Bishop Thomas Grant School

CHILD PROTECTION AND SAFEGUARDING POLICY

Linked to Behaviour Management (Anti-Bullying) Policy, Online Safety Policy, Attendance Policy, Medical Policy, Use of Reasonable Force Policy and Extremism and Radicalisation Policy

'In accordance with the Equalities Act, we will strive to eliminate all forms of discrimination, harassment or bullying. All individuals will be treated fairly and will not be treated less favourably on the basis of protected characteristics detailed in the Equalities Act including race, gender, age, sexuality, religion and disability'

Review Cycle

Reviewed:	**Approved by:**	**Next Review:**	**Staff Responsible:**
Ethos Committee	Governing Board	Autumn 2021	Miss M Murray
Ethos Committee	Governing Board	Autumn 2022	Mrs A O'Donovan
Ethos Committee	Governing Board	Autumn 2023	Mrs A O'Donovan
Ethos Committee	Governing Board	Autumn 2024	Mrs A O'Donovan
Ethos Committee	Governing Board	Autumn 2025	Mrs A O'Donovan
Ethos Committee	Governing Board	Autumn 2026	Mrs A O'Donovan
Ethos Committee	Governing Board	Autumn 2027	Mrs A O'Donovan



'To unite all things in Christ'. Ephesians 1:10

Bishop Thomas Grant School will play a key role in the formation of our young people so that they become responsible Christian adults. Inspired by the message of Jesus Christ they will contribute effectively to society by promoting justice, honesty and charity in all aspects of their lives.



A Voluntary Aided School in the Trusteeship of the Archdiocese of Southwark

The Governing Board of Bishop Thomas Grant School is committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and external agencies to share this commitment.

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Name of school: Bishop Thomas Grant School

Child Protection & Safeguarding Policy

Date Policy agreed: October 2026 Annual Review date: October 2027

- The Senior Designated Safeguarding Lead is:

  Mrs A O'Donovan safeguarding@btg-secondary.lambeth.sch.uk 020 8835 9226

- In her absence the Deputy Designated Safeguarding Leads are:

  Mr M Todd safeguarding@btg-secondary.lambeth.sch.uk
  Ms T Westlake safeguarding@btg-secondary.lambeth.sch.uk
  Ms J Forde safeguarding@btg-secondary.lambeth.sch.uk
  Ms Odewale safeguarding@btg-secondary.lambeth.sch.uk
  Ms Wellington safeguarding@btg-secondary.lambeth.sch.uk
  Miss Gardner safeguarding@btg-secondary.lambeth.sch.uk

- Mental Health Lead is:
  Ms J Forde safeguarding@btg-secondary.lambeth.sch.uk

- The chair of governors is: To be agreed at the next Full Governors Meeting (November 2026)

- The Governor for safeguarding children is: Mrs M O'Donohue mo'donohue@btg-secondary.lambeth.sch.uk

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- The Designated Lead for Looked After Children (LAC) is: Mrs A O'Donovan safeguarding@btg-secondary.lambeth.sch.uk

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- The Headteacher is Ms B Boyle bboyle@btg-secondary-secondary.lambeth.sch.uk 020 8769 3294

Local Authority Contacts

- Lambeth Safeguarding Children Partnership first response telephone: 020 7926 3100 – professionals
  020 7926 5555 – public (24 hours)

- Local Authority Designated Officer (LADO): LADO@lambeth.gov.uk

- Local Authority Prevent Officer: Lydia Nixon lnixon@lambeth.gov.uk

- Local Authority Safeguarding Lead for primary schools, secondary schools and colleges is: Deborah Carter
  dcarter@lambeth.gov.uk

1. Ethos, Purpose and Aims

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children that is within or outside the home including online.
- protecting children from maltreatment.
- preventing impairment of children's mental or physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children have the best outcomes.

Bishop Thomas Grant is a Catholic School which, together with home and the Church community, endeavours to provide a Christian environment in which students and staff are challenged to achieve their potential intellectually, socially and spiritually. The school also strives to inculcate in all its members a respect for the dignity of others as well as a sense of their own personal worth. All these values are outlined in the School Mission Statement.

The school is committed to providing a safe and secure environment for students, staff and visitors as well as promoting a culture of vigilance where children and adults will feel confident about sharing any concerns that they may have about their own safety or the wellbeing of others. This commitment is expected and shared by everyone in the school community. The school will always act in the best interest of the child. This Safeguarding Policy and Procedure is one element in our whole-School arrangements to safeguard and promote the welfare of children in line with our statutory duties set out at s175 of the Education Act 2002 and s11 of Children Act 2004. All School staff recognise that safeguarding children is everyone's responsibility, irrespective of other daily duties and have a duty of care. Adults in our school take all welfare concerns seriously and encourage children to talk. A 'telling school' Culture is promoted. At Bishop Thomas Grant School we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will 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. This should not prevent staff from having a professional curiosity and speaking to the DSL.

Every person in school should be free to be themselves, feel safe, supported and feel that they belong.

No single professional 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.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

This Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. It also aims to make explicit the School's commitment to the development of good practice and sound procedures. The purpose of the Policy is, therefore, to ensure that child protection concerns and referrals are handled safely, sensitively, professionally and in ways, which support the needs of every child.

The School's Safeguarding Policy draws upon the guidance contained in the latest version of "Working Together to Safeguard Children", the DfE Guidance "Keeping Children Safe in Education" and "What to do if you are worried a child is being abused".

Our school procedures for Safeguarding Children will be in line with Lambeth Child Safeguarding Partnership, Child Protection Procedures Board, and LADO Child Protection Procedures.

In delivering our responsibilities as set out in this policy Bishop Thomas Grant School will develop effective links with relevant agencies supporting multi agency work and co-operate with their child protection enquiries as appropriate. This will include providing reports and attending Child Protection Conferences and Reviews, Core Group Meetings, and 'Child Looked After' (LAC) Reviews as requested. We will understand our role in these forums and will make the appropriate challenges to ensure decisions are made in the best interest of our student (and their siblings) to ensure the best possible outcomes. Where staff other than the Designated Safeguarding Lead attend any of the aforementioned meetings, Bishop Thomas Grant School will ensure that they are properly trained to do so and by attending such meetings they will have been given the appropriate authority to make decisions and commit resources on behalf of the school.

Policy Principles

- Welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Students and staff involved in child protection issues will receive appropriate support.
- Every child should feel safe, secure and happy and so achieve their best.

Policy Aims

- To provide all staff with the necessary information to enable them to meet their legal child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regard to child protection to students, parents/carers and other partners.
- To contribute to the school's safeguarding procedures.

There are three elements to our policy to safeguard children

Prevention

Providing an environment in which children and young people feel safe, secure, valued and respected, furthermore they feel confident and know how to approach adults if they are in difficulties.
Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.

Protection

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.
Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
All staff receive regular training and up-dates.

Through the development of effective working relationships with all other agencies, involved in safeguarding children.

Support
Ensuring that key concepts of Child Protection are integrated within the curriculum and students are educated about risks associated with digital technologies.
Ensuring that children are listened to and their concerns taken seriously and acted upon.
Working with others to support students who may have been abused to access the curriculum and take part in school life.

Terminology

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm or danger

Child includes everyone under the age of 18.

Conspiracy Theories – These are stories or ideas that claim events are secretly being controlled by powerful groups, often without evidence. They can make children fearful, mistrustful of adults or authorities, and vulnerable to harmful influence. *Example - A child comes across online claims that world leaders are secretly working together in dangerous ways, even though there is no evidence.*

Cumulative harm may be caused by an accumulation of single adverse circumstance or event, or by multiple different circumstances and events. The unremitting daily impact of these experiences on the child can be profound and exponential, and diminish a child's sense of safety, stability and wellbeing.

Disinformation – This is false information that is deliberately created and spread to cause harm, mislead, or manipulate people. It is intentional. *Example: A fake news story is published online to influence how people vote or to stir up fear about a group of people.*

Early help – Intervention and support aimed at improving outcomes for children or preventing escalation need or risk.

Misinformation – This is a false or misleading information that is shared by someone who believes it to be true. They are not trying to cause harm, but what they pass on is still wrong and can mislead others. *Example: A parent shares an inaccurate health claim on social media, thinking it would help others.*

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Parent/carer refers to birth parent/carers and other adults who are in a parent/carer role, for example step-parent/carers, foster carers and adoptive parent/carers.

Sharing of nudes and semi-nudes (also known as, sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

2. Safeguarding Legislation and Guidance

Legislation and statutory guidance
This policy is based on the Department for Education's statutory guidance. Keeping Children Safe in Education

and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our Local Safeguarding Children Board.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students.
- The School Staffing (England) Regulations 2009, which is set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- Children's Wellbeing and Schools Act 2026, An Act to make provision about the safeguarding and welfare of children
- Crime and Policing Act 2026, An Act to make provision about anti-social behaviour, offensive weapons, offences against people (including sexual offences), property offences, the criminal exploitation of persons, sex offenders, stalking and public order; to make provision about powers of the police, the border force and other similar persons; to make provision about confiscation; to make provision about the police; to make provision about terrorism and national security, and about international agreements relating to crime; to make provision about the criminal liability of bodies; and for connected purposes.

3. Roles and responsibilities

The Designated Safeguarding Lead:

The Designated Safeguarding Lead is responsible for safeguarding and Child Protection at Bishop Thomas Grant School. The key role of the Designated Safeguarding Lead is to:

- work in line with the responsibilities as set out in the DfE Guidance; Keeping Children safe in Education in respect of referrals, training and raising awareness. The Designated Safeguarding Lead is the focus person

and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies that are pursuing Child Protection investigations.

- has the appropriate status, authority, skills and experience within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- is appropriately trained, accesses latest guidelines and is updated every year.
- acts as a source of support and expertise to the school community.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- is alert to the specific needs of children in need, those with special educational needs and young carers.
- has a working knowledge of Lambeth Safeguarding Children Partnership procedures.
- refers cases of suspected abuse to children's social care or police as appropriate. Where a disclosure is made by a child or where there are signs that a child is suffering significant harm or is likely to suffer significant harm or is being neglected, the Designated Safeguarding Lead may take advice from and before making a referral to Lambeth's Referral and Assessment (R&A) Duty Intake Team / Multi Agency Service Hub (MASH).
- Where there are any doubts as to the seriousness of this concern, advice for procedures or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, guidance will also be sought from the Headteacher or the Local Authority Lead Officer for Education Safeguarding.
- when an individual concern/incident is brought to the attention of the Designated Safeguarding Lead they will be responsible, if appropriate, for obtaining advice from LADO for Education Safeguarding, and/or consulting with Lambeth Children's Social Care as appropriate to decide whether or not this should be formally referred as a child protection case and notifies children's social care if a child with a Child Protection plan is absent for more than two days without explanation.
- has an understanding of locally agreed processes for providing early help and intervention.
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file. Records to include decision making and rationale.
- The Designated Safeguarding Lead will ensure that if staff members attend a child protection meeting, they have the authority to make decisions and commit resources on behalf of the school.
- coordinates the school's contribution to child protection plans and ensures recommendation are delivered and outcomes shared at Child Protection reviews.
- undertake induction programme for new staff to include safeguarding procedures.
- ensures that staff sign to indicate that they have read and understood the child protection policy at Induction.
- ensures that the Child Protection policy is regularly reviewed and updated at least annually with new legislation.
- liaises with the nominated Governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate.
- ensures a record of staff attendance at the school Safeguarding and Child Protection training is taken and given to the School Business Manager to store or pass to the Local Authority.
- makes the Child Protection policy available publicly on the school's website for anyone to access or by other means.
- ensures parent/carers are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- The Designated Safeguarding Lead will have oversight of the delivery of school recommendations within Child Protection Plans and will disseminate information to relevant staff members as appropriate. The Designated Safeguarding Lead will keep the Headteacher, and Governing Body advised of all such matters including where Child Protection Plan recommendations are met or otherwise.
- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on matter of safety and safeguarding.
- Raise awareness of safeguarding and child protection amongst the staff and parents and ensure that Child Protection information is transferred to the student's new school.
- Be aware of students who have a social worker.
- Help promote educational outcomes by sharing appropriate information.

- 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.
- The Designated Safeguarding Lead and any Deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated biannually.
- In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments), at regularintervals, and at least annually, to keep up with any developments relevant to their role.
- The DSL(s) will work with the Headteacher and Senior Leadership Team, 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.
- Ensure the transfer of Child Protection information to new destinations
- Responsible for safeguarding of children in alternative provision
- This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and 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.
- We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- During term time the DSL and/or a Deputy will be available during school hours for staff to discuss any safeguarding concerns. The DSL will ensure that there is adequate and appropriate cover arrangements for any out of hours/out of term activities. To ensure students who were contacted during lockdown deemed as vulnerable are monitored on their return to school and supported where necessary.
- Whilst the activities of the DSL can be delegated to appropriately trained Deputies, the ultimate **lead responsibility** for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.
- Overall responsibility for online safety, filtering and monitoring - liaising with the Online Safety Lead to ensure appropriate procedures are in place, function effectively and regularly reviewed.

