Child Protection Policy

& Procedures

Garfield Primary

Today's children, tomorrow's future.

Updated: September 2025 by Magdalena Gabruk (DHT, Inclusion and Safeguarding)

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Chair of Governors: K Carrano

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Editing Notes

This document has been updated to include policies and procedures in line with statutory requirements. 'Keeping Children Safe in Education' (KCSIE) 2025, which states that individual schools and colleges should have '*an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum) and be available publicly either via the school or college website or by other means.*' This document will support schools and colleges in creating a child protection policy that is relevant to their communities and reflects the needs and abilities of learners.

CONTENTS

1. Key Contacts 5
2. Definitions 6
3. Introduction and Aims 9
4. Legislation and guidance 10
5. Related Safeguarding Policies 11
6. Informing staff and others of safeguarding policy 12
7. Roles and Responsibilities 13
8. Procedures What to do if you have a welfare concern in Garfield 22
10. Recognising Indicators of abuse and neglect 24
11. Child protection procedures – taking action 26
12. Notifying parents and carers of child protection concerns 28
13. Confidentiality information sharing and record keeping 28
14. Multi-Agency Working 30
15. Staff Induction, Awareness and Training 31
16. Staff Supervision and Support 32
17. Supporting Children – working with parents / carers 33
18. Children requiring mental health support 34
19. Safeguarding Children with Special Educational Needs, Disabilities or Health Issues 35
20. Children in need of a social worker (Child in Need and Child Protection Plans) 35
21. Looked after children, previously looked after children and care leavers 35
22. Childrenwho are absent from education 36
23. Child-on-Child Abuse 36
24. Children who are lesbian, gay, bi, or trans (LGBT) 38
25. Female genital mutilation (FGM) 38
26. Gangs, County Lines, Serious violence, Crime and Exploitation 39
27. Preventing radicalisation 39
28. Use of reasonable force 39
29. Bullying and Racism 40
30. Prevention and Curriculum – Opportunities to Teach Safeguarding 40
31. Online Safety 41
32. Remote Learning 43
33. Alternative provision 44
34. Elective home education 44
35. Private fostering and host families 44
36. Health and Safety and Safer Recruitment 44
37. Concerns and allegations against members of staff and adults in the school 44
38. Whistle blowing 47
39. The use of premises by other organisations 47
40. Site security and arrangements for visitors 48
41. Complaints 48
42.Policy Monitoring and Review 48
Appendix 1: School Child Protection Concern Reporting 50
Appendix 2: Categories & Indicators of Abuse and Neglect 51

Appendix 3: Specific safeguarding issues (KCSIE Annex B) 54
Appendix 4: Child-on-child abuse 64
Appendix 5: Sources of support and advice 67
Appendix 6: Safer recruitment 69

Key Contacts

Post	Postholder	Contact details
Headteacher / Head of School	David Joyce	Tel No 0208 368 4500 Email address headteacher@garfield.enfield.sch.uk
Designated Safeguarding Lead (DSL)	Magdalena Gabruk	Tel No 0208 368 4500 Email address mgabruk@garfield.enfield.sch.uk
Deputy off-site Safeguarding Lead (DDSL)	Ozgen Pastirmacioglu	Tel No 02083684500 Email address opastirmacioglu@garfield.enfield.sch.uk
Chair of Governors and Link Governor for Safeguarding	Keith Carrano Saikou Sanyang	0208 368 4500. Speak to Office Manager for Governor contact details
Local Authority Designated Officer (LADO)		0208 379 2850
Safeguarding Enfield Partnership		https://new.enfield.gov.uk/safeguardingenfield/safeguarding-enfield-partnership/ 020 8489 3145
MASH Team		• **www.enfield.gov.uk/childrensportal** • 020 8379 5555 (Mon-Thurs 9am-5pm; Fri 9am-4.45pm) • Out of office hours call: 020 8379 1000 (select option 2 and you will be transferred to an advisor). You can email at: **ChildrensMASH@enfield.gov.uk** • If you are worried about an adult at risk: • Adults MASH (Multi-Agency Safeguarding Hub) on 020 8379 3196 (Mon -Fri 9am to 5pm) Adult Abuse line on 020 8379 5212(this is a 24 hour you can leave your concern anonymously) or you can email the team at: **TheMashTeam@enfield.gov.uk**

Definitions

The terms **"children"** and **"child"** refer to anyone under the age of 18.
For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:

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

For the purposes of this policy, **"consent"** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.
For the purposes of this policy, **"sexual violence"** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **"sexual harassment"** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:

- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Sharing unwanted explicit content.
- Upskirting.
- Sexualised online bullying.
- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

For the purposes of this policy, **"upskirting"** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, and collectively called **"youth-produced sexual imagery"** is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

"**Deep fakes**" and "**deep nudes**" refer to digitally manipulated and AI-generated nudes and semi-nudes.

For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Indecent images also include indecent **"pseudo-images"**, which are images have been created or manipulated using computer software and/or AI.

For the purposes of this policy, **"abuse"** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **"physical abuse"** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **"emotional abuse"** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in

danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Section 1: Introduction and Aims of the Policy

- The governors and staff of Garfield PS are committed to the highest standards in protecting and safeguarding the children entrusted to our care. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. 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. Children includes everyone under the age of 18.
- Garfield Primary recognises that:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff will sure their approach is child-centered. This means that they will consider, at all times, what is in the **best interests** of the child.
- No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

The purpose of this policy is:

- To protect the safety, welfare and well-being of the pupils on roll at our school
- To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.
- To ensure staff are aware of their statutory safeguarding duties and responsibilities
- To ensure staff are well-equipped and confident to recognise and report child protection concerns
- To promote an open and listening culture where everyone can voice concerns in the knowledge they will believe, helped and supported.
- To emphasize the key importance of /raise the awareness of teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To ensure staff understand the importance of their role in the safeguarding process and the need for immediate reporting of any concerns
- To support the child's development in ways that will foster security, confidence and independence.
- To encouraging positive self-esteem and self-assertiveness and create an atmosphere where all our children can feel secure, valued and listened to
- To ensure staff are aware of and able to effectively tackle bullying and harassment
- To inform staff about the groups of children that may be particularly vulnerable to abuse.
- To inform staff about different forms of abuse so that they are aware of the indicators of possible abuse
- To ensure staff are away of the risk factors that can make children vulnerable to different types of abuse and exploitation including Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- To inform staff and parents of a variety of different extra familial harms that children can be exposed to including sexual exploitation, criminal exploitation and serious youth violence.
- To inform staff, parents and children of potentially harmful and inappropriate online material
- To inform staff of the behaviors linked to issues such as drug taking, missing in education, sexting which can put children in danger.

Our core safeguarding principles are:

- **Promotion**
  - Making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school
- **Prevention**
  - Positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures
- **Protection**
  - Following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Support**

  For all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.
- **Working with parents and other agencies**
  - To ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2025) 'Keeping children safe in education 2025'

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2025) 'Information sharing'
- DfE (2025) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2025) 'Recruit teachers from overseas'
- DfE (2025) 'Working together to improve school attendance'
- DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2025) 'Virginity testing and hymenoplasty: multi-agency guidance'

This policy operates in conjunction with the following school policies and documents:

- Children Missing from Education Policy
- Child Sexual Exploitation (CSE) Policy
- Prevent Duty Policy
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Cyber-security Policy
- Pupils' Personal Electronic Devices Policy
- Staff ICT and Electronic Devices Policy
- Data Protection Policy
- Photography and Images Policy
- Records Management Policy
- LAC Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Behaviour Policy
- Low-level Safeguarding Concerns Policy
- Youth-produced Sexual Imagery (YPSI) Policy
- Staff Disqualification Declaration Form
- Reporting Safeguarding Concerns Flowchart

Informing staff and others of safeguarding policy

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them. A copy of the policy can be found in the school Reception office, staffroom or the school website
- Visitors to the school site will be given a leaflet detailing our safeguarding arrangements. Visitors will be asked to sign to say they have read, understood and will adhere to these arrangements.
- Parents/carers can obtain a copy of the Garfield Safeguarding and Child Protection Policy downloaded from the school website together with other related policies, including for online safety, recruitment and child-on-child abuse (https://www.garfield.enfield.sch.uk). . Additionally, these and other policies are available from the school office on request.
- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally and via the school website. The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

