of this policy. Croydon referrals are completed via an email to childreferral@croydon.gov.uk, although the CAF will be accepted.

9. Training and Safeguarding and Child Protection

- 9.1. The designated and deputy designated safeguarding leads will complete Level 4/5 training in safeguarding and Child Protection every two years.
- 9.2. The other deputy Head and all Achievement co-ordinators, the SENCo, Pastoral Managers, Student Isolation Room Manager, Student Services Office Manager and Assistant (Family and Health) will all complete Level 3 training in Safeguarding and Child Protection every three years.
- 9.3. All teaching staff, the Site Team and groundsmen and administrative staff all complete Level 1 training every three years, and receive regular updates via staff bulletin, INSET days or staff briefing announcements.
- 9.4. A log of training is kept and updated. This is held in the admin office.
- 9.5. The annual report to governors should include staff training on safeguarding and child protection completed by staff that year.
- 9.6. The school will continue to strive for an outstanding provision of safeguarding across the school, meeting and going beyond requirements.
- 9.7. Appendix 7 has a list of useful websites related to the content of this policy.

Reviewed for approval by the Ethos Committee in September 2019

Allegations / Concerns Against Staff Child Protection Process



Signs of vulnerability to radicalisation and extremism

Signs of vulnerability to radicalisation

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

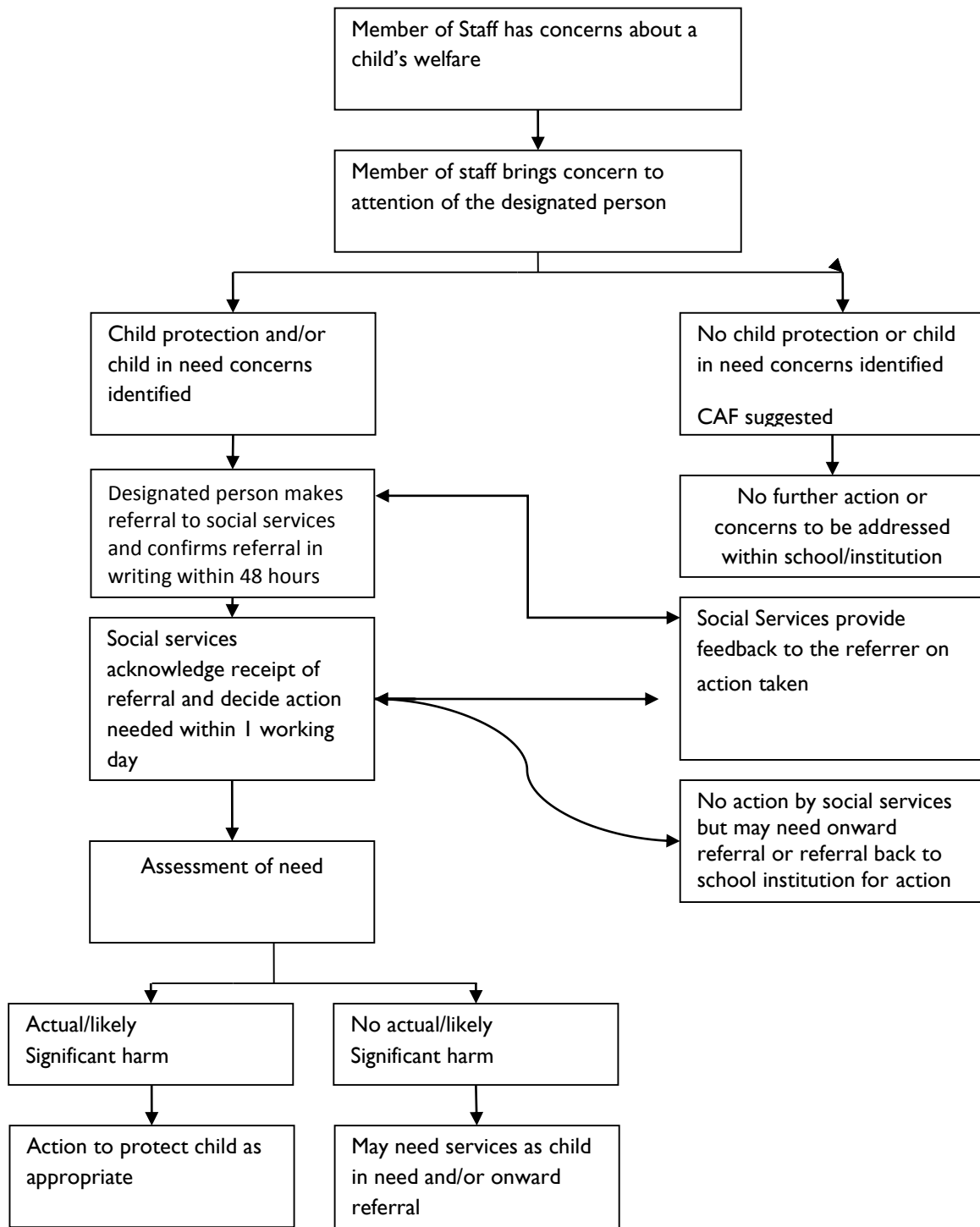
- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