The Deputy Designated Safeguarding Leads and cover arrangements are appropriately trained and, in the absence of the Designated Safeguarding Lead, carries out all the functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the Deputy will assume all the functions above.

The Governing Board:

The Governing Board will ensure that Bishop Thomas Grant School meets its statutory duties with regard to Safeguarding and Protecting children:

- There is a Designated Governor (Mrs M O'Donohue) responsible for child protection and safeguarding within the school.
- All Governors will read Keeping Children Safe in Education in its entirety and engage in safeguarding training online.
- In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education' the governing body will challenge the school's senior leadership team (SLT) on the delivery of this policy and monitor its effectiveness including for children in alternative provision.
- Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance or in light of their quality assurance of the delivery of this policy and the overall safeguarding arrangements made

- Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school's **Senior Leadership Team (SLT)**, is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role- holder's job description (see Annex C, which describes the broad areas of responsibility and activities related to the role).
- Any Deputies should betrained to the same standard as the Designated Safeguarding Lead.
- Have a Safeguarding and Child Protection Policy and procedures, including a Staff Code of Conduct, that are consistent with Lambeth Children Safeguarding Partnership and statutory requirements, reviewed annually and made available publicly on the school's website
- Ensure there is a Staff Code of Conduct including staff/student relationships and communication and staff use of social media.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children, including low level concerns.
- Follows safer recruitment procedures that include statutory checks (including online searches) on staff suitability to work with children.
- develops a training strategy that ensures all staff, including the Headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the Lambeth Child Safeguarding Partnership. The Designated Safeguarding Lead and the Safeguarding Team will receive refresher training at two-yearly intervals.
- ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The Governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.
- Governing body and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education, tutorials (in colleges) and/or where delivered through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which make Relationships and Sex Education (for all Secondary students) and Health Education (for all students in state funded schools) mandatory from September 2022.

It is the responsibility of the Governing Body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the Lambeth Children Safeguarding Partnership and national guidance.

The Governing body will ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children. Bishop Thomas Grant School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of Early Help when the additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection plans. Bishop Thomas Grant School will allow access for Children's Social Care to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

The Safeguarding Governor will liaise with the Designated Safeguarding Lead on child protection and safeguarding matters in order to monitor procedures and request reports to be presented to the Governors Ethos Committee.

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is responsibility of the Governing Body to apply for the certificate for any of their governors who do not already have one. Governance is not regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governors. Using

the free Employer Secure Access sign in portal via the Teaching Regulations Agency's (TRA) schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.

Associate members are appointed by governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 made enhanced DBS checks mandatory for maintained school governors but not associate members.

The Headteacher:

- ensures that the Child Protection Policy and procedures are implemented and followed by all staff.
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the Designated Safeguarding Lead and Deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- liaises with the LADO where an allegation is made against a member of staff.
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- The Headteacher should ensure that the relevant policies and procedures, adopted by governing bodies and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by **all** staff.
- Communicating this policy to parents/carers when their child joins the school and via the school website.

All Staff:

Staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. If staff members have any concerns about a child's welfare they should report the matter to the Designated Safeguarding Lead or Deputies when the Lead is not available then complete a written referral via MyConcern.

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 including physical, sexual, emotional and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff are expected to:

- know the names of the Designated Safeguarding Lead and members of the Safeguarding Team, understand the role of the Designated Safeguarding Lead and the team.
- Understand and comply with the school's Safeguarding and Child Protection policy, including the signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.
- Know how to make a referral and record on MyConcern.
- All staff will read and understand part 1, part 5 of the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- Understand the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- Deal with any bullying incidents that may occur and will never be tolerated. Refer to the School's Behaviour Policy.
- Refer online concerns to a member of the Safeguarding Team.

- Behave in accordance with our Staff Code of Conduct policy.
- Be aware of our statutory duty to personally inform the police of any reported incident of FGM along with the Designated Safeguarding Lead.
- Be aware of our 'Position of Trust' and how this can be abused (Sexual Offences Act 2003).
- Address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Good practice incudes: early referral to the Safeguarding Team, action on and referral of the early signs of abuse and neglect, good record keeping, always listening to the views of the child, re-assessing concerns when situations do not improve, sharing information swiftly and challenge to those who appear not to be taking action.
- Ensure appropriate use of social media – refer to the school's Social Networking Policy and Online Safety Policy.
- Monitor vulnerable students within tutor groups and in lessons, reporting emerging concerns swiftly to either the Head of Year or the Safeguarding team to enable early identification and assessment.
- Understand the difference between a family help concern and an immediate danger/risk of harm.
- Will wear their identification badge, which includes Local Authority emergency numbers.
- Ensure that students/staff respond to the emergency sirens and tannoy.
- Can contribute to and shape safeguarding arrangements and our Child Protection policy at any time by discussing with the Designated Safeguarding Lead or Deputies.
- Though the responsibility to refer to Children Social Care lies with the DSL, anyone can make a referral. If a member of staff chooses to make a direct referral please inform the DSL as soon as possible.

General Good Practice Guidelines

For their own safety and protection, members of staff should exercise extreme caution in situations where they are alone with students. All members of staff should avoid unobserved one-to-one contact with a young person. When such a situation is unavoidable, the door must be left open, and a colleague must be within sight and hearing. Always ensure that this is the case.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and young people, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. As noted in our Use of Reasonable Force Policy, restrain/positive handling should only be used as a last resort. Where incidents occur that might otherwise be misconstrued or where it becomes necessary to physically restrain or use force to control a child this may be done so for the following reasons using professional judgement;

1. for their own safety,
2. the safety of others, and/or
3. to prevent a criminal act or to maintain good order and discipline.

A written record should be made to safeguarding if this was necessary.

Always follow School procedures related to administration of medicines. Please refer to the schools Medical Policy.

First Aid should only be administered by qualified first aiders. Please refer to the school's First Aid Policy.

Where a child may require regular, intimate care e.g. nappy or incontinence pad changing parents/carers will be asked to sign a form giving their permission. If this is the case a special EHC Plan will be agreed. Likewise, staff involved in the intimate care will be asked to sign a form indicating their willingness to be involved in the intimate care required. If a member of staff is providing any form of intimate care, another member of staff will, as far as possible, be present or nearby considering the child's right to privacy and dignity. As far as is practically possible, children will be asked whether they would like an adult of the same sex to be present.
Students will be given the opportunity to change for P.E. in single sex areas / individual changing areas.

- No male member of staff may enter an all-female room/dressing room, nor may any female enter an all-male room/dressing room unless there is an immediate risk of danger. If this is the case the staff member must warn the students within that they are about to enter in advance.
- Each member of staff must be an adult role model for children and young people, being courteous, friendly and kind. No member of staff should make suggestive or discriminatory comments of any kind. Staff must maintain appropriate standards of conversation and interaction with and between students and avoid the use of sexualised or derogatory language.
- It is easy for certain types of behaviour to be misinterpreted. No member of staff must ever allow or engage in verbal abuse, sexual or physical contact of any description. These are inappropriate and illegal.
- All members of staff should be firm and fair with children. Favouritism should be avoided, as should singling out troublemakers. All members of staff should keep in mind the distinction between bad behaviour and the child exhibiting unacceptable behaviour.
- No member of staff should allow children or adults to engage in abusive activities such as initiation rites, ridiculing or bullying (see School's Behaviour Management Policy). These must be reported immediately.
- All members of staff should redirect excessive attention-seeking behaviour into positive activity where possible. Report any students that you feel have an infatuation either with you or with another member of staff to the Designated Safeguarding Lead. Recognising too, that challenging behaviour may be an indicator of abuse.
- No member of staff should drive or walk a young person home unless there are exceptional circumstances, with the Headteacher's permission and <u>are accompanied by another member of staff</u>. In any one-to-one situation that is not a clear and proper part of your work, you put yourself at risk of false allegations. Home visits should be generally avoided by members of staff. However, in exceptional circumstances visits should be fully discussed with the Designated Safeguarding Lead and risk-assessed before taking place only and with another member of staff in attendance.
- Staff should use appropriate professional language when addressing students and avoid any slang or 'street style' virtual communication. Vice versa they should expect students to address them likewise.

School visits and residential trips must be applied for using the correct proforma. Details can be found in the Educational Visits and Residential Trips Policy.

Abuse of trust
All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

All staff are expected to read Keeping Children Safe in Education (Part One)

Relevant documents staff must read:
- School Staff Code of Conduct
- School Safeguarding and Child Protection Policy
- School Behaviour Policy
- School Data Protection Policy
- School Online Safety Policy
- School Social Networking Policy
- School Prevent Policy
- School Use of Reasonable Force Policy
- School Attendance Policy

Working with Parents and Carers

Bishop Thomas Grant School recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of students.

Bishop Thomas Grant School will:

- make parents aware of the statutory role in safeguarding and promoting the welfare of children, including the duty to refer students, where necessary.
- policies will be available on the website or on request.
- involve parents and carers in the development of school policies to ensure their views are considered.
- have workshops and share information.

Bishop Thomas Grant School will ensure a robust complaints procedure is in place to deal with issues raised by parents and carers.

4. Confidentiality and Information sharing

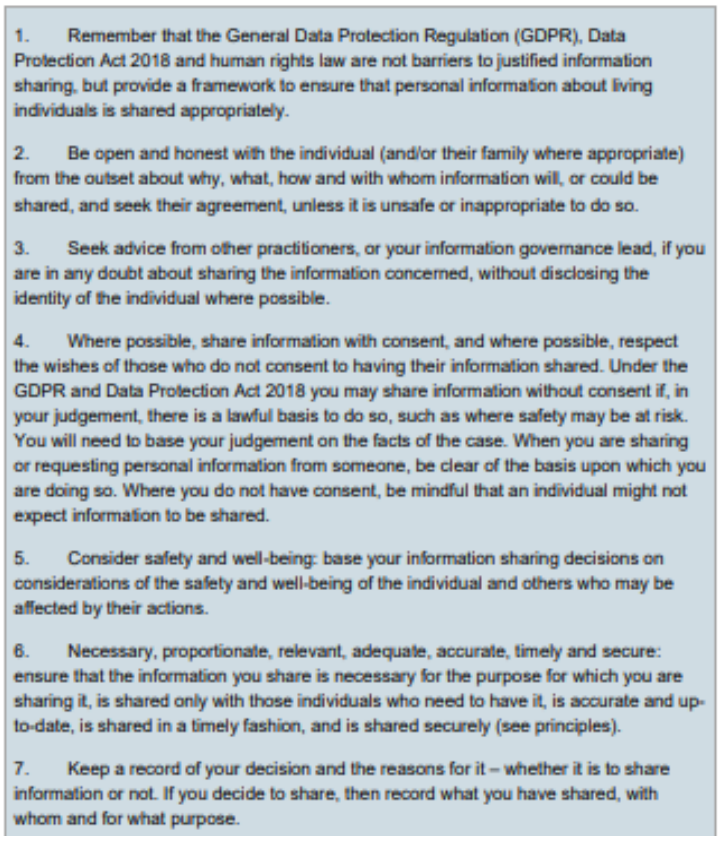
Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act 2018 (DPA 2018). This applies to all personal data, regardless of whether it is in paper or electronic format.
If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over can give their own consent.

Parental consent to refer to Children's social care can be dispensed if seeking consent is likely to cause significant harm. Bishop Thomas Grant School have a legal duty to share this information with Lambeth Children's Social Care.

If a child is subject to Child Protection investigation, Bishop Thomas Grant School will share any information about the child requested by Children's Social Care. When sharing information with any agency school takes into consideration relevancy of information and safeguarding risk ensuring appropriate context.

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018, the UK GDPR and the Data (Use and Access) Act 2025 do not prevent, or limit, the sharing of information for the purposes of keeping children safe. The data protection laws 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.'
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if 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.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The government's Information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

The seven golden rules to sharing information



1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

- If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or Deputy).
- Refer to the schools Data Protection Policy.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Senior Lead, Headteacher or chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- adequate, relevant and not excessive
- accurate
- kept no longer than necessary, 35+ years of the date of birth
- processed in accordance with the data subject's rights
- secure
- are not available to parents/carers or students due to their confidential nature

Record of concern forms and other written information will be stored in a locked facility, and any electronic information will be password protected and only made available to relevant individuals only.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in

locked storage. Child protection information will be stored separately from the student's school file, and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parent/carers do not have an automatic right to see them. If any member of staff receives a request from a student or parent/carer to see child protection records, they will refer the request to the Headteacher or Designated Safeguarding Lead. 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.

Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

5. Reporting Concerns

All adults working in Bishop Thomas Grant School (including visiting staff, volunteers contractors, and students on placement) are required to report instances of actual or suspected child abuse, neglect or risks as outlined above to the Designated Safeguarding Lead or Headteacher. In Bishop Thomas Grant School our reporting arrangements are, as follows; Staff should share any concerns they have about a child with the Designated Safeguarding Lead or Deputies. However, it should be remembered that sometimes children will 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. This should not prevent staff from having professional curiosity and should speak to DSL.