Section 2: Roles and Responsibilities

The governing body and leadership team at Garfield Primary recognise the significant level of responsibility of the Designated Safeguarding Lead role. They will ensure the post holder (and any deputies) are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

The Governors will

- Take responsibility for strategic leadership that is a 'whole school approach' for the school's safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE 2025. This includes ensuring the school's policies, procedures and training are effective and comply with the law at all times.
- Undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.
- Ensure that the school has a Child Protection Policy which is reviewed annually
- Ensure a member of the Leadership Team is in the role of Designated Safeguarding Lead (DSL) and that the DSL takes **lead responsibility** for safeguarding and child protection (including online safety in liaison with the Computing Lead) and is given time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, and to take part in strategy discussions and inter-agency meetings and to contribute to the assessment of children
- Ensure that the single central record is kept up to date
- Ensure the school has a Code of Conduct which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media and that appropriate filters and appropriate monitoring systems are in place.
- Ensure that a Whistleblowing Procedures is in place,

- Ensure that the school operates safe recruitment procedures and makes appropriate staff and volunteer checks as part of that, have recruitment procedures that help deter, reject or identify people who might abuse children. This is in line with LA Safer Recruitment Policy. See also regulated activity information in Appendix 2
- Ensure that at least one member of an appointing panel has attended safer recruitment training
- Ensure that procedures for dealing with allegations against staff and volunteers are in place and that all comply in accordance with Education Children Service and Leisure (ECSL) and the Local Safeguarding Partnership (LSP) procedures. The LSP have adopted and follow the London Child Protection Procedures (LCPP).
- Ensure there is a system in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at their heart.

- Ensure that there are appropriate safeguarding procedures are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Ensure that the school contributes to inter-agency working in line with statutory guidance Working together to safeguard children.

- Ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person as set out in Part four of this guidance.
- Ensure there is a procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.18
- Ensure the school has procedures to minimise the risk of child-on-child abuse and which sets out how allegations of child-on-child abuse will be investigated and dealt with. The policy should reflect the different forms child-on-child abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of child-on-child abuse will be supported and recognise the gendered nature of child-on-child abuse.
- Ensures systems are in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at their heart.
- Ensure that staff have the skills, knowledge and understanding necessary to keep looked after children (LAC) safe.
- Ensure that the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in SEND group of children. These can include:
    - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
    - the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
    - communication barriers and difficulties in overcoming these barriers

- Ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
    - being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.
    - understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent. It cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
    - for schools, not providing pupils’ personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR. Where in doubt, schools should seek independent legal advice.

- Recognise that it does not have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- Make sure that the Child Protection Policy is available to parents on request
- Ensure this policy and practice complements other policies to ensure safeguarding.

The Headteacher will ensure that:

- The Headteacher will ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.
- This policy is updated annually, and is available publicly via the school website and as a hard copy
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings, and to contribute to the assessment of children and young people
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of children, and such concerns are addressed in a timely manner in accordance with agreed policies.
- She undergoes child protection training which is updated regularly, in line with advice from the LSP – Local Safeguarding Partnership
- Ensure the school is teaching children about safeguarding as part of providing a broad and balanced curriculum. This may include Relationships Education (for all primary pupils) and Health Education (for all pupils in state-funded schools).
- There is time allocated for at least annual training of staff
- The governors are trained in the latest Child Protection Policy and Procedures and Keeping Children Safe in Education

The Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team: Ms Magdalena Gabruk, as the Designated Safeguarding Lead (DSL). Additionally, the school has appointed Deputy DSLs: Ms Ozgen Pastirmacioglu and Mr David Joyce who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems at Garfield Primary. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. Job descriptions that align to KCSIE 2025 Annex C are set out below and in place for the DSL and deputy DSLs
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The Headteacher will be kept informed of any significant issues by the DSL.
- The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- During term time the designated safeguarding lead (or a deputy) will always be available (during school/office hours) for staff in the school to discuss any safeguarding concerns. This will be in person, in very exceptional circumstances this maybe by telephone.

The role of the DSL is to:

- **Manage referrals:**

  - refer cases of suspected abuse to the local authority children's social care as required
  - support staff who make referrals to local authority children's social care
  - refer cases to the Channel programme where there is a radicalisation concern as required;
  - support staff who make referrals to the Channel programme
  - liaise with the headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
  - adhere to the ECSL, LSP and school procedures with regard to referring a child if there are concerns about possible abuse.
  - refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
  - refer cases where a crime may have been committed to the Police as required.

- **Monitor Key Children who are absent** (in liaison with Attendance Officer)

  - If there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
  - The key worker of any child that is on the child protection register who is absent without explanation, is contacted on the first day of absence
  - Phone calls about absences are logged and dated
  - Records of attendance are monitored by our Attendance Officer and appropriate action is taken as required
  - Ensuring that any pupil currently on a child protection plan who is absent without explanation for two days is referred to Social Care.

- **Work with others**

  - Act as a point of contact with the all safeguarding partners including Police, Social Care and Health.
  - 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. NPCC (National Police Chiefs Council) - When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
  - Liaise with the Headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes the requirement for children to have an Appropriate Adult. Follow the Statutory guidance - PACE Code C 2019.
  - Liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
  - Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
  - Act as a source of support, advice and expertise for all staff.
  - promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
  - work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and

identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

- ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort,
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- **Maintain Accurate Records**

  - Keep detailed, accurate, secure written records of concerns and referrals; even if there is no need to make an immediate referral.
  - Maintain an individual record in Children's CP files (Green files) and keep notes, records of phone calls, meetings and conferences
  - Keep an ongoing overview record of every referral made to her from school staff and external agencies and a record of the outcome.
  - Keep all records confidentially and securely. separate from other pupil records, in a locked filing cabinet in senior staff office
  - Where they are stored electronically, have different password protected from the pupils' other files, and accessible only by the headteacher/designated leads
  - Ensure all records are dated and signed

The designated teacher should not collect statements from the child unless advised to by a social worker but record or ask the person who initially listened to the child to record what the child said, using the language the child used.

- **Attend Training**

  To provide the DSL with the knowledge and skills required to carry out the role.

  - She will attend the specific Designated Safeguarding Lead Training every two years.
  - The DSL will undertake Prevent awareness training.
  - In addition her knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow her to understand and keep up with any developments relevant to her role so she:

The DSL will undertake training to ensure that she

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) will also undertake Prevent awareness training. Training will provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

- **Raise Awareness**

The designated safeguarding lead will:

• ensure the school's child protection policies are known, understood and used appropriately;

• ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;

• ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and

• links with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

- **Ensure transfer of Child protection files**

    - Where children leave the school the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible. It will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
    - Ask receiving schools to ensure key staff such as designated safeguarding leads and SENCOs, are aware as required.
    - In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

- **Be Available**
  During term time the designated safeguarding lead (or a deputy) will always be available (during school hours 8:00am-5:45pm) for staff in the school to discuss any safeguarding concerns

- **Understand the views of children**

  It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

    - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
    - understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
    - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and

Staff and Volunteers

All staff and volunteers, including supply teachers, visiting professionals working with children in the school, those who support Sex and Relationships Education and those supporting school visits, are required to have enhanced DBS verification and are informed of the name of the designated safeguarding lead and the school's procedures for protecting children.

- The school policy and procedures are shared during their first induction to the school or supply teachers' booklet.

- All staff are made aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies

- Staff are alert to signs and symptoms of harm, abuse and neglect, and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Staff know how to respond when they have concerns or when a pupil discloses to them and to act confidentially.

- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Staff know to exercise professional curiosity and understand that knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
- All staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.
- Staff understand the wider definitions of child-on-child abuse and are aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 (and Annex A) and Annex B.
- Staff are aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

- They are trained in what safeguarding concerns may be and how to report and record concerns.
- They are trained to consider the context in which incidents or behaviours occur. This is known as contextual safeguarding so that assessments of children should consider wider environmental factors that are present in a child's life that are a threat to their safety and /or welfare.
- They are told to report any concerns or suspicions, **immediately** to the designated lead or deputies and log them on CPOMS. If in doubt they should talk with the designated teacher.
- They are trained in what to do if they have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers), posing a risk of harm to children.