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

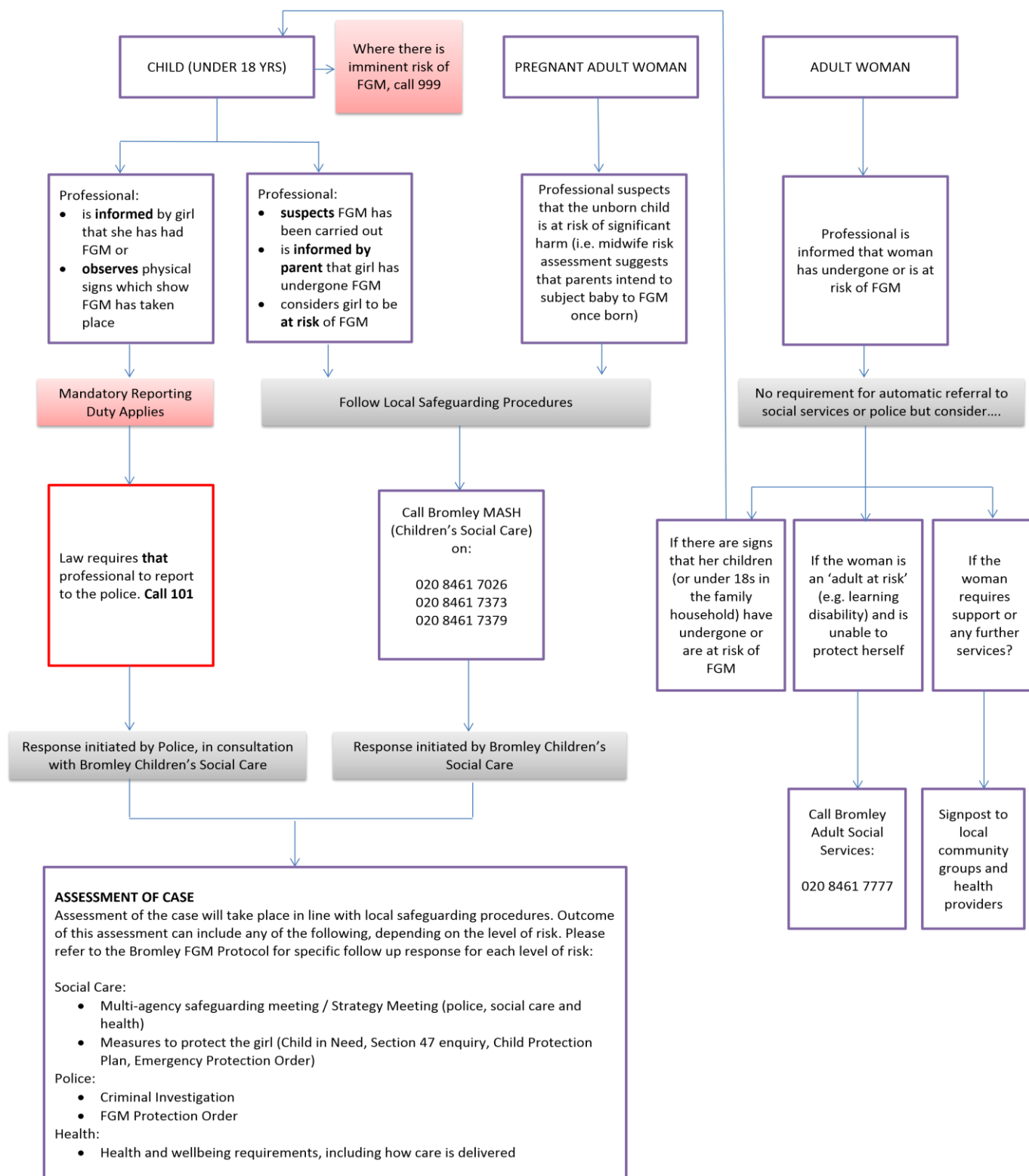
Flow Chart for Dealing with Child Welfare Concerns