Early help indicators – Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school and college staff will be particularly alert to the potential need for additional support for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- has special education needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised into terrorism
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other dugs themselves
- Is at risk of so-called honour or faith based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child

What to do if you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances,

staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent/carer has moved out, a pet has died, a grandparent/carer is very ill. It is fine for staff to ask the student if they are fine or if they can help in any way. A concern is not the same as a risk of harm or immediate danger. The latter must be reported immediately to the Designated Safeguarding Lead (DSL). Staff should be aware of Early Help and how it can support a child and help to improve their circumstances.

How to make a referral to School Designated Safeguarding Staff

Please refer to the flowchart on page 23
Staff must use the Safeguarding Platform MyConcern online to record these early concerns immediately and verbally inform to the Designated Safeguarding Lead or a member of the Safeguarding Team. If the student does begin to reveal that they are being harmed, staff should follow the advice below and let the Designated Safeguarding Lead know in person immediately. Do not send an email as it may not be read immediately. Please keep the child with you and bring to a member of the Safeguarding Team.

How to use MyConcern
MyConcern enables you to report any Safeguarding concern and provides access to relevant guidance and local policies.

To report a concern via MyConcern – log in via www.myconcern.education (link on staff desktop). Follow the instructions on screen and fill in all the relevant details. Check what you have written twice. This is a permanent record, nothing can be deleted once submitted. The Safeguarding Team will receive an email showing your concern. You will be informed that the concern is being dealt with. There is also a video on your desktop showing you how to do this.

Paper forms are available for visitors to complete if they have a concern. Please see Appendix 3

Any member of staff can make a direct referral to Social Services. These numbers are available on Page 59 (Appendix 2) or in your summary notes in your ID badge.

How students report a concern
Students may disclose to a member of staff or may use the safeguarding email, phone number 07398 252 782 or confidential email on the website.

Confidential reporting
Anyone may report a concern confidentially by going to the school website, safeguarding page and following the instructions.

If a student discloses to you
It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets or promise confidentiality. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During and after their conversations with a student staff will:
- allow them to speak freely.
- only ask open questions for example; can you tell me how?

- remain calm and not overreact or show any distaste – the child may stop talking they feel they are upsetting their listener.
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- not be afraid of silences – staff must remember how hard this must be for the child to divulge.
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this – suggest a scenario to the child.
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on.
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- bring the student to the Designated Safeguarding Lead or Safeguarding Office. Never assume they will see the Designated Safeguarding Lead by themselves. They must not be allowed to leave school under any circumstances.
- write up their conversation as soon as possible on MyConcern.
- seek support from the Designated Safeguarding Lead if they feel distressed.

In line with our commitment to ensure every child has the right to be heard children may disclose to an adult member of staff any abuse or neglect they may be subject to, however in recognising that children can and sometimes do abuse other children our students may also report such abuse by seeing a member of staff who will inform the Designated Safeguarding Lead.

It is very important that staff always report their concerns – they do not need 'absolute proof' that the child is at risk, so should feel reassured that to report anything even deemed as trivial is totally acceptable and should be shared with the Designated Safeguarding Lead.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- **<u>If you are worried about the safety of a child and you cannot access the Designated Safeguarding Lead, a member of the BTG Safeguarding Team or a member of SLT</u> such as outside school hours, take the action necessary to help the child, for example, call 999 or refer to social care – see Appendix 4 for details.**
- In all cases report your concern to the Designated Safeguarding Lead or the named deputies as soon as possible and complete report on MyConcern.
- Share information on a need-to-know basis only as it is confidential – do not discuss the issue with colleagues, friends or family. To do so could be seen as professional misconduct.

<u>Reporting Directly To Child Protection Agencies:</u>

Any member of staff can follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, Police or the NSPCC if:

- the situation is an emergency and the Designated Senior Lead, their Deputies, the Headteacher and the chair of Governors are all unavailable.
- they are convinced that a direct report is the only way to ensure the student's safety.
- for any other reason they make a judgement that direct referral is in the best interests of the child.
- you must inform the Designated Safeguarding Lead and Deputy Safeguarding Leads or the Headteacher of this action as soon as possible (please see Appendix 4 for safeguarding contact information).

In circumstances where a child has a suspicious injury that requires urgent medical attention, the Child Protection referral process should not delay the administration of first aid or emergency assistance. If a student is thought to be at immediate risk (because of parental violence or intoxication, for example) urgent police intervention may be requested. Particular vigilance will be exercised in respect of children who are known to be subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to Children's Social Care (and confirmed in writing). This will also be the case for other children who may be considered vulnerable such as disabled children, SEND children or Children Looked After for example. In all cases of injury to a child consideration will always be given as to whether an urgent paediatric medical assessment is required to document injuries or to protect any forensic evidence.

Procedures regarding initial response on child on child sexual harassment:

Staff:

- Don't need to wait for a child to make a disclosure, they should act on any concerns immediately.
- May overhear a conversation that suggest a child may have been harmed or a child's behaviour may be an indicator.
- May confiscate devices for evidence to hand to the police, if the report includes an online element.
- Can ask children outright if they've been harmed and what the nature of the harm was.
- Should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- Should reflect, using the child's language, when hearing a report.
- Should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse.

The DSL's risk and needs assessment in response to a report of sexual harassment considers whether there have been any other victims

You should:

- Be aware of, and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school
- Balance the victim's wishes against your responsibility to protect other children
- Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Think about other related issues and wider context, including any links to child sexual exploitation (CSE) and child criminal exploitation (CCE), and take the potential for sexual violence and harassment in intimate personal relationships into consideration
- Keep victim and alleged perpetrator(s) a reasonable distance apart on school premises including at before and after-school activities
- Regularly review the actions you take to respond to reports. In response, update relevant policies with lessons learnt and consider whether there are wider cultural issues at play
- Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing
- Your response should be underpinned by the principle that "there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and it will not be tolerated"
-

The DSL (and Deputies) know what the Early Help process is and how and where to access support.

Notifying parent/carers

The Designated Safeguarding Lead will normally seek to discuss any concerns about a student with their parent/carers. This must be handled sensitively, and the Designated Safeguarding Lead may contact the parent/carer in the event of a concern, suspicion or disclosure, if safe to do so. However, if the school believes that notifying parent/carers could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Social Care. Staff must not contact parents under any circumstances if they have safeguarding concerns. They must leave this with the Designate Safeguarding Lead or Deputies. In any event parents and carers will be reminded that all referrals are made in the best interest of the child.

Referral to children's social care according to local procedure
The Designated Safeguarding Lead will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm. The student will be told what will happen and the parent/carers will be told that a referral is being made, unless to do so would increase the risk to the child.
Referral to Children's Services first response team will be made using a multi-agency referral form (MARF/MASH).

Lambeth Children's services first response telephone: 020 7926 5555
Out of hours telephone: 020 7926 5555 (24 hours) – Ask for Child Protection Services

Impact of abuse
The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. '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.'

Support for those involved in a Child Protection issue
Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously.
- nominating a person from the Safeguarding Team who will keep relevant parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a student, the Headteacher will be nominated to avoid any conflict of interest.
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- storing records securely.
- offering details of helplines, counselling or other avenues of external support.
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
- cooperating fully with relevant statutory agencies.

Multi-agency working
We recognise we have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools understand their role in the new safeguarding partner arrangements.
Locally, the three safeguarding partners (the Local Authority; a clinical commissioning group for an area within the Local Authority; and the Chief Officer of Police for a police area in the Local Authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
Governing bodies, and their Senior Leadership teams, especially their Designated Safeguarding Leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and

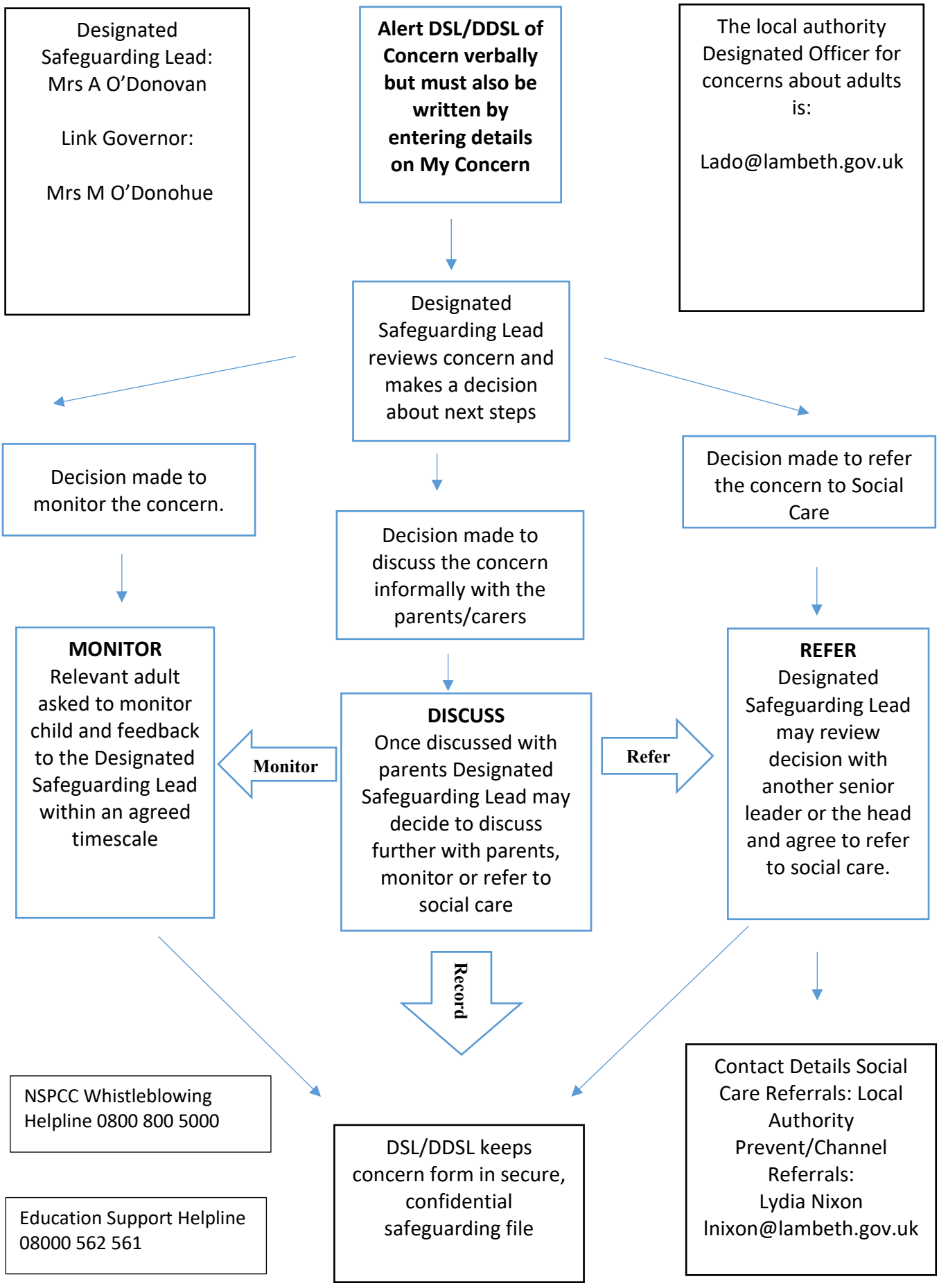
organisations by the new arrangements.

The three safeguarding partners should plan to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.
Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for Children's Social Care from the host Local Authority and, where appropriate, from a placing Local Authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

BISHOP THOMAS GRANT SCHOOL FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



6. Mental Health

Mental Health Lead at Bishop Thomas Grant School is Ms Forde

All staff at Bishop Thomas Grant School are aware that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that is a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead and Deputies, who will then seek advice and support for the child. Make a safeguarding referral following procedures and put it on MyConcern. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide.

Staff have four key roles: promoting good mental wellbeing and preventing the onset of mental illness; observing pupils and identifying early those who may be experiencing mental health problems or at risk of developing one; ensuring early targeted support is provided; and liaison with/referral to specialist services where needed. Our school is part of the Lambeth MHST support programme and makes referrals through the intervention team.

7. Definition and Indication of Abuse

All staff at Bishop Thomas Grant School must recognise and accept that children have a fundamental right to be protected from harm. In upholding this fundamental right we recognise that there are four definitions of child abuse, including neglect, as defined in Chapter 1 of the 5th edition of the London Child Protection Procedures and as précised in this policy, which should be consulted as a reference document for full details of the definitions and recognition & response.

Abuse – a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Harm can include treatment that is not physical as well as impact of witnessing harm.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

Physical Abuse

May include Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child including the deliberate fabrication or causation of illness in a child (now known as Fabrication or Induced Illness FII).