- **The staff are trained in the following procedures -Listening to Children**
    - All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. *(Paragraph 19)*
    - It is vital that our actions do not abuse the child further or prejudice further enquiries. Staff should listen to the pupil and build trusted relationships with children and young people that facilitate communication. If you are shocked by what is being said, try not to show it. It is acceptable to observe bruises but not to ask a child to remove their clothing to observe them
    - If a disclosure is made, the pace should be dictated by the pupil without him/her being pressed for detail by the teacher asking leading questions such as "what did s/he do next?" or "where did s/he touch you?" **It is our role to listen not to investigate.** Use open questions such as "is there anything else you want to tell me? etc. Accept what the pupil says. Be careful not to burden them with guilt by asking "why didn't you tell me before?" acknowledge how hard it was for them to tell you this. Do not criticise the perpetrator, the pupil might have a relationship with him/her.
    - Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting **any** form of abuse and/or neglect; and never make a child feel ashamed for making a report. *(Annex A)*
    - **Do not promise confidentiality.** Reassure the pupil that he/she has done the right thing, explain whom you will have to tell (the designated lead) and why and, depending on his/her age, what the next stage will be. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now."

- Any staff who have concerns, or have a disclosure made to them, should make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts and not assumption and interpretation. If it is observation of bruising or an injury they should record detail, e.g. “right arm above elbow. Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into “proper terms”). Do not take photographs or video. It is important that these original notes are passed on to the designated lead immediately who will ask for a written referral (CPOMS – Child Protection Online Management System). A written referral is needed within 2 hours.

Confidentiality

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

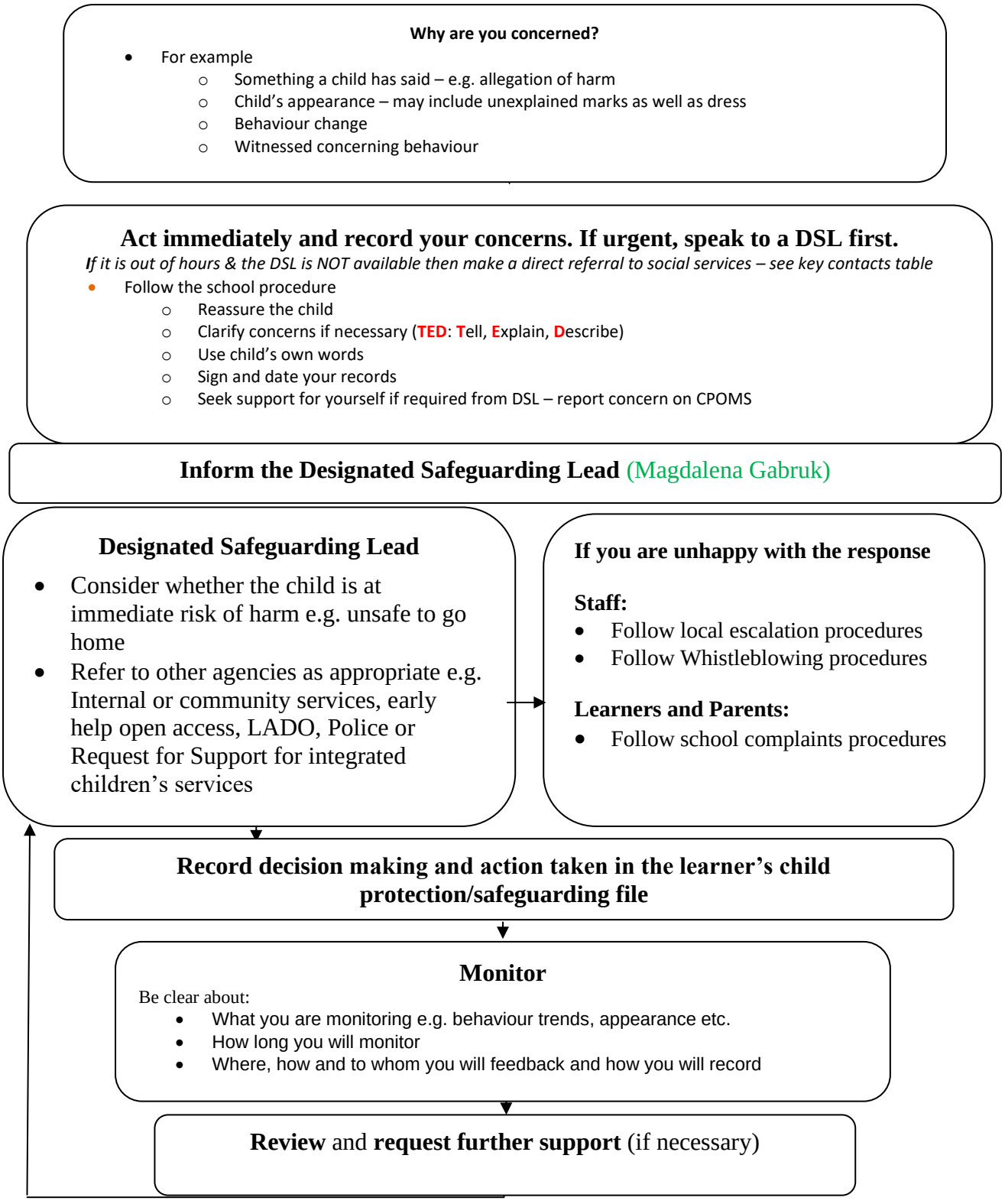
- The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets. The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.
- (See also Confidentiality Policy)

Supporting Staff

- 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.
- 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

Section 3: Procedures

What to do if you have a welfare concern in Garfield Primary



At all stages, the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount.**

Our school procedures for safeguarding children will be in line with The Education Children Service and Leisure (ECSL) and the Local Safeguarding Partnership (LSP) procedures. The LSP have adopted and follow the London Child Protection Procedures (LCPP). **The school has also updated the policy in line with Working Together to Safeguard Children 2018 (updated 1/7/2022) & Keeping Children Safe in Education September 2025**

We will ensure that

- All adults within our school who have access to children have been checked as to their suitability. Safe recruitment practices are in place for individuals whom the school will permit to work regularly with children including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check. The school follows the Enfield Local Authority Safer Recruitment Policy and Procedures.

- All new members of staff will have our Child Protection Procedures discussed with them as part of their induction into the school. A copy of the procedure is available on the staff shared drive on the computer for all staff. All supply staff and volunteers are provided with the photos of the Designated Safeguarding Lead and deputies.

- The Designated Safeguarding Lead who is Magdalena Gabruk (Assistant Headteacher for Inclusion and Safeguarding) and the other three designated members of staff (deputies) (Headteacher, Deputy Headteacher and the other Assistant Headteacher/s) undertake regular bi- annual training and receive regular updates throughout the year.

- The deputies act in her role if Ms Gabruk is not available or is absent. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, remains with the designated safeguarding lead.

- All members of staff develop their understanding of the signs and indicators of abuse through annual training and updates.

- All members of staff are trained in how to respond to a pupil who discloses abuse and what to do.

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

- All staff are informed of the school's policies on sexual violence, harassment, child-on-child abuse, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.
- All teachers are made aware of their duty to report suspected cases of FGM the teacher **must** report this to the police.

- All staff are made aware that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

- All staff are made aware of the process for making referrals to children's social care.

- Staff maintain an attitude of **'it could happen here'** where safeguarding is concerned.

- All relevant staff and in particular the Designated Safeguarding Lead are aware of

contextual safeguarding considering the whole context of a particular child both in and outside school.

- We ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. We will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name

- All children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This will include covering relevant issues through personal, social, health and economic education for maintained schools and colleges, through sex and relationship education

- We provide a systematic means of monitoring children known or thought to be at risk of harm.

- We emphasise the need for good levels of communication between all members of staff.