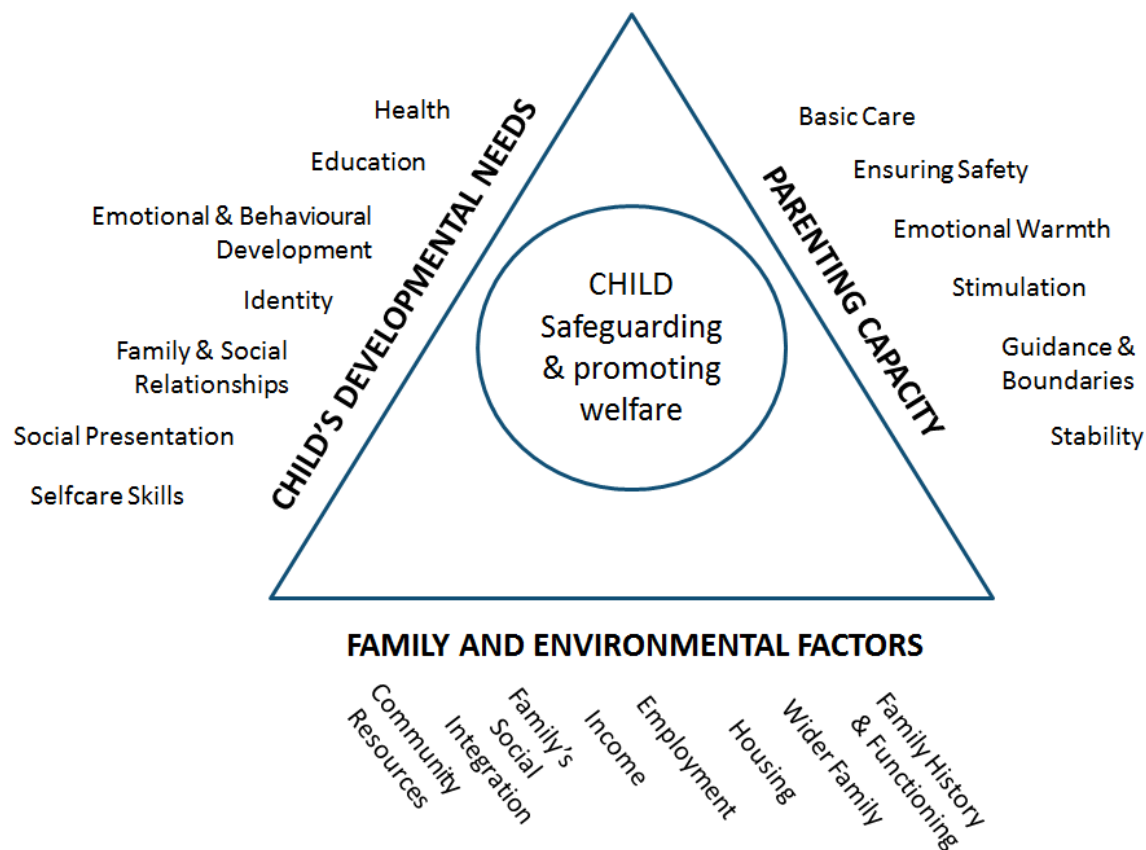


Bromley Multi-Agency Referral Pathway FGM

This referral pathway can be used by all professionals including schools, health, local authority and voluntary sector