May be recognised by*:* Physical injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour or learning difficulties due to neurological damage. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury. Other indicators of physical abuse may include flinching or cowering and accounts of how injuries have happened may be vague to inconsistent or are unexplained. Children may wear inappropriate clothing to cover marks or injuries and/or may be reluctant to go home.

It is not uncommon for children to have accidental bruises but bruising on the face, around the eyes, around the mouth, behind the ears or consistent with a grab or have the shape of an object (E.G brush, slipper, belt, hand etc) must be considered as possible indicators of harm as should multiple or repeated bruising to an area such as the head or an area unlikely to be bruised accidently.

It is not appropriate for any member of staff to undress, photograph or body map any child to see physical injury, this is the role of child protection and investigating agencies.

Emotional Abuse

May Include: 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 participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another, a breakdown in a parental relationship. 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.

Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse

May Include*:* Involving or forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such activities may involve sexual acts (penetrative or non-penetrative) or may include involving children in watching or taking part in pornographic material or to encourage children to behave in sexually inappropriate ways.

May be recognised by*:* Inappropriate sexualised conduct, age-inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

A sexually abused child may also be recognised by disturbed behaviour such as sadness, depression or loss of self-esteem. Disclosure of sexual abuse must be taken seriously as it is recognised that children are frequently scared to disclose due to guilt or fear and often children have taken great courage to disclose – therefore it is important not to minimise or give your own view or interpretation of their account.

All staff must be aware that a child under the age of 13 years is not legally capable of consenting to sexual activity and so sexual activity with a child under 13 is an offence under the Sexual Offences Act. Such activity will be taken to indicate that that child/ren are at risk of significant harm and must be referred accordingly in line with the agreed procedures as set out in the London Child Protection Procedures. Sexual activity with a child under 16 is also an offence but <u>may possibly</u> be less serious than that of a child under 13, especially where children are of a similar age and there is no power imbalance, coercion, or disinhibited such as alcohol or drugs involved. However serious consideration will always need be given as to whether to refer where cases of sexually active children become known or are disclosed; as per the London Child Protection Procedures. In all cases you must discuss your concerns or share your knowledge with our Designated Safeguarding Lead for consideration of a referral to Social Care.

Considering the above all staff must recognise that sexual abuse of children is not an exclusively male practice and may be perpetrated by females but also other children; such abuse must not be treated with any less rigour in such cases.

Neglect

May include: 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 (growth and intellect) such as failing to provide adequate food, shelter (including keeping children safe), clothing, or neglect of or unresponsiveness to a child's basic emotional needs.

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, be left with or in the care of adults under the influence of alcohol or drug misuse, or be left home alone[2].

- Child-to-parent abuse - Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.'
- Emotional abuse now explicitly includes verbal abuse 'It may include verbal abuse, such as persistent criticism, belittling, or name-calling'.

Note the child-on-child abuse content in paragraphs 30-35. Governing bodies and proprietors should ensure that their child protection policy includes processes, procedures and systems to minimise the risk of child-on-child abuse and to deal with it in a timely way when it does happen.

- 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
- serious physical assault and harm, or the threat of harm with a weapon — a new addition for 2026, and a direct link to the new weapon-risk duties (see rows 26 and 29 below)
- sexual violence and sexual harassment.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator', timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.'

Whilst we understand that children are resilient, we will be alert to the negative cumulative effects of multiple instances of neglect. We also understand that such cumulative effects may overwhelm our student(s) and lead to poor outcomes. Therefore, we will not view single instances of neglect in isolation from any previous instances of neglect and will make a referral to children's social care accordingly.

'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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

[2] *Whilst there is no set age in law for a child to be legally left home alone the responsibility rests with the parents to make satisfactory arrangements for the care of their children and must not leave their children unsupervised "in a manner likely to cause un-necessary suffering or injury to health of the child". A referral will be made to Social Care where our school has concerns that the arrangements that a parent makes is unsafe and thus renders the child/ren at risk of significant harm; this may also include independent travel arrangement and collection / escorting arrangements by others, including siblings, that the school considers unsafe.*

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

Children with a Social Worker

At Bishop Thomas Grant School we recognise that when a child has a Social Worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker through appropriate support and intervention for example a Mentor.

- We give special consideration to children who:
- Have special educational needs, disabilities (SEND) or health conditions
- Are young carers (YC)
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education (CME)
- Whose parent/carer has expressed an intention to remove them from school to be home educated

At Bishop Thomas Grant School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and mental health. We take these needs into account when making plans to support pupils who have a social worker including allocating a mentor and ensuring regular monitoring by the safeguarding team this includes their attendance.

Children who are lesbian, gay, bisexual, or gender questioning

The fact that a child or a young person may be LGBT/LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBT/ LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT/ LGBTQ+ (whether or not) can be just as vulnerable as children who identify as LGBT /LGBTQ+.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities including SEND such as the risk of bullying.

Risks can be compounded where children who are LGBT/ LGBTQ+ lack a trusted adult with whom they can be open. At Bishop Thomas Grant School, we reduce the additional barriers faced by providing a safe environment and embedding our inclusion goal. The Safeguarding Office is a safe space where children will be given appropriate advice and support.

8. Particular Examples of Serious Risk to Young People

At Bishop Thomas Grant School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk because they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behavior and poor mental health.

We will endeavor to take these needs into account when making plans to support students who have a social worker.

Looked After children

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

Our designated teacher for looked after children is:

Name: Mrs Anne O'Donovan – safeguarding@btg-secondary.lambeth.sch.uk

Governor: Mrs M O'Donohue – mo'donohue@btg-secondary.lambeth.sch.uk

We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They 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 of the Virtual School head in the authority that looks after the child.

Virtual School heads receive student premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for Looked After Children will ensure contact with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's Personal Education Plan (PEP). Monitor attendance and give appropriate support.

Young Carers

School is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.' The intervention team keeps a register that is monitored and liaise with Lambeth young carers hub.

Children with special educational needs, disabilities or certain health conditions

Children with special educational needs, disability (SEND) or certain health conditions can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

- children with SEND and disabilities can be disproportionally impacted by things like isolation and bullying without outwardly showing any signs.
- communication barriers and difficulties in overcoming these barriers.
- Female SEND students are particularly vulnerable to sexual harassment or violence.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

Awareness of these additional barriers is reflected in the training for staff. The school will seek to protect **such children and challenge any abuse or neglect.** The school SENDCO will liaise closely with the DSL and Head of Year will monitor the progress and wellbeing of students with SEND. Any concerns to be passed on to the DSL and SENDCO as soon as possible.

Contextual Safeguarding

The following information refers to contextual safeguarding in that it reflects the localities of Bishop Thomas Grant School and the behaviour incidents associated with local factors. The school assess the risks and issues in the wider community when considering the wellbeing and safety of it students.

Child on Child Abuse and Sexual Violence Harassment

We recognise that children can abuse their peers. This can happen both inside and outside of school. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. All staff have a duty to challenge this.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put students in the school at risk.
- Is violent.
- Involves students being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

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.

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- You must record the allegation on MyConcern and tell the DSL, but do not investigate it
- The DSL will contact the Local Authority Children's Social Care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of child-on-child abuse
We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys. All child-on-child abuse is unacceptable and taken seriously.
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students can easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
  - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
  - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
  - The important role they must play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
  - That they should speak to the DSL if they have any concerns.
  - Recognise that no cases does not mean it is not happening in school

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies such as the School Nursing Team, School Counsellor and Social Services to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Students will be supported by the safeguarding and wellbeing team as well as sign posted to external agencies if appropriate.
The school will endeavor to promote a "Telling" school culture and challenge abuse such as bullying, at all times.

Staff will refer any concerns immediately to the Head of Year or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Violence, particularly preplanned;
- Forcing others to use drugs or alcohol;
- Emotional abuse;
- Blackmail or extortion;
- Threats and intimidation;
- Sexual Abuse;
- Indecent exposure, indecent touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting;
- Encouraging other children to engage in inappropriate sexual acts;

- Photography or videoing other children performing indecent acts;
- Sexting (also known as youth produced sexual imagery);
- Bullying (including cyberbullying; prejudiced based and discriminatory)
- Gender based abuse;
- Sexualised touching;
- Violence;
- Gang initiation/hazing type violence and rituals;
- Sexual violence, such as rap, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; abuse in an intimate relationship
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Recognising Serious Violence

All staff should be aware of indicators, which may signal that 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 indication that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. 'Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation.'

All staff should be aware of the associated risks and understand the measures in place to manage these. 'Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy).' The DSL will then assess risk and, where relevant, put a safety or support plan in place .Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: County Lines guidance.

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.

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.

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.

Sharing Nudes and Semi Nudes

It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed.

- Person/student under 18 creates a sexual image of themselves and shares it with another person under 18.
- Person/student under 18 shares an image of another under 18 with another person under 18.
- Person/student under 18 is in possession of sexual imagery created by another person under 18.

All incidents of sexual images should be reported to a member of the safeguarding team. The image/s and the device they are stored within should be confiscated, examples would be:

- Naked student
- Topless girl
- Image which displays genitals
- Sex acts including masturbation
- Indecent images may also include overtly sexual images of young people in their underwear

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved.' Further guidance – UK council for internet safety (UKCIS) sharing nudes and semi nudes (Dec 2020).

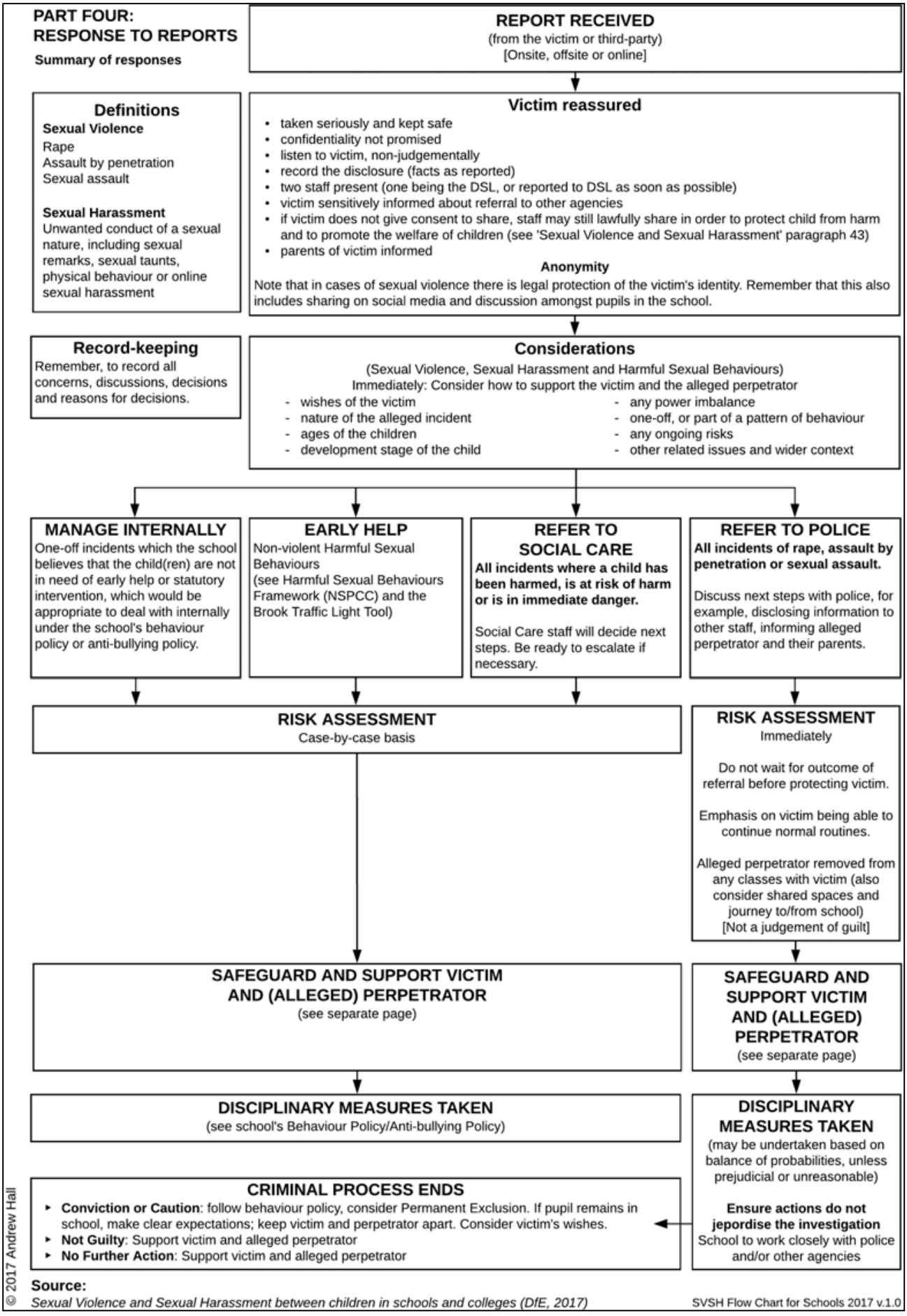
- Refer to the designated safeguarding lead or a member of the team
- DSL/Deputies or HOY meets with the student involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- If there is a concern that the student is at risk of harm, we will contact social care and/ or the police
- We will always refer to the police or social care if incident involves:
  -An adult
  -Coercion, blackmail or grooming
  -Concerns about capacity to consent, (e.g., SEND)
  -Images show atypical sexual behaviour for the child's developmental stage
  -Violent acts are depicted
  -Image shows sex acts and includes a child under 13
  -A young person at risk of immediate harm because of the disclosure (for example, shelf-harm or suicide)

Viewing sexual images

- If it is felt necessary to view, discuss with DSL, Deputies, Staff or our Headteacher first
- Never copy, print, or share the image, unless asked to do so by the Police
- View with another member of the safeguarding team present
- Record the fact that the images were viewed along with reasons and who was present
- Deleting images (from devices or social media)

If as a school we decide that involving other agencies is not necessary, images will be deleted.