Our procedures will be regularly reviewed and up-dated at least annually. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).

Recognising Indicators of abuse and neglect

- All staff at Garfield are made aware of the definitions and indicators of abuse and neglect (see below), as identified by Working Together to Safeguard Children (2018; updated 1 July 2022) and Keeping Children Safe in Education (KCSIE) 2025.
- **All** staff understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. All staff, but especially the DSL (and deputies) must take account of the context within which such incidents and/or behaviours occur and consider whether children are at risk of abuse or exploitation in situations outside their families.
- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Garfield recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
    - Physical abuse
    - Sexual abuse
    - Emotional abuse
    - Neglect

  The school recognises that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

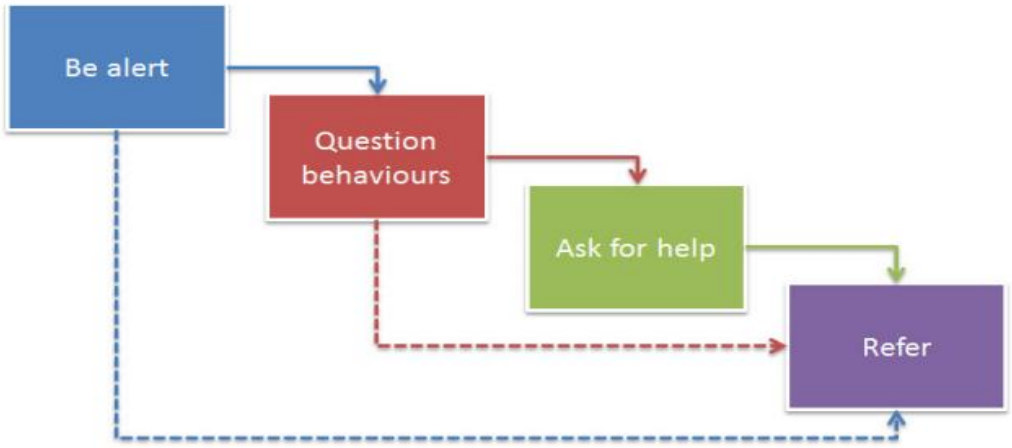
  - All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and

consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes (but not limited to):

- Child abduction and community safety incidents
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Cybercrime
- Domestic abuse
- Faith based abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Homelessness
- Honour based abuse (so called)
- Mental health
- Modern slavery & the National Referral Mechanism
- Online safety including awareness of the school's systems for filtering and monitoring)
- Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
- Preventing radicalisation and extremism
- Relationship abuse
- Serious Violence
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery, nudes/semi-nudes ("Sexting")

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused; however, all concerns should be taken seriously and explored by the DSL on a case-by-case basis.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from 'What to do if you are worried a child is being abused' DfE 2015)



- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.**

Child protection procedures – taking action

- Garfield Primary adheres to the Enfield Safeguarding Children multi-agency partnership procedures. The procedures and additional guidance relating to specific safeguarding issues can be found on their website:https://new.enfield.gov.uk/safeguardingenfield/safeguarding-enfield-partnership/
- Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections, should they identity or have a worry about a child protection issue. The actions staff and other adults should take if there are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).
- The school recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Action if a child is in immediate danger or suffering harm or likely to suffer harm

- As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.
- The member of staff must make a record of what the child is telling them/has told them and report it via CPOMS. Agency Staff, part-time staff, relief staff should use the School Child Protection Concern Reporting form (see Appendix 1) as soon as soon as possible after the alert to the DSL.
- The DSL, along with the relevant Deputy DSLs will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Enfield MASH Team and/or the police in line with Enfield LA procedures.
- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 2 of this policy. During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During your phone call if you are a professional working with children you may be asked to complete a **MASH referral form** within 24 hours.
- Any member of staff/adult making a direct referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

Action if a concern about a child is not in immediate danger or risk

- Staff must be vigilant at all times. In doing this staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.
- Staff must follow school procedures and record the concern. The DSL will ensure that there is continuous monitoring of the throughout the day so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Guidance on receiving a disclosure from a child

Staff should follow this approach:

- Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions. Reassure the child that they are doing the right thing in telling you. Let them know they are being taken seriously and that nothing they say is or will cause a problem. Do not tell them they should have told you sooner.
- Stay calm and do not show that you are shocked or upset. Do not in any circumstance promise to keep what they have told you a secret. Explain you will have to pass this information on and what will happen next.
- If possible, make a handwritten record as the child speaks. If this is not possible, make a handwritten record as soon as possible afterwards. Follow the school procedure to also make a report on the school form.

- Speak to a DSL or deputy DSL immediately if the child is in **immediate risk** or **has been harmed** as noted above.
- Under no circumstances should the staff member undertake any investigation into the concern.
- Any allegations about staff must be reported directly to the headteacher, or in their absence, a deputy headteacher, unless the allegation is against the headteacher in which case the chair of governors should be informed.

Making a record of a concern or disclosure

Any child protection concerns should be recorded on CPOMS (Child Protection Online Management System) or the School Child Protection Concern Reporting form which can be found in the staffroom, school office and in every classroom. This should be recorded in writing so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court. The start, end time, location and date should be added to the report. The DSL or deputy should be informed immediately.

All staff have attended CPOMS training in October 2022. Regular refreshes sessions are held by the DSL every September and as necessary.

Notifying parents and carers of child protection concerns

- Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or deputy DSL.
- The DSL will liaise with Enfield safeguarding team and the LAs Multi-Agency Safeguarding Hub (MASH), before making a decision not to inform parents/carers of a child protection concern.
- In the event of a request for support to the Enfield's Safeguarding Team being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Enfield LA.
- Parents/carers will normally be notified in the case of allegations of abuse made against other pupils, unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

Confidentiality information sharing and record keeping

Confidentiality

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Headteacher/Principal or DSL (and DDSL and members of the safeguarding Team) will share information about a child on a 'need to know' basis to help maintain confidentiality.

Information Sharing

- Garfield Primary recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2025.
- The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.
- Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:
    - their disclosure will be taken seriously, and it is **not** creating a problem
    - their disclosure will only be shared with relevant staff
    - staff will be sensitive to their feelings and concerns
    - their wishes will be heard
    - they will be kept informed of actions and support.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputies).

Record keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing contemporaneously (this may be used as evidence if the disclosure becomes a Police matter) on the school safeguarding form and passed without delay to the DSL. This should include speaking to the DSL. A body map will be completed if injuries have been observed.
- Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

Multi-Agency Working

- Garfield Primary recognises and is committed to its responsibility to work within the Enfield LA multi-agency safeguarding (MASH) arrangements. The leadership team and DSL and DDSLs will work to establish strong and co-operative local relationships with professionals in the safeguarding partners and other agencies and sources of support in line with statutory guidance.
- The school recognises the importance of multi-agency and partnership working and is *committed to working alongside all agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Enfield LA processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need* meetings or other early help multi-agency meetings.
- The school will reflect the DfE's expectations to secure strong multi-agency working by:
  - Collaborating with services to achieve shared goals and share information.
  - Learning from evidence and sharing perspective to evaluate provision.
  - Prioritising and sharing resources depending on pupils' needs.
  - Celebrating inclusivity and diversity and challenging discrimination.
  - Mutually and constructively challenging other's assumptions in a respectful manner.

Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will be made aware that safeguarding partners may take legal action against them if they do not share specified information when a request is made for the purposes of safeguarding. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

Early Help Assessment & statutory children's social care assessments and services

Early help means providing support as soon as a problem emerges, at any point in a child's life. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.
Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.

- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.
The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.
Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2025) which covers safeguarding information for all staff.
- School leaders, including the DSL will read the entire KCSIE document.
  - School leaders and all members of staff who work directly with children will also be expected to read Annex B within Keeping Children Safe in Education 2025.
  - All members of staff have signed to confirm that they have read and understood KCSIE Part One (or Annex A) and Annex B.
- **All** staff are expected to be aware of systems within Garfield Primary which support safeguarding. This will be explained to them as part of staff induction and updated on a regular to ensure they are fully aware of current practice. This includes:
    - safeguarding and child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse.
    - behaviour policy (which also include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)

- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- staff behaviour policy (Code of Conduct), which also include low-level concerns, allegations against staff and whistle blowing.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking) and the use of generative AI in their work. Staff will adhere to relevant school policies including staff behaviour policy, online safety policies, social media and policies relating to pupils' health and safety.