The Assessment Framework




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

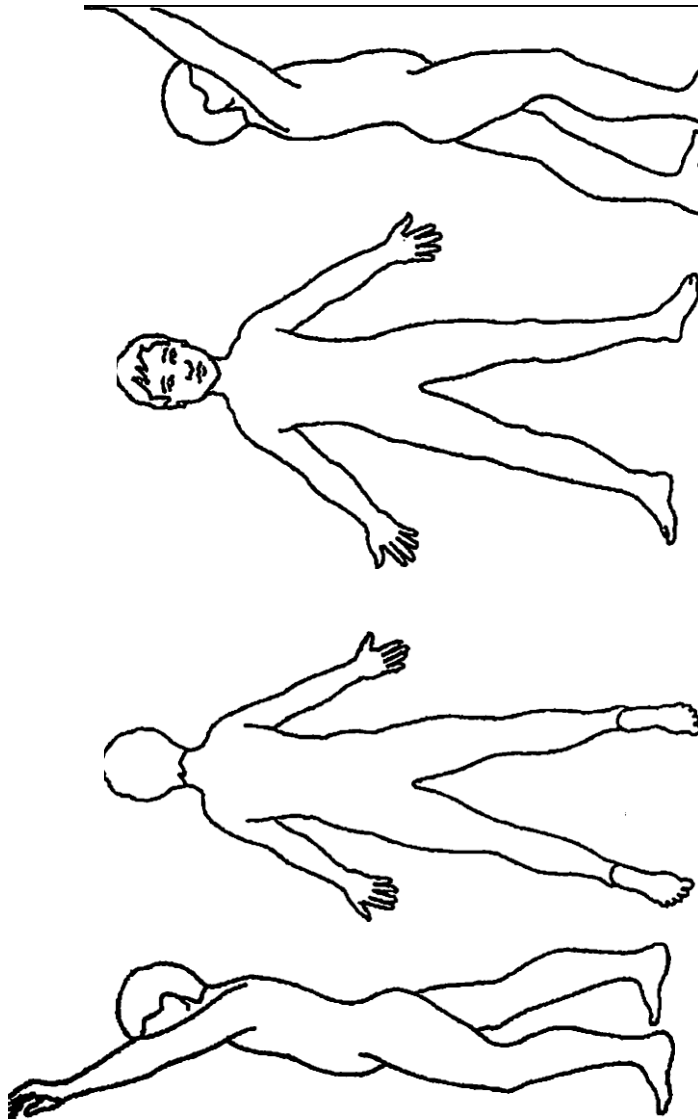
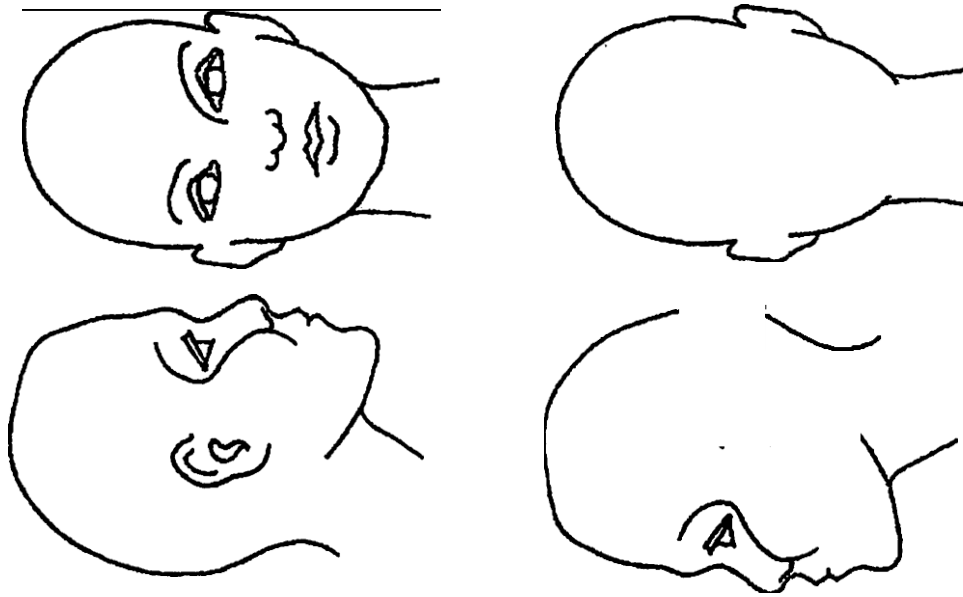
Children's Social Care Referral Form & CAF Form