Sexual Violence, Sexual Harassment, Nudes and Semi Nudes Flow Chart



Bullying and Cyberbullying

Bullying is a specific form of abuse which may be prevalent in schools and is defined as deliberately hurtful behaviour, usually repeated over a period of time where it is difficult for the victims to defend themselves; this may also be seen as child on child abuse as noted above.

The extent of bullying can include emotional and / or physical harm to such a degree that it constitutes significant harm, as set out in the definitions above, due to the extent to which it affects the health or development of the child subject to the bullying behaviour. Bullying may also be perpetrated within digital or ICT based environments, sometimes known as Cyber-Bullying, and may include 'Sexting'; which must be treated as seriously as any other form of bullying and dealt with accordingly.

It must be noted that bullying may also constitute criminal behaviour and therefore certain instances of bullying may need to be reported to the police.

Please refer to our separate Behaviour Management Policy to include "Anti-Bullying", Online Policy and Acceptable Use of Digital Technologies Policy for further information. Remember to encourage all students that we are a 'Telling School' and to feel comfortable to pass any concerns in confidence.

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 skill 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

Child Sexual Exploitation (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child Sexual Exploitation: Definition and a guide for practitioners (DfE 2017).

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited

even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

We recognise that the sexual exploitation of children is a particular form of child sexual abuse and involves exploitative contexts and relationships where the child receives 'something' such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money etc. as a result of performing, and/or others performing on them, sexual acts or activities.

We also recognise that Child Sexual Exploitation can occur through use of online technology abuse without the child's immediate recognition, for example the persuasion to post sexual images, on the Internet/mobile phones without immediate payment or gain. In all cases those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, humiliating and sexual abuse, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young people's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Criminality and associations with local gangs can increase the risks of young people being sexually exploited. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

We are aware that in many cases the child may not understand or even believe that they are part of an sexually exploitative arrangement and to that end may encourage other peers to become sexually exploited, knowingly or otherwise.

We will attend and cascade as appropriate, the relevant training on CSE so that we understand CSE as a staff group and will use the CSE Risk Matrix when assessing whether a child is at risk of CSE. All staff with concerns must be reported to the Designated Safeguarding Lead immediately.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:
Although the following vulnerabilities increase the risk of CSE, it must be remembered that not all children with these indicators will be exploited. CSE can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;

- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Child Criminal Exploitation (CCE)

The definition of Child Criminal Exploitation, which can be found in KCSIE is:

This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. This may constitute modern slavery... a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.'

Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals... and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked.

Indicators of CCE can include: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; changes in emotional wellbeing; misuse of drugs and alcohol; going missing for periods of time or regularly returning home late; and regularly missing school or education.

Domestic Abuse

Harm can include ill treatment that is not always physical and includes witnessing ill treatment of others.

We recognise that Domestic Abuse usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her particular circumstances. We also recognise that even where the child is not the direct target of the Domestic Abuse the harm caused to the child/ren can be significant through emotional and physical abuse and often neglect as the victim's capacity to parent effectively and protect their child/ren is diminished through a preoccupation with their own survival at the expense of an awareness of the effect that the abusive relationship is having on their child/ren

The Domestic Abuse Act (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: https://www.legislation.gov.uk/ukpga/2022/17/part/1/enacted)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and 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 National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

The definition of harm as amended in the Adoption & Children Act 2002:
Impairment suffered from seeing or hearing the ill treatment of another' particularly in the home, even though they themselves have not been directly assaulted or abused

The school recognises that Domestic Abuse will have an impact on aspects of a child's life. The harm suffered will vary according to the child's resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their child/ren is diminished through anxiety about their own circumstances.
At Bishop Thomas Grant School we will be alert to the possibility of Domestic Abuse and allow an opportunity for the abused partner (predominantly the woman but not exclusively so) to disclose. We will treat that disclosure sensitively and refer the matter to Social Care where there is a child or children at risk of significant harm and/or neglect or signpost the abused person to the appropriate protective / supportive services.

Operation Encompass – the school has been signed up to this since its trial. Liaising closely with police and acting on notification. The DSL will act as key adult and make safeguarding referrals if necessary. 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. Information can be found on our website.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse — they may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day, on 0808 2000 247. See Home Office guidance on Controlling or coercive behaviour

Honour based Abuse (HBA)

So called 'Honour-based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and will be handled and escalated as such.

Where staff are concerned that a child might be at risk of Honour Based Abuse must refer to the Designated Safeguarding Lead or Deputies immediately.

'Murder or violence in the name of a so called honour' are murders/violence in which, predominantly females, are killed/harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings/violence'. There is, however, no honour in murder/violence.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives. Honour is an unwritten code of conduct that involves loss of face on someone's part if offended against, especially in groups where loyalty is considered paramount.

Honour Based Abuse cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBA may exist.

Signs:

- Withdrawal of student from school by those with parental responsibility
- Student/student being prevented from attending higher education
- Truancy or persistence absences
- Request for extended leave or student not returning from an overseas visit
- Surveillance by siblings/cousins/extended family members at school
- Decline in behaviour, engagement, performance or punctuality, poor exam results. – for previously motivated student/student.
- Decline in physical presentation or demeanour.

Breast Ironing

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breast, using hard or heated objects, to try to make them stop developing or disappear. Usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures men believe that as soon as a girl has breast she is ready to have sexual relationships. There have been incidents of this happening in the UK, you may notice an unwillingness to get changed for PE, pain when moving, or a flattened breast area.

Female Genital Mutilation (FGM)

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. For non-medical reasons it is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place include:

- Difficulty, walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear
- Talking about pain or discomfort between her legs

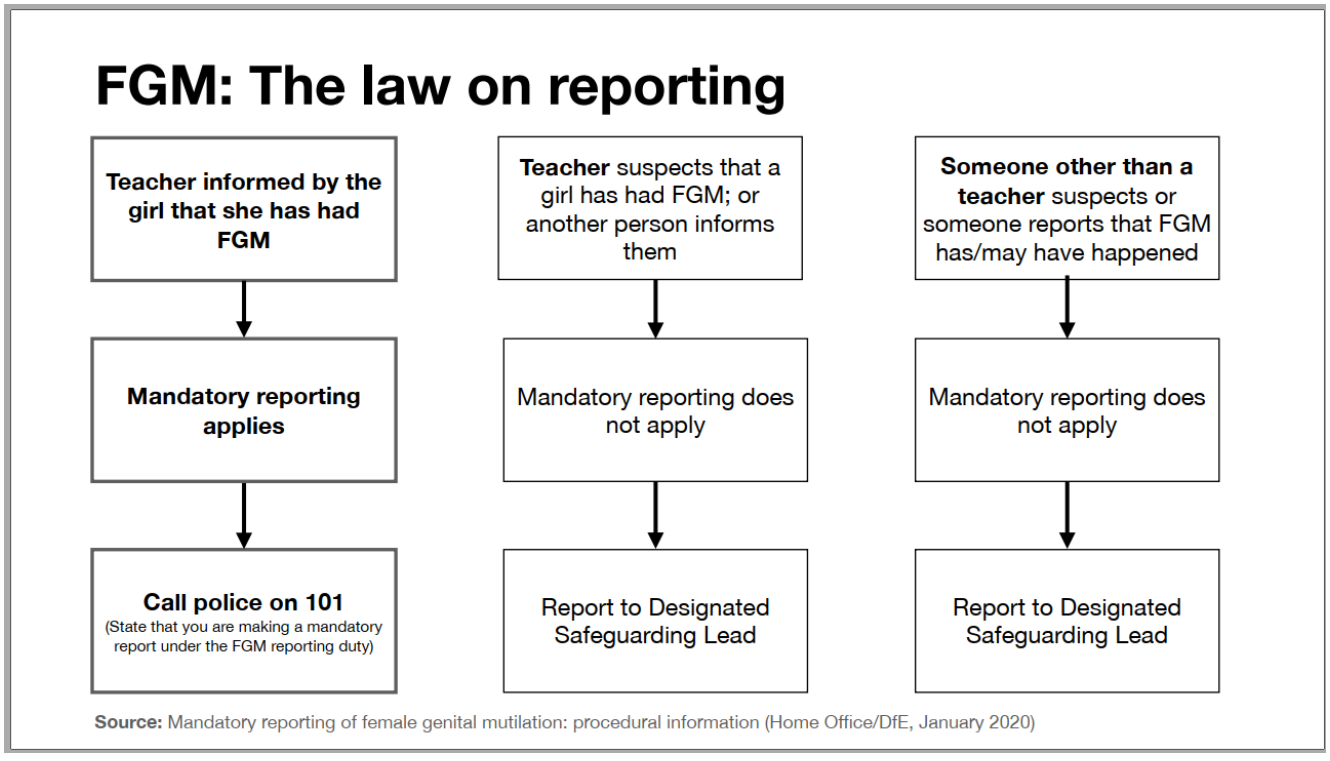
It is accepted that some female students in our school may be at risk of being subject to Female Genital Mutilation. FGM is defined by the World Health Organisation as: all procedures, but not therapeutic or essential

surgical operations, which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons. FGM is considered as a cultural norm by some communities and some also consider FGM necessary for religious reasons.

We will always challenge such abusive cultural norms as the welfare and safety of the child is always paramount, equally we also recognise that FGM is not endorsed as a religious practice.
In any event it is illegal in the UK to subject any child to Female Genital Mutilation. It is also illegal take a child abroad to undergo Female Genital Mutilation. This applies equally to any of our students who is a UK national or is habitually resident in the UK.

If any member of staff receives a disclosure or is aware that a FGM is about to happen this must be disclosed to the Designated Senior Lead Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon professionals such as teachers in England and Wales, to personally 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 will face disciplinary sanctions.
It will be rare for teachers or staff to see visual evidence, and they should not examine students.



'It is recommended that you make a report orally by calling 101, the single non-emergency number.'
'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.
In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

From a Child Protection perspective, a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse.

Typical identifiers / triggers are:

- Family comes from a community known to practice FGM

- Family / child talks about a long holiday
- Family / child may ask to be excused PE / swimming on return to school
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a mother that has been subject to FGM
- Female child is known to have a sister that has already undergone FGM
- Family are socially isolated or less well integrated into UK society
- Family withdraws female child from PSHE / SRE – to keep child less informed about their body

We will identify and monitor any student at Bishop Thomas Grant School who may be at risk of FGM. Equally the student may be aware of what is going to happen and make a disclosure or seek help.

When discussing FGM with the family we will NOT use other family members, friends, neighbours or people of respect or high standing within that community as an interpreter.

Marriage and Forced Marriage

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

At Bishop Thomas Grant School we recognise that forced marriage is a crime and an abuse of human rights and a form of domestic abuse and, where it affects children and young people, child abuse.

Forced marriage, as distinct from arranged marriage, is conducted without consent and under duress. We therefore accept that coercion and duress may be perpetrated by partners but also by extended family members and that this constitutes Domestic Violence, in line with the Government's definition of domestic violence and is closely linked to so called Honour Based Violence.

In cases of forced marriage, we will follow the guidance as set out in the London Child Protection Procedures as a child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the Designated Senior Lead Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.

Extremism and Radicalisation (Prevent Duty)

Please refer to the school's Prevent Policy for the full procedural framework on our safeguarding duties in protecting our students from extremism and radicalisation.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. Negate or destroy the fundamental rights and freedoms of others
2. Undermine, overturn or replace the UKs system of liberal parliamentary democracy and democratic rights
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2)

The school promotes British Values of Rule of Law, Individual Liberty, Mutual Respect and Democracy.

Protecting children from the risk of radicalisation should be seen as part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

From 1 July 2015, schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.

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 susceptible of radicalisation and refer to DSL/ Deputies who will act proportionately which may include making a Prevent referral. Refer to your training or seek advice from DSL who has further training. Follow, notice, check, share guidance.