- The school aims to keep the profile and importance of safeguarding high with staff, pupils, parents, governors/trustees, visitors and other adults who are associated or work with the school.. All staff members (including agency and third-party staff) will annually receive appropriate child protection training to ensure they are aware of a range of safeguarding issues.
- All staff will receive regular safeguarding and child protection updates via email, staff meetings, weekly safeguarding questions and termly quizzes to provide them with relevant skills and knowledge to safeguard children effectively. Basic child protection taking will take place annually including online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- The DSL and Headteacher will provide regular reports to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead(s) for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- Garfield Primary will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.

Section 4: Supporting Children

Working with Parents/Carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.
- Speak to school staff if they have any concerns about the welfare, well-being and safety of their children.

- Parents/carers play the central role in protecting their children from harm. The school is required to consider the safety of the pupil and should a concern arise professional advice will be sought prior to contacting parents. Parents will be contacted, and the school will continue to work with the parents to support the needs of their child
- The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all children and has a duty to refer cases to Social Care in the interests of the child.

Children and young people (learners) have a right to:

- Feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings taken into account.
- Contribute to the development of Garfield's safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

- We recognise that a child who is abused or witnesses abuse 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.
- 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.
- 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.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Considering whether wider environmental factors are present that are a threat to their welfare and safety and will pass this information on to social care (Contextual Safeguarding)
- Notifying Social Care as soon as there is a significant concern.
- 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 pupil's new school

Abuse, neglect and exploitation

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Children requiring Mental Health Support

- **We understand** that we have an important role to play in supporting the mental health and wellbeing of our pupils.
- The school has in place a range of ways to support children's mental health both within and beyond the school. This includes routes clear referral and accountability systems. **We provide** strong pastoral support for children when they need it and staff are trained in attachment aware and trauma informed practice on an ongoing basis. We have a strong inclusion team who meet regularly to share information and provide support t for key children individually and in a Nurture Group. The team includes the DSL/SENDCO, Learning Mentors and in school Counselling/Play Therapy.

- **We understand that** mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

- **We** can access a range of advice to help us identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance.

- We understand that Department for Health is providing funding to support costs of a significant training programme for Senior Mental Health lead. The training for Senior Mental Health Lead was completed by the DSL (Ms Gabruk) and a whole school action plan will be developed in Autumn term.

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are made aware of how children's experiences can impact on their mental health, behaviour and education. Staff will be given regular training in mental health issues and how to recognise when a child's mental health may be at risk.

Safeguarding Children with Special Educational Needs and Disabilities or Health Issues

- Garfield Primary acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:
    - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
    - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
    - the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
    - communication barriers and difficulties in managing or reporting these challenges.
    - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns, such as bullying and exploitation.
- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and annual report.

Children in need of a social worker (Child in Need and Child Protection Plans)

- The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may need help due to abuse. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child' safety, well-being, welfare and educational outcomes.

Looked after children, previously looked after children and care leavers

- Garfield Primary will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.
- The DSL has details of a child's social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL and DDSL will work with virtual schools to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress. This includes (from

June 2021) a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

- The DSL and DDSL for will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appoint Personal Adviser, and will liaise with them should any issues occur.

Children that go missing from education (CME)

- All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. See also information in Appendix 2 of this policy or KCSIE Annex B.
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home or home visits.
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.
- The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the School's Attendance policy.

Child-on-Child Abuse

- All members of staff at Garfield recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.
- It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
- All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
- It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Child-on-child abuse is most likely to include, but may not be limited to:
    - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
    - abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff have been made aware of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff have been made aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff have been trained in the school's policy and procedures with regards to child-on-child abuse.

All staff, but especially the designated safeguarding lead (and deputies) have been advised to consider the context within which such incidents and/or behaviours occur. This is known as

contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

- When responding to concerns relating to child on child sexual violence or harassment, the school will follow the procedures outlined in KCSIE 2025 Part 5.
- Garfield l recognises consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow its protocol which follows the following advice DfE Searching Screening and Confiscation Advice (updated July 2022) and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings..

Children who are lesbian, gay, bi, or trans (LGBTQ+)

- A child or a young person within Garfield may identifies as LGBTQ+. The school acknowledges that this in itself is not an inherent risk factor for harm. However, the school recognises that children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Garfield understands that risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. **All staff** are aware to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBTQ+ inclusion is part of the school's Relationships Education, Relationship and Sex Education and Health Education curriculum.

Female genital mutilation (FGM)

- All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the MANDATORY duty to reporting any concerns to the Police under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers (and all other staff and adults associated with the school). If a teacher or any member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out (or maybe carried out) on a girl under the age of18, the teacher/member of staff **must** report this to the police. Those failing to report such cases may face disciplinary sanctions.
- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
- Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

See Appendix B for further details of so-called 'honour'-based abuse and forced marriage

Gangs, County Lines, Serious violence, Crime and Exploitation

- Garfield Primary recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
    - unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
    - children who go missing for periods of time or regularly come home late
    - children who regularly miss school or education or do not take part in education
    - change in friendships/relationships with others/groups
    - children who associate with other young people involved in exploitation
    - children who suffer from changes in emotional well-being
    - significant decline in performance
    - signs of self-harm/significant change in wellbeing
    - signs of assault/unexplained injuries.

Preventing radicalisation

- Children are vulnerable to extremist ideology and radicalisation Schools have a duty to prevent pupils from being drawn into terrorism.
- The DSL will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.
- The DSL and DDSL are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations. . Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.

Use of reasonable force

- The school has in place a policy for the use of reasonable force which enables and supports staff to make appropriate physical contact and use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- The school follows the LEA's policy on physical intervention by staff. It acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the child or another person.
- The staff are aware of:
    - response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions,
    - duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
    - positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying
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.

Racist Incidents
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.

Section 5: Prevention and Curriculum – Opportunities to Teach Safeguarding

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 (preventive education).
The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there are a number of adults in the school whom they can approach if they are worried or in difficulty.
- Ensure staff are aware of the risk factors that make children vulnerable to different forms of abuse
- Ensure staff are alert to the factors that may indicate that a child may be more in need of Early Help
- Put in place a whole school approach to helping pupils understand how to keep themselves safe. This aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- Teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The detail of this is set out in detail in the policy/policies for Curriculum/RSE/PSHE/online safety. The school makes use of published guidance to develop and deliver this provision, including for RSE, PSHE, and teaching online safety.
- Include in the curriculum opportunities for PSHCE from the Early Years which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. Areas covered include safe and unsafe touches – feelings and management of the situation; anti-bullying, physical; emotional and sexual harassment; respecting the privacy of others; how to get help? Who to tell? How to tell? Assertiveness training.
- The curriculum teaches the children about healthy relationships and adhere to 'The Statutory guidance: relationships education relationships and sex education (RSE) and health education. (2021)
- Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure children are keeping safe online
- Ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. Vocal or active opposition to these fundamental British values may lead to safeguarding concerns in regards to Radicalisation. Any concerns regarding an opposition to British Values should be referred to the Headteacher.

Online safety

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

It is recognised by Garfield that the use of technology presents challenges and risks to children and adults both inside and outside of school.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers us at Garfield to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Mobile phones for children are not to be used on school premises (they are collected at the office on entry. Staff and volunteers are not allowed to use their phones in the classroom in the presence of children

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- Garfield uses a wide range of technology. This includes computers, laptops, tablets, Chromebooks, the internet, our learning platform (Google Classroom or Teams), email systems, messaging systems, generative artificial intelligence, and other digital devices and systems. All school owned devices and systems will be used in accordance with our acceptable use policies and with school's appropriate safety and security measures in place.
- Garfield recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras as well as AI. In accordance with KCSIE 2025 has appropriate policies in place that are shared and understood by all members of the community. Further

information regarding the specific approaches relating to this can be found in our online safety policy.