London Borough of Bromley

(Specimen)

Refer to copy on school website policy

	BROMLEY SAFEGUARDING CHILDREN BOARD Concerns Form
Child's Name:	<input type="text"/>
Class:	<input type="text"/>
Date of concern:	<input type="text"/>
Details of concern: 	
Signed:	<input type="text"/>
Position:	<input type="text"/>
Date:	<input type="text"/>
Action taken: 	
Reported/referred to: <input type="text"/>	
Date: <input type="text"/>	



Name of child:	_____
Date of Birth:	_____
Description of injury - size, shape, colour and type of injury:	_____

Date marks/injury observed:	_____
Name of person completing this form:	_____
Date:	_____
Action:	_____

Safeguarding – useful websites for support and guidance

CONTEST is the government's counter-terrorism strategy

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

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

Prevent

Pursue

Protect

Prepare

Prevent Statutory Guidance (2015)

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

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

Channel Duty Guidance

[https://www.gov.uk/...data/.../Channel Duty Guidance April 2015.pdf](https://www.gov.uk/...data/.../Channel%20Duty%20Guidance%20April%202015.pdf)

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

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

Channel Vulnerability Assessment Framework

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

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

Intent to cause harm or readiness to use violence

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

Capability to cause harm

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

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

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

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

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

Special Educational Needs and Disabilities – A guide to Specialist Support and Provision for Children and Young People in Bromley (March 2011)
www.bromley.gov.uk/downloads/file/557/special_educational_needs_and_disabilities-guide_to_specialist_support

Resource Guide – Services and Support for Parents/ Carers and Families of Children and Young People with additional needs or disabilities in Bromley (March 2011)
www.bromley.gov.uk/downloads/file/182/disability_services_for_parents_carers_and_families










Resource Guide for Early Support available to parents and carers of babies and young children with additional needs or disabilities in Bromley (March 2011)
www.bromley.gov.uk/downloads/file/532/guide_to_services_and_support_for_parents_of_babies_and_young_children_with_additional_needs_or_disabilities_birth_to_5_years

Information Sharing – Practitioners Guide
www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/a0072915/information-sharing