The DSL will be regularly provided with Prevent awareness training in order to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive an Inset on this.
We will liaise with Lambeth Prevent and carry out a self-evaluation and risk assessment of our school, as per statutory guidance, to assess the potential risk of radicalisation to our students and staff. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly influenced by extremist materials or influences, we will make the appropriate referrals. In such instances our school will ensure that students are offered mentoring and seek external support from the Local Authority and/or local partnership structures working to prevent extremism through the PREVENT and CHANNEL programmes.

However, staff at Bishop Thomas Grant School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with. Equally staff may become aware of information about a child's family that may equally place a child at risk of harm, or a student may disclose that they are being exposed to extremist views or practices at home or in their community. (These examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working in Bishop Thomas Grant School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the DSL or Headteacher, including any harm believed to be through extremism or radicalisation.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. This is done through PSHE/Assemblies, workshops and ICT Lessons to ensure young people understand how people with extreme views share these with others especially online. BTG will liaise with the LA designated person for Radicalisation and Extremism.

Recognising Extremism

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.
Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

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 are assessed by police and may be passed to multi agency channel panel. Channel panel 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 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.

Gang Activity

All staff must be alert to any signs of gang related behaviour or disclosures. These must be referred to the DSL. When a child has made a disclosure or there is information or suspicion of gang related risks to a young person the DSL will contact Social Services immediately.

The DfE continues to focus on action to improve school attendance, as regular attendance plays a vital role in keeping young people away from gang involvement and other crime and antisocial behaviour. DfE has, from September 2015, reduced the threshold for 'persistent absence' from 15% to 10%, emphasising the message that attending school should be a priority for every student. (Ending gang violence and exploitation January 2016)

There are also some legal issues that teachers should be aware of that relate to gang membership, in particular concerning the potential criminal liability of young people whose presence or actions lead to a crime, even if they did not commit the crime themselves ('joint enterprise'). This highlights the risks for young people of gang involvement, even if they think that they have not directly committed any crimes.

It is important to understand fully the issue or issues that affect the local area. Engaging with the local community safety partnership, the youth offending team, the Safer School Partnership officer or the neighbourhood police team can assist schools if there is a gang or youth violence problem in their area. (Preventing youth violence and gang involvement - Practical advice for schools and colleges).

Lambeth students maybe particularly at risk of coming into contact with gangs engaging in drug or robbery activities and we need to ensure we have educated students and parents to be aware of danger. This is done through transition workshops with Year 7, Drop Down days for all year groups and regular presentation by the Safer School Partnership Officer and Metropolitan Police Project (Operation Makepeace).

County Lines, Exploitation & Drug Supply including Chicken Shop Grooming (Contextual)

County lines are described as:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A specific method of drug supply commonly referred to as county lines. County lines relates to the supply of class A drugs (primarily crack cocaine and heroin) from an urban hub into rural towns or county locations. In our area this is most often but not exclusively from London.

Bishop Thomas Grant School has always insisted students avoid take away shops and SLT drive around to monitor this.

The exploitation of young and vulnerable people is a common feature in the facilitation of county lines drugs supply, whether for the storage or supply of drugs, the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace (commonly referred to as cuckooing).

Should anyone have reason to believe a student has become involved they make referrals to the Designated Safeguarding Lead or Team or directly to both the Police and Social Care.
Indicators of CCE and CSE apply as well as:

- Missing school
- Found in accommodation they have no connection to
- Bank accounts are used
- Victim/perpetrator serious violence

Further information can be found in Annex B

Children staying with host families

This relates to where the school makes arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. Such arrangements could amount to "private fostering" under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both.

Where a private fostering arrangement is made by the school and the school has the power to terminate the arrangement, then it could be the regulated activity provider for the purposes of the Safeguarding Vulnerable Groups Act 2006, section 82

Where the school is the regulated activity provider, it will request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child's parents and the host parents and in these circumstances the school will not be the regulated activity provider.

If the school is arranging for their children to stay with families overseas they should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Our school will work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.

Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abused and neglect, or be involved in trafficking, child sexual exploitation or modern day slavery.

Schools have a mandatory duty to report to the LA where they are aware or suspect that a child is subject to private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a mandatory duty to inform the LA of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered and therefore where possible a receipt of information.

Modern Slavery and the National Referral Mechanism (NRM)

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. Not solely linked to County Lines and drugs. Children may have engaged in criminal activity but are victims and need support even if not open to it.

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 NRM is available in the Modern Slavery Statutory Guidance.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (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 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 focus to early intervention and encourage 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. 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 and the Ministry of Housing, Communities and Local Government 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.

Hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, sand fraternities and sororities.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS): Sexting in schools and colleges, responding to incidents and safeguarding young people'.

Sexual violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. Sexual Harassment is described as 'unwanted conduct of a sexual nature'.

At Bishop Thomas Grant School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other students in school.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

Consent: given with free will and the capacity to do so; consent is not all-encompassing, may cover only certain sexual activities, may be given with conditions, may be withdrawn at anytime; and consent is needed every time sexual activity takes place. **It is important to note that children under 13 years old cannot consent to any kind of sexual activity.**

Common signs of abuse:

- Changes in behavior
- Sudden reluctance or refusal to participate or engage
- Avoiding particular students
- Staying close to adults
- Self-harm
- Angry outbursts
- Decline in academic performance
- Excluding themselves
- Sudden development of sexualized behaviours
- Vague disclosures

Students will be taught how to recognise, keep themselves safe and report child on child abuse/sexual violence, harassment, within their CPE and tutor time safeguarding sessions.
Sexual misconduct is unacceptable, and not excused as 'banter' or an inevitable part of growing up. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender and Questioning (LGBT/ LGBTQ+), or are *perceived* by peers to be LGBT/LGBTQ+, and students with SEND.

At Bishop Thomas Grant School victims and alleged perpetrators can be kept apart in classrooms and other shared spaces, and that consideration should be given about travel to and from school. The emphasis should be on ensuring that the victim can continue their normal routines. Bishop Thomas Grant School will consider the conduct of the alleged perpetrator as part of our behaviour policy on the 'balance of probabilities', apply the appropriate and proportional consequences and risk assessments.

Bishop Thomas Grant School will record all incidents across the whole spectrum of sexual violence and sexual harassment.

9. Attendance and Children who are absent from school

Attendance is a safeguarding issue. The school follows guidance of 'Working together to improve school attendance'.

The whereabouts of a child during school hours is a priority in safeguarding. It is checked daily via truancy call, concerns are followed up by the Attendance Officer or Head of Year. Letters and meetings will be held where necessary especially for unexplainable or persistent absence. We monitor attendance closely and have a full time Attendance Officer.

A child absent from school is a potential indicator of abuse, neglect, including sexual abuse, sexual exploitation, criminal exploitation – County lines, mental health problems, substance abuse, travelling to conflicting zones, risk of FGM or forced marriage. The DSL will be informed by the Attendance Officer and Pastoral staff who monitor unauthorised absence, particularly where children go missing on repeated occasions.

The concern will be passed on to the Local Authority's Attendance Welfare Officer/Social Services if there are concerns or a child is missing for more than 10 consecutive days a referral to the local authority will be completed. If the child is particularly vulnerable to risk then this may take place on the second day of absence.

Bishop Thomas Grant School will always request from Parents at least two emergency numbers for contacts to be recorded on our information systems for daily truancy calls.

In response to the guidance in Keeping Children Safe in Education the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage

The school will inform their local authority of any student who is going to be removed from the admission register where the student:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education; this will follow a meeting with the family and liaison with local authority.
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- has been permanently excluded.

The Local Authority will be notified when a student is removed from the register for any of the five reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. Any child who is expected to attend but fails to take up a place will be referred to local authority.

When a student leaves the school, we will record the name of the student's new school and their expected start date and inform the Local Authority.

The school also has a duty to inform the local authority of any additions to the school roll that do not form part of secondary transfer.

10. Online safety including filtering and monitoring

Our students increasingly use mobile phones, tablets, computers and devices on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts, social media posts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's **Online Policy** explains in more detail how we try to keep students safe in school. Cyberbullying and sexting by students, via texts, emails and social media posts, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures in the Behaviour Management Policy. The school encourages parents to support their children using resources including those provided by CEOPs and LGFL and National Online Safety.

When children use the school's network to access the internet, we protect them from inappropriate content by using a filtering and monitoring system 'Smoothwall'. This is monitored by the Safeguarding Team who keep a record of alerts and actions taken. We ensure that a review of its effectiveness is carried out at least once every academic year. Reviews is be carried out by the SLT member responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and IT support. This includes checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record is be kept of these checks.'

We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures. All our staff undertake training to understand the risks of poor filtering and monitoring and know how to share their concerns.

Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

- Physical monitoring
- Live software monitoring
- Monitoring user logs
- Monitoring individual devices
- We make sure that school devices used away from the school site are also subject to filtering and monitoring procedures.
- Our Designated Safeguarding Lead, along with our IT team and a Governor annually review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.

We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures. All our staff undertake training to understand the risks of poor filtering and monitoring and know how to share their concerns. All our staff have taken part in annual cybersecurity training.

Key risk areas:

Content

<u>Content risk now includes extreme sexual and physical violence extended for AI</u>

- Exposure to inappropriate content
- Lifestyle websites promoting harmful behaviours
- Hate content
- Content validation: how to check authenticity and accuracy of online content

Contact

Now includes generative AI applications simulating adults posing as children

- Grooming (sexual exploitation, radicalisation etc.)
- Online bullying in all forms
- Social or commercial identity theft, including passwords

Conduct

Now includes explicit images generated using AI

- Aggressive behaviours (bullying)
- Privacy issues, including disclosure of personal information
- Digital footprint and online reputation
- Health and well-being (amount of time spent online, gambling, body image)
- Sexting
- Copyright (little care or consideration for intellectual property and ownership)

Commerce

- Online Gambling
- Inappropriate advertising
- Phishing or financial scams

New Offences – Online Safety Act 2023

Cyberflashing – illegal to send unsolicited sexual images intended to alarm or distress

Epilepsy trolling – criminal to send flashing images aiming to trigger seizures or cause distress
Threatening communications – Sending threats of serious harm, death, or violence is a standalone offence

Encouraging serious self-harm – Offence to promote or encourage serious self-harm online, even if harm doesn't occur

Sharing intimate images (including deepfakes) – offence to share or threaten to share sexual images without consent, including AI-generated content.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and parent/carers are encouraged to consider measures to keep their children safe when using social media.

Artificial intelligence (AI)

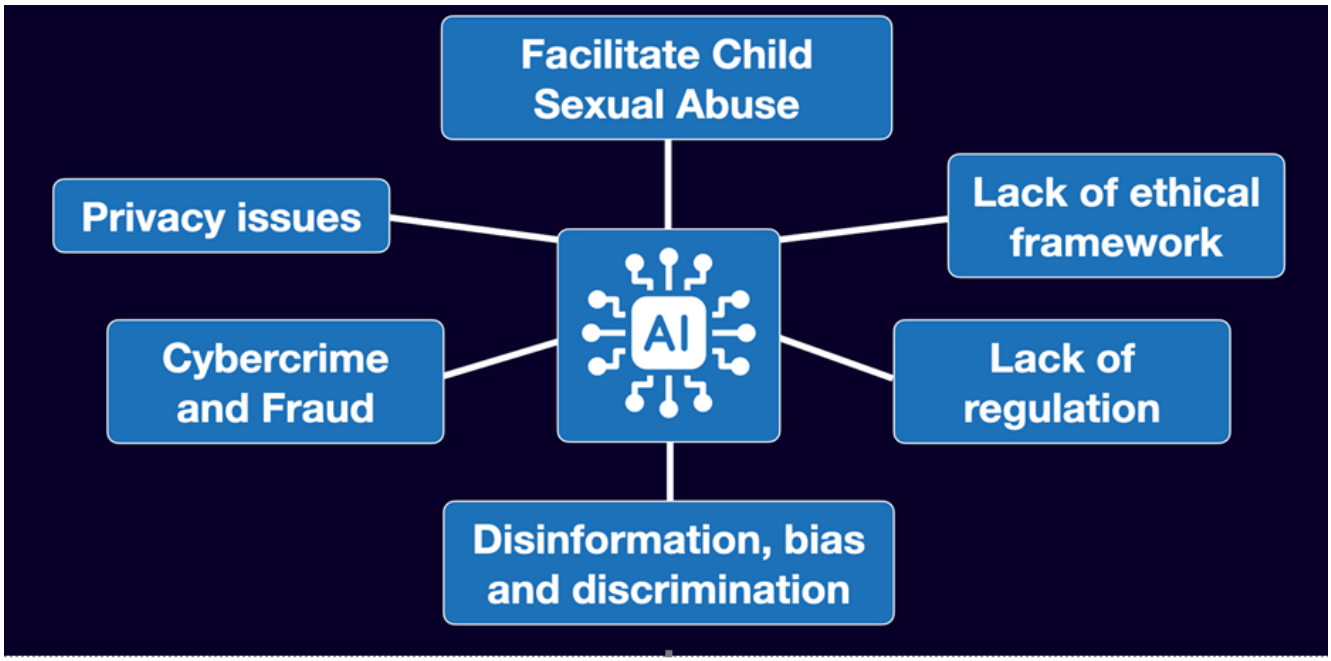
We have an AI policy following current guidance however this is constantly under review as this an area that changing rapidly. All staff must always consider the ethics and promote these with students following the guidance that was issued at the start of term.