- Garfield will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place and that these meet the DfE standards for filtering and monitoring (March 2023). These are:
    1. identify and assign roles and responsibilities to manage filtering and monitoring systems.
    2. review filtering and monitoring provision at least annually.
    3. block harmful and inappropriate content without unreasonably impacting teaching and learning.
    4. have effective monitoring strategies in place that meet their safeguarding needs which also covers use of generative artificial intelligence.
- To ensure we meet the standards for filtering and monitoring, we will:
    - consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
    - be informed in part, by the risk assessment required by the Prevent Duty
    - ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
    - inform all users that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
    - require pupils, staff and visitors if they discover unsuitable sites or material,
        - to follow the school procedures
        - report the concern immediately to a member of staff
        - report the URL of the site to technical staff/services
    - record and report to the DSL and appropriate technical staff, any filtering breaches or concerns identified through our monitoring approaches.
    - immediately report any access to material believed to be illegal to the appropriate agencies, such as the Internet Watch Foundation and the Police.
    - ensure that in implementing appropriate filtering and monitoring - "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
    - ensure any use of generative artificial intelligence is covered by the school's filtering and monitoring systems
    - regularly check **(termly)** on the effectiveness of the filtering and monitoring systems
    - review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

    - If learners or staff discover unsuitable sites or material, they are required to: turn off monitor/screen, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.
    - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.

    - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate..
    - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
    - When implementing appropriate filtering and monitoring, Garfield will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
    - Governors and leaders will check regularly on the effectiveness of the filtering and monitoring systems
- Garfield acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
    - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
    - Learners' internet use will be supervised by staff according to their age and ability.
    - Learners will be directed to use age-appropriate online resources and tools by staff.
- Garfield will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- Garfield will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
    - Providing information on our school website and through existing communication channels (such as official social media, newsletters etc.),
    - Offering specific online safety events for parents/carers

- Garfield will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach. This will include ensuring they understand the schools acceptable use policy, developing their knowledge of the risks posed by the use of online technologies, and their understanding applicable roles and responsibilities in relation to filtering and monitoring, cyber security and use of generative artificial intelligence.
- Garfield will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face
    - The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child abuse and behaviour.

Remote Learning

- Garfield will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using **school** provided or approved communication channels; such as **school** provided email accounts and phone numbers **and/or** agreed systems **(Google Classroom).** Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school Behaviour Policy, Code of Conduct and Online Safety policies. When delivering remote learning, staff will follow our policy and guidance for remote learning.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the **school**

their child is going to be interacting with online and who they contact in case they need help or support.

- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.
Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

Elective home education

- If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA.

Private fostering and host families

- Private fostering is defined as when someone who is not a parent or a 'close relative' (eg. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about and will work with the Virtual School Head to promote the achievement and wellbeing of pupils in kinship care.
- If the school makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. for example, as part of a foreign exchange visit or sports tour. This is often described as 'homestay' arrangements. The school will follow the guidance set out in Annex D of KCSIE.

Health & Safety

Our Health & Safety policy and School's Educational Visits 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.

Safer Recruitment

- Garfield Primary is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors and third party staff) who are safe to work with our learners and staff.

- We will follow the guidance in Keeping Children Safe in Education 2025 (Part Three 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)..
- The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- The School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.
- The full policy is provided in a separate policy. We adopt the Local Authority's Safer Recruitment policy.

Allegations against staff

- Garfield recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third party staff (including supply teachers), visitors and contractors, to behave in a way that:
  - indicates they have harmed a child, or may have harmed a child;
  - means they have committed a criminal offence against or related to a child;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistle blowing - see section below.
  - We understand that a pupil may make an allegation against a member of staff.
  - If such an allegation is made, the member of staff receiving the allegation will immediately inform the headteacher.
  - The headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer for Child Protection. (LADO)
  - If the allegation made to a member of staff concerns the headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LA's Designated Officer for Child Protection.
  - The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

- The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2025, we have policy and procedures in place that covers:

- Allegations that may meet the harms threshold
- Concerns that do not meet the harm threshold
- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Supply teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team. Wrong-doing covered by this 'public interest disclosure' includes:
  - someone's health and safety is in danger;
  - damage to the environment
  - a criminal offence (eg fraud)
  - not obeying the law;
  - covering up wrong-doing
  - misusing public funds
  - actions that negatively affect the welfare of children

- Staff and Volunteers are made aware of the school Whistleblowing Policy
- Staff should raise concerns with
  - Line Manager
  - Specified person (or governor) in school such as the headteacher/principal or DSL
  - Local Authority
  - Union or Professional Association
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

The use of premises by other organisations

- Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.

- Where services or activities are provided separately by another body using the school premises, the Headteacher and governing body will:
  - seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
  - put in place arrangements for the organisation to liaise with the school on safeguarding matters
  - include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.

These arrangements apply regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

Garfield will follow its safeguarding policies and procedures, including informing the LADO, relating to any incident(s) that happen when an individual or organisation is using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Site security and arrangements for visitors

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within KCSIE 2025. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements..
- The headteacher will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted.
- The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (e.g. for multiple sessions).
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Complaints

- The school has a Complaints Policy available to parents, learners and members of staff and visitors who wish to report concerns. This can be found in the school office.

Policy Monitoring and Review

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.
- The DSL and senir team discuss all safeguarding cases daily and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. Pastoral team meet weekly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by staff.

- The Designated Safeguarding Lead and Headteacher will provide regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.
- The governing body understands its responsibilities and duties as set out in KCSIE 2025 to ensure the effectiveness of the school's safeguarding arrangements, including those for online safety. In addition to the regular reports provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include: meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/r surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENCo meeting), termly checks of the SCR, review of school data and use of an external consultant.

Appendix 1- School Child Protection Concern Reporting Format
(if CPOMS platform is not available)

GARFIELD PRIMARY SCHOOL CHILD PROTECTION CONCERN		
NAME OF CHILD:	**CLASS:**	
DATE:	**TIME**	
RECORD OF INCIDENT:		
YOUR NAME:	**SIGNATURE:**	
POSITION/JOB TITLE:		
NAME OF DSL OR DEPUTY PASSED ONTO:	**TIME RECEIVED:**	**SIGNATURE:**
ACTION TAKEN BY DSL OR DEPUTY:		
NAME OF SOCIAL WORKER (IF APPROPRIATE):	**SW CONTACTED: YES/NO** **TIME:**	**PARENT TO BE CONTACTED/MET:** **YES/NO**

Appendix 2: Categories & Indicators of Abuse and Neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

Garfield Primary recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

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

All staff are made aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence and county lines, and radicalisation. *(Para 23)*

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

See:KCSIE – updated 2025
Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 3: Specific safeguarding issues (KCSIE Annex B)

This text is taken from Annex B of KCSIE (updated for KCSIE 2025) which contains further important additional information about specific forms of abuse and safeguarding issues.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:
www.actionagainstabduction.org and www.clevernevergoes.org.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.
In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-

based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

County lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals

Children and the court system
Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education
All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison
Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime
Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or

being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Domestic abuse
The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass
Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline
Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.

Mental health
Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See

Every Mind Matters for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism
Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation
Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

The Prevent duty
All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into “terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel
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 Channel 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.

The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme, and have that support in place for when the child arrives.
Statutory guidance on Channel is available at: Channel guidance.

Additional support
The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.
The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides

free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.
The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net).

Sexual violence and sexual harassment between children in schools and colleges
Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

Serious Violence
There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions: If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see below).

FGM
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers
The Female Genital Mutilation Act 2003 places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack.