Bromley Children and Young People Partnership
www.bromley.gov.uk/childrenstrust

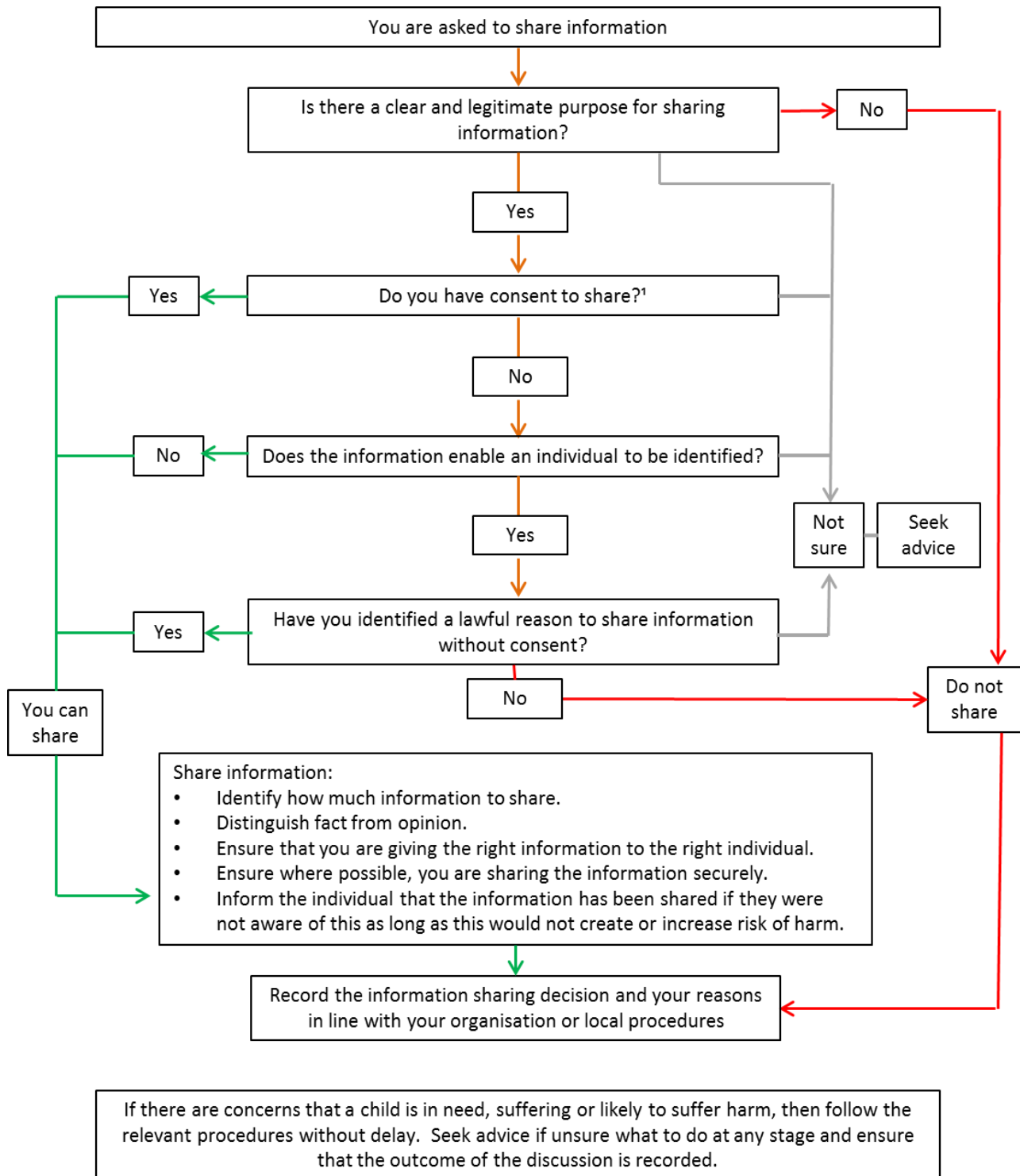
Child Sexual Exploitation Warning Signs - **SAFEGUARD**

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

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

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

Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time