Staff are aware of AI and are being trained in how to recognise signs of AI abuse.
Generative AI (Gen AI) is developing rapidly and its use in education is increasing. In schools, AI is typically used in three areas: learner support, teacher support, and school operations. All use must be safe, ethical and responsible.

We recognise that Gen AI can introduce risks. These risks can be reduced through our existing safeguarding, data protection and technical security arrangements, and by updating procedures where needed. Safeguarding of learners and staff remains central to our approach.

We recognise that learners may be subject to harmful online interaction with other users or generative AI applications that simulate these and educate and put measures in place to safeguard. We do have a separate AI policy please refer to this.

Some potential harms:



All generated material causing concern is a safeguarding issue.

The schools will:

- Check age limits and terms of service
- Choose enterprise-grade tools with organisational control
- Create interim guidance for staff and students
- Update key policies and complete a Data Protection Impact Assessment (DPIA)
- Support appropriate use of AI to enhance learning and teaching, improve outcomes, streamline administration and reduce workload. Staff remain professionally responsible and accountable for any work supported by AI.
- Comply with relevant law and guidance, including Keeping Children Safe in Education (KCSIE) and UK GDPR.
- Provide training and guidance for staff and governors on the benefits, risks and safe use of AI, and identify further development needs.
- Teach about AI through the curriculum where appropriate, helping learners understand how Gen AI works, its benefits and limitations, and its ethical and social impacts.
- All AI generated concerns are considered safeguarding issues and must be referred to DSL

Staff and Governors also receive guidance and annual online training communication with students. All have responsibilities to ensure online safety – please see online policy for details.

External groups including parent associations – School PTA

Key responsibilities:

- Any external individual/organisation will sign an acceptable use policy prior to using technology or the internet within school
- Support the school in promoting online safety and data protection

- Model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, Students or other parents/carers

Handling Incidents

- The school will take all reasonable precautions to ensure online safety.
- Staff and students are given information about infringements in use and possible sanctions.
- Online Safety Coordinator acts as first point of contact for any incident.
- Any suspected online risk or infringement is reported to Online Safety Coordinator that day
- Any concern about staff misuse is always referred directly to the Headteacher, unless the concern is about the Headteacher in which case the compliant is referred to the Chair of Governors and the LADO (Local Authority's Designated Officer).

Expected Conduct and Incident Management

At Bishop Thomas Grant School all users:

- are responsible for using the school ICT systems in accordance with the relevant Acceptable Use Agreements;
- understand the significance of misuse or access to inappropriate materials and are aware of the consequences;
- understand it is essential to reporting abuse, misuse or access to inappropriate materials and know how to do so;
- understand the importance of adopting good online safety practice when using digital technologies in and out of school;
- know and understand school policies on the use of mobile and hand held devices including cameras;

Parents/Carers

- should provide consent for students to use the Internet, as well as other technologies, as part of the online safety acceptable use agreement form;
- should know and understand what the school's 'rules of appropriate use for the whole school community' are and what sanctions result from misuse.
- should read and sign the agreement.

Incident Management

At Bishop Thomas Grant School:

- there is strict monitoring and application of the online safety policy and a differentiated and appropriate range of sanctions;
- all members of the school are encouraged to be vigilant in reporting issues, in the
- confidence that issues will be dealt with quickly and sensitively, through the school's
- escalation processes;
- support is actively sought from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre helpline, CEOP, Prevent Officer, Police, IWF) in dealing with online safety issues;
- monitoring and reporting of online safety incidents takes place and contribute to developments in policy and practice in online safety within the school;
- parents/carers are specifically informed of online safety incidents involving young people for whom they are responsible;
- the Police will be contacted if one of our staff or students receives online communication that we consider is particularly disturbing or breaks the law;
- we will immediately refer any suspected illegal material to the appropriate authorities
- Police, Internet Watch Foundation and inform the LA.

Dealing with unsuitable and inappropriate activities
Some internet activity e.g. accessing child abuse images or distributing racist material is illegal and would obviously be banned from school and all other technical systems. Other activities e.g. cyber-bullying is banned and will lead to Police intervention and possible criminal prosecution. There which may, generally, be legal but would be inappropriate in our school context, either because of the age of the users or the nature of those activities such as inappropriate searching e.g. for gaming and song lyrics.

For details of unacceptable use see **Online Policy**.

The use of technology and social media has become a significant component of safeguarding children. Child sexual exploitation; radicalisation; sexual and child harassment, sexual grooming- technology often provides the platform that facilitates harm. However many students are able to access the internet using their own data. To minimise inappropriate use as a school we ensure while children use the schools network to access the internet they are protected from inappropriate contact by our filtering and monitoring systems.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the governing body will ensure appropriate filters (Web Screen 2.0 Filtering Service through LGFL) and appropriate monitoring systems (Monitor by Smoothwall) are in place. These are regularly reviewed for their effectiveness. The approach to online safety is to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

Students will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Students will be encouraged to use the internal systems for example the learning mentor, trusted staff, to whistle blow or raise issue of safety in confidence. Students are taught about safeguarding online through various teaching and learning opportunities as part of the broad and balance curriculum in IT/PSHE.

In years 7 to 11 The School does not permit the use of students' own computer device, including laptops mobile phones and tablets in the School. Phones will be confiscated and checked for misuse. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks. This access means some children, whilst at school, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually and view and share pornography and other harmful content.

In years 12 to 13 students are able to bring in a laptop for educational purposes only if the steps outlined here are adhered to.

The steps the student must follow are:

- Go to the IT support team and asked for the device they would like to use to be registered with IT support, at this point the school network will be able to recognise the device and its owner.
- The student will then have to agree to the schools Acceptable Use Policy (AUP) at the point of registration which outlines that there should be no misuse of the Internet.
- The student will then have the Smoothwall monitoring software loaded onto the device which will ensure any inappropriate use of the school network is reported to the network manager and the pastoral team.
- The student will be informed they must have this software in operation whilst in school and rights to access the school WiFi will be withdrawn if the software is not activated.
- The network manager will then email the parent/guardian of the student outlining the arrangement including that the school has no responsibility for any damaged caused to the device whilst at School.
- Once the parent/guardian responds to the email accepting the conditions then the student will be allowed to access the WiFi.

It is essential that children are safeguarded from potential harmful and inappropriate online material. We have an effective whole school approach to online safety that empowers the school to protect and educate

students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Bring your own Device (BYOD) Sixth Form Students
Students who attend the Sixth Form at the school will be allowed to bring in personal devices to be used to aid their education. Exceptions to this may apply to any students in other year groups for learning or medical needs. The Bishop Thomas Grant Safeguarding Team will be required to give permission for this.
All devices will subject to the following conditions;

- The laptop will be the sole responsibility of the student. Any theft/damage to the device is not the responsibility of the school to replace or repair
- When using the device in school, the device must be connected to the BTG WIFI. Any other connections to the internet e.g. Personal hotspots are not permitted. Any students found to be using other methods of connection will be sanctioned.
- The student agrees the device is only to be used to aid in their education, Any misuse to the device could lead to them not being able to use their own device in school and possibly further sanctions
- For students in years 7 -11 who have been given permission to bring their own device due to learning or medical needs, will agree to have the school monitoring software (smoothwall) installed onto the device before this can be used in school
- Parental Contract

CENMAC Devices
For some users a device from CENMAC might be supplied to aid in their education.
All devices supplied by CENMAC will;

- Be kept at school
- Have Smoothwall Monitoring software installed
- Parent/Carers sign the IT Acceptable use agreement
- Will be used in all terms set within this policy

11. Searching, screening and confiscation

In line with the DfE guidance 'Searching, screening and confiscation: advice for schools', the Headteacher and staff authorised by them have a statutory power to search students property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

The Headteacher and authorised staff have the statutory power to search a student/s or their possessions, without consent, where they have reasonable grounds for suspecting that a student/s may have prohibited item/s:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Indecent images of a child
- Any article that the member of staff reasonable suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Staff can lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- Cause harm
- Disrupt teaching
- Commit an offence
- Cause injury
- Damage property

Any data, files or images that are believed to be illegal will be passed to the police as soon as possible, including pornographic images of children, without deleting them. This will require confiscation of the electronic device. The electronic device will be locked away securely in the school safe (only accessed by three senior staff). Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of our school's policy.

- Students are considered children up to the age of 18, however there may be times when a student is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to adults within our Sixth Form with care and support needs in line with the Care Act 2014.

12. Helping children to keep themselves safe

Children are taught to understand, recognise and manage risk through our Personal, Social, Health and Economic Education (PSHE) and RSE across the curriculum such as in assemblies or in lessons including ICT or Science, and through all aspects of school life such as themed well-being days in a broad and balanced curriculum.

Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff in confidence about any worries they may have. The Safeguarding Office is always open and there is a 'telling' culture at the school. The child's voice is important.

We also recognise and accept that children have a right to be heard and will additionally facilitate this by School Council, Prefects and Peer Mentors and where applicable we will review and modify our policies accordingly. Additionally, we will work in partnership with parents and carers and will encourage parents to comment on and contribute to the evolution of our policies through the Governors Ethos Committee – which includes Parent Governors.

Children at Bishop Thomas Grant School are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. We have a zero tolerance of prejudice this includes racism and 'derogatory behaviour or other forms of physical violence and conflict', alongside the existing sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

13. Complaints procedure

Our complaints procedure will be followed where a student or parent/carer raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by the Headteacher and Governors. The complaints procedure can be requested from the School Office.

Complaints from staff are dealt with under the school's Complaints and Procedure Policy and can be found on the school's website.

14. If you have concerns about a colleague - Whistleblowing

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's **Whistleblowing Policy** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by staff colleagues should be reported directly to the Headteacher. Complaints about the Headteacher should be reported directly to the Chair of Governors, Mr Stephen Beck. These complaints will be processed in accordance to the school's procedure.

A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health and safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed

Any child protection concern should be escalated to the Headteacher if it has not been addressed by the Safeguarding Team to the satisfaction of the person raising the concern. Where staff feel unable to raise any school issue or feel that their concern is not being addressed fully, can follow the procedures outlined in the Whistleblowing Policy and Procedure. There is also an NSPCC professionals advice and support line for concerns in and or outside an organisation – 0808 028 0285 Mon-Fri 8am-8pm, Sat/Sun 9am-6pm or help@nspcc.org.uk.

15. Allegations against staff procedures

When an allegation is made against a member of staff, including trainee teachers/supply teachers and volunteers set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with the school's Complaints Procedures.

Allegations that meet threshold:
It is an allegation if the person* has:

- 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 (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

The matter will be dealt with in line with the allegations procedures as set out in 'Keeping Children Safe in Education'.

At Bishop Thomas Grant School we recognise the possibility that adults working in the school may harm children, including governors, teachers, volunteers, supply teachers, agency staff, contractors and adults in position of trust. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay; any concerns about the Headteacher should go to the Chair of Governors who can be contacted via the clerk to governors at clerk@btg-secondary.lambeth.sch.uk.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Staff must be aware that behaviour outside of school may meet threshold of harm or be deemed a 'low level concern' and lead to an investigation. For example, if the school becomes aware of drug use, alcohol misuse or any concerns linked to domestic abuse as well as any concerns regarding interaction with young people outside of school. In some instances, behaviour outside of school may result in a referral to the LADO.

The Headteacher must decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the Police, Children's Social Care, the School, or a combination of these.

Concerns that do not meet threshold i.e. 'Low Level Concerns':
Please also refer to the Staff Code of Conduct Policy.

Concerns may be graded 'Low-level' if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. A good low-level-concerns culture identifies any weakness in the school safeguarding system.
Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation, which could be misinterpreted, might appear compromising to others, and/or on reflection, they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns;
- details of the concern;
- context in which the concern arose;
- action taken.

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records are kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

All referrals relating to an allegation against an adult working with children will be made to social care via the Lambeth Children's services first response team using the LADO referral form.

Outcomes of all investigations into allegations made against staff will be notified to the Lambeth School Designated Safeguarding Lead (Deborah Carter) on completion.

Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

Staff, parent/carers and Governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Where a student makes an accusation against a member of staff and that accusation is proved to have been malicious, the Headteacher will discipline the student in accordance with the behaviour policy.

16. Staff training and Induction

Whole school in-service training will be organised for staff and governors regularly and will comply with the prevailing arrangements agreed by the Local Authority and Lambeth Child Safeguarding Partnership and will be in line with the training groups outlined in Working Together to Safeguard Children. All staff and Governors receive regular updates at all staff meetings with assessments where relevant. The DSL and Deputies will attend Lambeth training courses as necessary. Safeguarding team receive weekly safeguarding briefing from Andrew Hall, Specialist Safeguarding Consultant, and staff and governors receive a half termly bulletin.