Forced marriage
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Appendix 4: Child-on-child abuse

Types of child-on-child abuse listed in KCSIE:•

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtaining sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Policy should be divided into four sections:

1) Introduction, policy aims and the different forms child-on-child abuse can take – see list below *and make clear that:* The school will respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. Dealing with child-on-child abuse (bullying) that is not classed as sexual violence and sexual harassment
2) Dealing with incidents of child-on-child sexual violence and sexual harassment
3) The school's approach to preventing child-on-child abuse and teaching about safeguarding – the anti-bullying strategy

KCSIE 2025 states a policy should include:

- procedures to minimise the risk of child-on-child abuse
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously
- how allegations of child-on-child abuse will be recorded, investigated and dealt with
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
- The different forms bullying can take:
    - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
    - abuse in intimate personal relationships between peers;
    - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
    - sexual violence and sexual harassment *Part 5*
    - consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting) and school approach (refer to DfE Searching Screening and Confiscation Advice and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings. Schools should also have in place policy and/or protocol for dealing with inappropriate images on a phone or device and the school approach to searching and reporting. Useful sources of advice of this are: Managing Sexting Incidents | SWGfL and Overview of Sexting Guidance.pdf (publishing.service.gov.uk)
    - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - upskirting (which is a criminal offence)
    - initiation/hazing type violence and rituals.

Section One – aims of policy

- reminder to staff that 'it can happen here'
- reminder it can happen inside and outside school and online
- importance of acknowledging and understanding scale of harassment and abuse, reference to term harmful sexual behaviours and the impact on a child
- definitions of sexual violence Paras 450 and sexual harassment
- awareness that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react
- zero tolerance approach – never acceptable or tolerated
- girls being more likely to be victim of sexual violence or sexual harassment, also recognition of increased risk for SEND pupils
- details of how all incidents of bullying will be recorded, analysed and reported to governors and senior leaders. This includes looking for patterns and trends and links to safeguarding.

Section Two – Non-sexual child-on-child abuse

- The school's current procedures for dealing with bullying that is non-sexualised. In the main this covers:
    - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
    - abuse in intimate personal relationships between peers;
    - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

Section Three – child-on-child sexual violence and sexual harassment

- the designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and should be involved in the decision making on the initial response by the school. Important considerations will include:
    - the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be

progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate
- personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

- **response to a report of sexual violence and sexual harassment**
- **steps school will take** in response to a report
- **reassurance** for victims that they are taken seriously, regardless of time taken to come forward and that abuse can have occurred online or outside school, not creating a problem, reassured not the feel ashamed or that they will be criminalised
- **record keeping -** recording all discussions and decisions in writing
- the **management of reports**, two staff present, if online – not viewing images, not promising confidentiality, trauma/impact of reporting, listening, additional barriers of reporting for some pupils, fact recording only, informing DSL as soon as possible
- **risk assessment** process, including involving social care
- **follow up actions** - what to consider, such as age of child, seriousness of incident, power imbalance
- **four management options** 1) manage internally, 2) early help, 3) referral to children's social care and 4) reporting to Police also managing the criminal process
- **unsubstantiated, unfounded, false and malicious reports -** review of records for patterns of concerning and problematic or inappropriate behaviour and if found false, consideration that the child and/or person who made allegation is in need of support and any disciplinary action
- **ongoing response** – safeguarding & supporting the victim
- **safeguarding & supporting** the alleged perpetrator(s) and children/YP who have displayed harmful sexual behaviour
- **discipline** and the alleged perpetrators
- **working with parents and carers**
- **safeguarding other children**

Appendix 5: Sources of support and advice

Links to sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2025, and in Annex B

Long last of support and avocet across all of the specific areas. Schools should select which are most pertinent to their staff and parents/carer A few well known links to support and advice are listed below – some of these are in the KCSIE list.

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: Whistleblowing for employees - GOV.UK (www.gov.uk)
- DfE: The online tool Report child abuse to a local council - GOV.UK (www.gov.uk) Council directs to the relevant local children's social care contact number:
- NSPCC: Safeguarding children and child protection | NSPCC Learning
- What to do if you're worried a child is being abused – DfE advice

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Personal, social and health education and Relationships and sex education

- DfE: Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- DfE: Plan your relationships, sex and health curriculum - GOV.UK (www.gov.uk)
- DfE: Engaging parents with relationships education policy - GOV.UK (www.gov.uk)
- PSHE Association: Home | www.pshe-association.org.uk

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Honour Based Abuse and FGM

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, child-on-child abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: https://contextualsafeguarding.org.uk
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Mental Health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- PHSE Rsie above resources and lesson plans: Mental wellbeing | Overview | PHE School Zone
- DfE: Mental health and behaviour in schools - GOV.UK (www.gov.uk)

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: Social media and online safety | NSPCC Learning
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' Education for a Connected World - GOV.UK (www.gov.uk)
- DfE '*Teaching online safety in school'* guidance**.** Teaching online safety in schools - GOV.UK (www.gov.uk)
- UK Council for Internet Safety (UKCIS): UK Council for Child Internet Safety (UKCCIS)

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix 6: Safer recruitment

Section i Recruitment and selection processes
Commitment to recruit suitable people Details of training for staff involved in recruitment, including at least one person on an interview panel has completed safer recruitment training
Advert Define role including job description and person specification covering - the skills, abilities, experience, attitude, and behaviours required for the post; and - the safeguarding requirements - whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.
Application forms Policy should include: - statement advising applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children - how copy of child protection policy and practices and policy on employment of ex-offenders are provided to applicants - the information applicants are required to provide: personal details, current and former names, current address and national insurance number; details of their present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment; qualifications, the awarding body and date of award; details of referees/references; and a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification. - Note that CVs will not be accepted without an accompanying completed application form. *Note: Schools and colleges should not accept copies of curriculum vitae in place of an application form.*
Shortlisting Policy should cover the school's approach to shortlisting: - that shortlisted candidates (not others should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. *Advice: maybe helpful to include examples or reference list in KCSIE* - that applicants should be asked to sign a declaration confirming the information they have provided is true and that approach where the signature is electronic - the purpose and implications of the self-declaration - how candidates are shortlisted – by at least two people who will consider/look for any inconsistencies, gaps in employment and reasons given for them and all potential concerns consider conducting online searches (of shortlisted candidates) as part of due diligence - to help identify any incidents or issues that have happened, and are publicly available online, the school may explore any issues or concerns with the applicant at interview.
Employment history and references Policy should state: - The importance of references in the recruitment process and that information from references will be used to confirm whether they are satisfied with the applicant's suitability to work with children - account is taken of the advice on gaining, checking, verifying and using points listed in - that references will be asked of current or last employer, and where possible from the employer where the applicant last worked with children - the source of the reference will be verified, and that the person completing the reference is in a senior role

- information on the application form will be compared with that in the reference and any discrepancies taken up with the candidate
- establish the reason for the candidate leaving their current or most recent post
- make clear that appointments will not be confirmed until all refences are in place/ issues resolved.

Selection

Policy should include

- how school uses a range of selection techniques to identify the most suitable person for the post
- questions will cover candidates suitability and motivation for post and working with children, exploring experiences of working with children, probing any gaps in employment or frequent changes in employment
- exploration with candidates to determine their suitability to work with children
- pupils/student involvement in the recruitment process in a meaningful way
- observation of short-listed candidates (under appropriate supervision)
- that information considered in decision making will be clearly recorded along with decisions made.

Advice: Include a policy statement that interviews and other observations will be recorded and any declarations checked. Details of how records of the application process will be kept and for how long. Para 276-278 of KCSIE Sept 2023 and Data Protection covers retention of DBS certificates: A toolkit for schools and the Annual review of school records and safe data destruction checklist section 2 human resources and guidance.

How school manages any disclosures of cautions and convictions on DBS, including data protection related to criminal information as a result of DBS filtering changes November 2020. *Also actions if applicant has not declared these, school decision making concerning any disclosures and risk assessment).*

Questions that must now be asked and noted in application pack for applicants and recruitment policy

- Do you have any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974?
- Do you have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974

Risk assessments

- Any used?
- Purpose eg: further checks for those who have lived and worked abroad, issue on DBS, disability, use of volunteers etc
- Quality
- Evidence of any follow up/usage

Section ii Pre-appointment vetting checks, regulated activity and recording information

Checks that must be undertaken when appointing individuals to work in regulated activity. . Policy must list the following checks

- verify a candidate's identity (Note new KCSIE Sept 2021: best practice is checking the name on their birth certificate, where this is available)
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children
- obtain a separate children's barred list check *(if an individual will start work in regulated activity with children before the DBS certificate is available)*
- verify mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK, including EU nationals.
- if a person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- verify professional qualifications, as appropriate to job.

In addition check that:

- a person taking up a management position is not subject to a section 128 direction made by the Secretary of State (independent schools, including academies and free schools only)
- an applicant employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State imposed by the GTCE, before its abolition in March 2012
- reasonable steps are taken to establish whether an applicant employed carry out teaching work in relation to children, that person is subject to a prohibition order issued by the Secretary of State
- appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations

Include a definition of regulated activity– if a person

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;
- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

DBS checks (continuous service – moving from a previous post)
Statement on school policy on obtaining DBS for applicants who have worked in a school in England, whose last post ended not more than 3 months before appointment, where the person had regular contact with children, were appointed after 12 May 2006t into post which did not include regular contact with children, or they worked in a further education provision that bought into regular contact with children.
states a barred list check must be obtained in these circumstances

DBS checks (Types of checks)
Statements:

- making clear which type of DBS check will be undertaken – basic, standard, enhanced or enhanced with barred list check and for whom, and that DBS will be contained as soon as practical after appointment
- a barred list check must only be undertaken for a person who will engage in regulated activity.
- if a person commences work ahead of completion of DBS check: the person will be appropriately supervised; all other checks completed and a barred list undertaken
- making clear that the DBS check certificate will be sent to the applicant and that this must be shown to the employer

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DBS update
Policy statement that:

- Individuals can join the DBS Update Service at the point that an application for a new DBS check is made.

- For applicants who subscribe to the Update Service, the school will:
  - obtain consent from the individual to carry out an online check to view the status of an existing standard or enhanced DBS check
  - confirm the DBS certificate matches the individual's identity
  - examine the original certificate to ensure that it is valid for the children's workforce
  - ensure that the level of the check is appropriate to the job they are applying for, e.g. enhanced DBS check/enhanced DBS check including with barred list information.

Recording information- the SCR
Policy statement of school approach to recording on the SCR:

- must be maintained for all employed staff, agency staff and supply staff (even if work one day) and (independent schools) the proprietor body and (academies & free schools) members of the trustees of the academy trust
- this will be kept on paper or electronically
- what is recorded on SCR and that date on which each check was completed to certificate obtained.
  - barred list check
  - an enhanced DBS check requested/certificate provided
  - a prohibition from teaching check
  - further checks on people who have lived or worked outside the UK
  - a check of professional qualifications, where required; and
  - a check to establish the person's right to work in the United Kingdom.

  In addition:
  - colleges **must** record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18; and
  - independent schools (including academies & free schools) **must** record details of the section 128 checks undertaken for those in management positions.
- details of an individual will be removed from the SCR once they no longer work in the school
- the written confirmation from business supplying the member of supply staff that the business has undertaken the relevant checks and obtained the appropriate certificates)
- details of any non-statutory information held on the SCR, such as staff training, references, checks on volunteers, checks on governors

Retention of documents

Statement on school policy for recruitment document retention:

- copy of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10 – should not be kept for longer than six months after check
- copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

Section iii Other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools and colleges for children in other settings

Individuals who have lived or worked outside the UK

This covers all countries including those in the EU/EEA.

- Statement that details school approach to obtaining this information through overseas records checks and/or obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked
- If the information is not available school will undertake a risk assessment that supports decision making based on available information
- Statement about applying for QTS

Advice: always make a record of the decision in the staff file.

Agency and third party staff (supply staff)

Statement school will:

- obtain written notification from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school that the school would otherwise perform
- obtain written confirmation of the enhanced DBS check check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

Statement school will:

- agree safeguarding requirements in the contract between the organisation
- Schools and colleges are responsible for determining the appropriate level of supervision
- any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check
- contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information)
- contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required
- individuals who are self-employed, the school will consider obtaining the DBS check (as self-employed people are not able to make an application directly to the DBS on their own account)
- always check the identity of contractors on arrival at the school or college.

Trainee/student teachers

- for initial teacher trainees who are salaried by the school all necessary checks are carried out if trainees are engaging in regulated activity
- for fee-funded trainee teachers the initial teacher training provider has the responsibility to carry out the necessary checks and provider written confirmation to the school that all pre-appointment checks have been carried out and the trainee has been judged by the provider to be suitable to work with children.
- statement about recording fee-funded trainees on SCR

Visitors

Can be covered in main policy or recruitment policy. Maybe a separate policy in place.

Policy should;

- set out types of visitors to school premises
- state headteacher will use their professional judgment about the need to escort or supervise such visitors
- will not request DBS checks for visitors such as children's relatives or other visitors attending a sports day
- visitors who are there in a professional capacity school will check ID and be assured that the visitor has had the appropriate DBS check
- set out the arrangements for individuals from external organisations that provide information, resources and speakers include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required

Volunteers

Policy should make clear that:

- School recognises the role volunteers can play and that children often see volunteers as being safe and trustworthy adults
- under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity
- a written risk assessment will be undertake and used to help decide what checks, if any, are required.

  The risk assessment should consider will be recorded and include:
  - the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision
  - what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
  - whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability;
  - whether the role is eligible for a DBS check and if it is, what level is appropriate.
- school will obtain an **enhanced DBS check** (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children
- school will determine **supervision** based on whether:

- a volunteer is considered to be supervised. have regard to the statutory guidance issued by the Secretary of State (see Annex E)
- the supervision must be by a person who is in regulated activity relating to children and reasonable in all the circumstances to ensure the protection of 0children.

- **existing volunteers** engaging in regulated activity do not have to be re-checked if they have already had a DBS check unless the school have any concerns

Maintained school governors

State that:

- all governors are required to have an enhanced DBS check
- governors do not need a children's barred list check unless, in addition to their governance duties, they also engage in regulated activity
- a section 128 check is required because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school
- whether the school chooses to record this information on SCR
- there is no requirement for associate members to undergo an enhanced DBS checks unless they also engage in regulated activity at their school.

Adults who supervise children on work experience

School policy states that:

- the placement provider is expected to have policies and procedures in place to protect children from harm
- children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school will consider:
  - the specific circumstances of the work experience
  - the nature of supervision
  - the frequency of the activity being supervised, to determine what, if any, checks are necessary – will it count as regulated activity
- whether the person providing the teaching/training/instruction/supervision to the child on work experience will be unsupervised themselves; and providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight). is not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience
- if a child is doing work experience in a school or college, the school should check wither a DBS enhanced check is requested for the child in question, provided the child is aged 16 or over.

Children staying with host families (homestay)

Statement that

- the school may make arrangements for children receiving education at their institution to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related.
  For example, as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements (see Annex D).
- in some circumstances the arrangement where children stay with UK families could amount to "private fostering" under the Children Act 1989.

Private fostering - LA notification when identified

- Define that private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. That this arrangement is continue for more than 28 days.
- Brief policy statement that where private fostering arrangements come to the attention of the school (and the school is not involved in the arrangements), the local authority will be informed so it can check the arrangement is suitable and safe for the child.

Section iv How to ensure the ongoing safeguarding of children and the legal reporting duties on employers
Ongoing vigilance Clear statement that: - safeguarding vigilance continues beyond the recruitment process and - safeguarding is not limited to recruitment procedures - governing body and all staff are committed to the safety and welfare of children and this is embedded in all the school's processes and procedures and enshrined in its ethos. - governing body ensures the processes are in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. - to support this, leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. This can assist leaders to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care.
Existing staff Statement that there are circumstances where the school will need to carry out new checks on existing staff. These are when: - an individual working at the school or college moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out; - there has been a break in service of 12 weeks or more; or - there are concerns about an individual's suitability to work with children.

Duty to refer to the Disclosure and Barring Service
Statement that:
- There is a legal requirement for the school to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left, and they believe the individual has:
  - engaged in relevant conduct in relation to children and/or adults,
  - satisfied the harm test in relation to children and/or vulnerable adults; or
  - been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- The DBS will consider whether to bar the person Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.

Duty to consider referral to the Teaching Regulation Agency Statement that: - If school/teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. - The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.