All staff will receive mandatory induction, as specified in Working Together to Safeguard Children, which will include the procedures to be followed in cases of concern as set out in this policy document and the name of our DSL, Deputies and links to the following policies/procedures:

- the Child Protection policy
- the Behaviour policy
- the Staff Code of Conduct policy
- the safeguarding response to children who go missing from education; and

- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff will be sent a link to Part One, Part Five and Annex A the Government guidance Keeping Children Safe in Education and will sign to indicate that they have received and have read the document. This is to be given to the Designated Safeguarding Lead. All staff will receive regular safeguarding and CP updates as required as well as completing online training as directed by DSL. Yearly online safeguarding refresher training, staff induction for new or supply staff us allocated by the Safeguarding Team.

All staff as well as supply and other temporary staff are made aware of and must read the Safeguarding Policy and Procedures and are given the safeguarding summary as important information for their identity badge.

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.
The Child Protection and Safeguarding Policy can also be found on our school website and staff PC desktop.

Resources that support the schools safeguarding include:

- Teaching online safety in school - DfE guidance outlining how schools can ensure their students understand how to stay safe and behave online as part of existing curriculum requirements.
- UKCIS has recently published its Education for a connected world framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum – www.pshe-association.org.uk.
- Parent Zone and Google have developed 'Be Internet Legends' a free internet safety curriculum with PSHE accredited lesson plans and teaching resources.

Supply Teachers

In some circumstances schools will have to consider an allegation against an individual not directly employed by them.

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the 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 social services. The school 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, are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations managements 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 should inform the agency of its process for managing allegations. This includea inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about it policies.

We share safeguarding responsibilities with the employment agency or business. We remain responsible for gathering the facts and managing the safeguarding process, while working closely with the employment agency or business, which will usually lead on any disciplinary action. Before making any decisions on continuing with an agency or individual we will investigate gathering facts and consulting the LADO.

17. Safer recruitment

Bishop Thomas Grant School will adopt safer recruitment procedures that help deter, identify, reject people who might abuse children. We adhere to the statutory guidance 'Keeping children safe in education' to ensure that all staff working in our school have had the appropriate checks carried out and referred to the UK Centre for professional qualifications. Including supply teachers, trainee teachers and all contracted staff.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training

Staff working in the school, engaged in regulated activity, will require an enhanced DBS certificate, which includes barred list check.

All staff employed to carry out work will require an additional check to ensure that they are not prohibited from teaching.

The Teachers' Disciplinary (England) Regulations 2012 apply to schools and sixth form colleges and any person that is subject to a prohibition order is prohibited from carrying out teaching work in those establishments. Further education colleges (other than sixth form colleges) are not legally required to conduct this additional prohibition check.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Where an individual starts work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed and where appropriate the school will carry out a risk assessment and put in place any necessary measures to ensure that the students are safe whilst awaiting for an outcome of the DBS check. The school will carry out social media checks on shortlisted candidates.
Teacher prohibition orders prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

All volunteers will be suitably supervised and may be subject to an Enhanced DBS Check but <u>without</u> a check of the Children's Barred list. Supervised activity does not fall under the definition of Regulated Activity. For volunteers, not involved in regulated activity, the DBS certificate will not include a barred list check. Checks carried out on volunteers, will be recorded on the single central record.

Volunteers will work under the direct management of a staff member, who is in Regulated Activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. They will have a 'job description' pertaining to the volunteering role provided with appropriate induction.

'The Crime and Policing Act 2026 made changes to regulated activity, meaning that any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity.'

Existing volunteers who newly fall into regulated activity from 1 September 2026 must be checked (enhanced DBS + barred list, or in defined circumstances a standalone barred-list check). The 3-day/30-day threshold counts cumulatively across settings — if a volunteer helps at more than one school or college, the schools should work together to decide who obtains the check.

Volunteers who are not in regulated activity should still have a written risk assessment on file, considering the nature of the role, what the school knows about the volunteer, and whether a lower level of check (an enhanced DBS without barred list, or a basic DBS) is appropriate.

For **supply staff**, the school will also include whether written confirmation that the employment agency supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received. Supply staff will be provided with appropriate induction. Where appropriate overseas checks requested.

Single Central Record (SCR)

Our school keeps a single central record, covering the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school:

The following information will be recorded for all staff including teacher trainees on salaried routes. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a section 128 check
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and,
- a check to establish the person's right to work in the United Kingdom.

We will ensure that DBS checks are renewed every five years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out regularly.

We will ensure that all staff in Regulated Activity are checked against the DBS' Children's Barred List **prior** to their appointment as part of the vetting process. A separate DBS Children's List check will be carried out if application for the checks has not been completed by the start date.

Our school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or if we have a reason to believe the member of staff has committed one of a number of listed offences and as a result we have removed them from working in Regulated Activity**.** Such referrals to the DBS apply to paid or unpaid staff where we are the employer and also applies where we would have removed that person from Regulated Activity had that person not resigned from our employment.

18. Site security and Visitors to the School

All visitors to school must have been authorised and visitor form completed and refer to the visitor's page on the website.

On arrival visitors to the school, including contractors, are ID checked and asked to sign in and are given an identity badge, which confirms they have permission to be on site. They are given a Safeguarding Leaflet to read. Parent/carers who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. Students must not escort visitors without a valid DBS to other parts of the School – in these cases the staff member arranging the visit must do this. The DSL will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. All staff must follow procedures and complete a proforma regarding visitors to the school this must be agreed by the Headteacher and then handed in, in advance to the DSL or Deputies before the visitor is given authorisation to attend.

19. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Child Protection Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. A risk assessment will be carried out by Business Manager. Concerns will be referred to the DSL and the school will follow safeguarding procedure and will contacting the LA and/or LADO.

When our students attend off-site activities, including day and residential visits and work related activities, the SLT will check that effective child protection arrangements are in place through the Risk Assessment on the Day and Residential Trip proformas.

School journey/Residential trip documentation should be completed and handed to Mr O'Donovan, Assistant Head in charge of trips, to obtain approval for the activities in advance. These will be authorised by the Governor responsible.

An accurate register for out of school activities must be given to Reception before leaving the site.

20. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:
Ensure all visitors are aware they may not use tech without consent

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parent/carer consent;
- use only the student's first name with an image;
- ensure students are appropriately dressed;
- encourage students to tell us if they are worried about any photographs that are taken of them.

21. Special Circumstances

Work Experience

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking risks and people who provide placements and supervise students on work experience which are in accordance with the guidance in Keeping Children Safe in Education.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'.

The Safeguarding Team meet regularly to monitor and review effectiveness of policy. The School's Ethos Committee monitor the Child Protection and Safeguarding Procedures at meetings.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

In Bishop Thomas Grant School the Chair of Governors and DSL will actively evaluate the effectiveness of this policy by monitoring the staff understanding and application of the procedures within this policy as their overall duty to safeguard children. This can be surveying or quizzing staff about what they would do if they are worried about the safety of a child. This may also include monitoring the appropriateness of cases referred internally to the DSL and whether those cases referred to Social Care meet their threshold and were taken forward.

APPENDIX 1

Procedures for Visitors to the School

Staff planning for a visitor to attend the School must comply with the following information:

- Once authorisation is given, members of staff who arrange for external agencies or visitors in school or online must complete the Application Form for School Visits and hand it to the Safeguarding Team to receive authorisation for the visitor to attend in advance. The person responsible for the visitor must direct the visitor to the Visitors Information page on the website. A copy of this form must be handed to Reception to alert the Reception staff
- All visitors must report to Reception to sign in and receive a Visitor's Badge. This badge must be worn at all times while on the premises. It is to be surrendered when the visitor signs out. This badge must contain Safeguarding Summary sheets inside and Reception are to alert them to this.
- Any visitor that will have access to students directly must bring in an up-to-date Disclosure and Barring Service (DBS) certificate and photographic identity to show at Reception before receiving a visitor's badge.
- If Reception staff cannot authorise and validate a visitor's badge then the Designated Safeguarding Lead, or the Deputy School Business Manager must be informed immediately. Visitors must remain at Reception until validation is accepted or refused.
- Visitors who do not need to be DBS-checked but who may offer their identity records/cards are:

  HMI and Ofsted Inspectors
  Members of the Metropolitan Police
  Local Authority Visitors
  Child and Adolescent Mental Health Services (CAMHS) representatives
  NHS Staff

- Members of staff who invite visitors must ensure that the visitors are aware of and abide by the School's Safeguarding Policy and Procedure and be willing to comply with it in the case of disclosure from a child. Visitors must also be aware of the names of the Safeguarding Team should they need to refer any concerns. They must read the Summary Safeguarding included in their identity badge.
- If a visitor does not meet all DBS requirements but has a ISA Barred List Check and photographic identity they must be under staff supervision at all times until they are escorted back to Reception.
- Visitors must observe confidentiality at all times.
- Please see résumé of practices and procedures in the leaflet, which is distributed within the visitor badge.
- Visitors i.e. contractors who may not have a DBS will be escorted at all times around the school unless in restricted area that is not accessible to children.

Application Form for Visitors to School or Online

Please ensure you have read the guidance on the back of this form before completing it

Please confirm this request has been authrorised by the Headteacher or Deputy Headteachers. ☐

This form must be completed for any visitor to attend school or give an online talk at any time during the day. Failure to do so will result in a breach of Safeguarding procedures. Everyone is subject to the school Safeguarding Policy and Procedures. Procedures for Visitors are included in the Safeguarding Policy.

Name of Visitor:_____ **Date of visit:**_____

Agency: _____ **Time of visit:** _____

Contact number of visitor:_____ **Venue:** _____

Reason for visit: _____

_____

Does the visitor have an enhanced DBS clearance ☐ and photographic identification ☐

If so, these need to be shown to reception

Police, Social Workers and NHS Nurses, NHS practitioners need to show work ID and Photo ID ☐

n.b. If the visitor does not produce Photo ID they will not be allowed to leave reception.

Please note:

- If the visitor does not have an enhanced DBS **you** will be responsible for their supervision **at all times** until they leave the school premises?
- **You** will appraise the visitor briefly of the Safeguarding Policy and Procedure?
- **You** will explain to the visitor how to make a referral in case of a Child Protection concern?
- **You** will make the visitor aware of the school code of conduct (Dress Policy)

Person making the request: _____ Date:_____

Sign_____

Refer this paperwork to MTO/AOD/TWE (RDE For Contractors only)

Level of Risk: (Completed by Safeguarding Team)

☐ **LOW** ☐ **MEDIUM** ☐ **HIGH**

Further information regarding level risk: _____

_____

Authorisation Signature_____ **Date**_____

Are there any further actions?_____

_____

A signed copy of this Form must go to Reception before the visitor arrives

Reception: ☐ Not attended ☐ DBS Checked ☐ Photo ID Checked

Signature_____ Date_____

If a visitor does not have Photo ID, a member of the Safeguarding Team must be contacted. Visitors will not be allowed to leave reception until this process is completed.

APPENDIX 2

Only in EMERGENCY!

Out of school hours when you cannot make any contact with Designated Safeguarding staff

Mrs O'Donovan, Mr Todd, Mrs Westlake, Miss Forde, Ms Odewale, Mrs Wellington, Ms Gardner

Please contact the Young person's Borough for further advice. You must inform Mrs O'Donovan, Mr Todd, Mrs Westlake, Miss Forde, Ms Odewale, Ms Wellington, Ms Gardner at the earliest opportunity and a written copy must be provided via MyConcern.

Bromley **MASH**
020 8461 7373 / 7379 / 7026
0300 303 8671 Out of hours

Croydon **MASH**
020 8726 6464 Professionals line
020 8255 2888
020 8726 6400 Out of hours

Lambeth **MASH**
020 7926 5555 24hrs

Lewisham **MASH**
020 8314 6660
020 8314 6000

Merton **MASH**
020 8545 4226**/7**
020 8770 5000

Southwark **MASH**
020 7525 1921
020 7525 5000 Out of hours

Wandsworth **MASH**
020 8871 7899
020 8871 6000 Out of hours

Childline
0800 11 11 (24 hours)

NSPCC
0808 800 5000 (24 hours)

FGM (NSPCC) (mandatory)
0800 028 3550

APPENDIX 3

Safeguarding Record of Concern

Notes:
Student clearly identified
Name, designation and signature of the person completing the record
Date and time of any incidents or when a concern was observed
Date and time of written record
Distinguish between fact, opinion and hearsay
Concern described in sufficient detail, ie no further clarification necessary?
Student's own words used? (swear words, insults or intimate vocabulary should be written down verbatim)
Record free of jargon?
Written in a professional manner without stereotyping or discrimination?
The record includes an attached completed body map (if relevant) to show any visible injuries

Students Name:	DOB:
Date & Time of Concern:	Reported by:
Your account of the concern: (what was said, observed, reported and by whom)	
Information shared with any other staff? If so, what was shared and why?	

Your Name:	Your Signature
Position in school:	Date & time of this recording: