## SAFEGUARDING & CHILD PROTECTION POLICY

<table>
<thead>
<tr>
<th>Date Policy Written</th>
<th>January 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Policy updated with role edits</td>
<td>August 2019</td>
</tr>
</tbody>
</table>

**Policy Approved By**

[Signature]

**Chair of Governors on behalf of the Full Governing Body**

[Signature]

**Date Next Review Due**

January 2020

---

Part of Langley Park Learning Trust. Registered Office: Langley Park School for Girls, Hawksbrook Lane, South Eden Park Road, Beckenham, Kent BR3 3BE. A company limited by guarantee registered in England and Wales with number 07697400.
LANGLEY PARK PRIMARY SCHOOL SAFEGUARDING & CHILD PROTECTION POLICY

Policy Statement:

At Langley Park Primary 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. Langley Park Primary School is committed to safeguarding and promoting the welfare of children. All pupils, irrespective of age, gender, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This ‘Safeguarding and Child Protection Policy’ ("this Policy") forms a fundamental part of our approach to providing excellent pastoral care to all pupils. We will always act in the best interest of the child.

Designated Safeguarding Lead – Mrs Sarah Kluzek
Designated Safeguarding Deputy – Miss Pippa Smith
Link governor for Safeguarding, PREVENT and Children who are adopted from care or children who are looked after – Mrs Janet Tibbalds

Definition of Safeguarding

Langley Park Primary School adopts the definition used in the Children Act 2004 and in ‘Working Together to Safeguard Children 2018’.

This can be summarised as:

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Safeguarding action may need to protect children:

- missing from education
- missing from home or care
- looked after
- with special educational needs and disabilities

Or from

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drug taking or alcohol abuse
- fabricated or induced illness
- poor attendance
- faith abuse
• female genital mutilation (FGM)
• honour based violence (HBV)
• forced marriage
• gangs and youth violence
• gender-based violence/violence against women and girls
• mental health problems
• private fostering
• peer on peer abuse
• preventing radicalisation
• sexting (Youth produced sexual image)
• relationship abuse
• trafficking
• sexual assaults
• hate
• criminal exploitation including ‘county lines’

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

• pupils’ health and safety
• the use of reasonable force
• meeting the needs of pupils with medical conditions
• providing first aid
• educational visits
• intimate care and emotional well being
• online safety and associated issues
• appropriate arrangements to ensure children’s and learner’s security, taking into account the local context

• The School recognises and acts upon the legal duties set out in the statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

• This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with LB Bromley Local Safeguarding Children Board (BSCB) guidance. (To become

• This Policy is addressed to all members of staff and volunteers at the School (temporary and permanent). Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils, including where this is away from the School, for example at another institution, on school visits and trips, as well as sporting and cultural activities.

• This Policy is available to all parents, staff and volunteers on the School’s website. A paper copy of this Policy is also available to parents upon request to the School office.

• Pupils are taught about safeguarding, including online, through various teaching and learning opportunities (e.g. PSHE lessons and assemblies), as part of a broad and balanced curriculum.
Our school ethos states: Langley Park Primary School is a family school. We hold seven core values at the heart of all that we do. We have high expectations of all members of the school community and we consider everyone to be learner. We do all that we can, every day, so that we can support each other to be the best that we can be. Our core values are:

- Respect
- Unity
- Wonder
- Perseverance
- Empathy
- Reflection
- Passion

It is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximize their potential regardless of age, sex, race, religion, disability or any other protected characteristic under the Equality Act 2010. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Langley Park Primary School we aim to promote equality, tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

We aim to:

- provide a secure environment in which all our children can: be healthy, stay safe, enjoy and achieve and make a positive contribution
- provide a learning environment where all individuals feel a sense of belonging
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality
- provide positive non-stereotyping information about different groups of people irrespective of their personal characteristics including gender, ethnicity, disability, sexual orientation, religion or age
- plan systematically to improve our understanding and promotion of diversity
- actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities

The Governors and staff of Langley Park Primary School fully recognise the responsibility they have to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

We have separate policies for anti-bullying, Online Safety, racial incidents, equal opportunities, health & safety, extremism and radicalisation and behaviour management. We acknowledge that to condone or allow bullying or being subject to racial incidents or discrimination may lead to consideration under child protection procedures.
The aims of this policy are:

- To support the child’s development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff, volunteers and visitors to the school of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communications between all members of staff
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse and/or the need for care
- To develop and promote effective working relationships with other agencies, especially the police and children’s social care
- To ensure that all adults within our school who have access to children have been checked as to their suitability
- To ensure consistent good practice
- To demonstrate the school’s commitment with regard to safeguarding and child protection to pupils, parents and other partners

**Procedures**

Our school procedures for safeguarding children are in line with Local Authority, Bromley Safeguarding Children Board (BSCB) and the London Child Protection Committee (LCPC) procedures. We ensure that:

- We have a designated member of staff (Sarah Kluzek – Head Teacher) who takes lead responsibility for safeguarding at Langley Park Primary School. She undertakes all appropriate training including Designated Lead training at least every two years, Prevent Awareness training and keeps up to date with all safeguarding developments
- We have a member of staff who will act in the designated teacher’s absence – Pippa Smith (Deputy Head Teacher)
- All members of staff develop their understanding of the signs and indicators of abuse – see training record maintained by Emma Wolfson.
- All members of staff know how to respond to a pupil who discloses abuse
- All members of staff are aware of the process for making referrals to children’s social care (see the flow chart P. 23)
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
• All staff are responsible for reporting concerns regarding a colleague’s behaviour. See the LPPS Whistleblowing Policy and Procedures for further detail

• Our safeguarding procedures will be reviewed annually or more urgently should changes in legislation or weaknesses in the procedures be identified

• The Single Central Register keeps a record of staff safeguarding checks with the dates

• All new members of staff will be made aware of our child protection procedures as part of their induction into the school. A copy of the policy is in the staff room and on the website

• All staff will complete or show evidence of having had appropriate safeguarding training on or before the commencement of their employment. Induction training will include reading and understanding the school’s Child Protection Policy, The Behaviour for Learning Policy, the Staff Code of Conduct, the safeguarding response to children who go missing from education and the identity and role of the designated safeguarding lead and her deputy. The training will include signs of physical, emotional and sexual abuse and abuse by neglect. It will also include safeguarding issues and signs to be aware of relating to domestic violence, female genital mutilation, child sexual exploitation, radicalisation and grooming behaviour. This training will be regularly updated through staff meetings, email alerts etc. to provide them with relevant skills and knowledge to safeguard children effectively

• All staff and governors will read the ‘Keeping children safe in education’ statutory guidance for schools and colleges 2019’ document. Staff will also read other documents annually including the School’s Code of Conduct, Safeguarding and Child Protection Policy, DfE Working Together to Safeguard Children Document 2018, ‘What to do if you’re worried a child is being abused’ document March 2015, LPPS Health and Safety Policy, DfE Child Sexual Exploitation Definition and Guide for Practitioners Section A and they will sign to show they have read them

• All staff will complete the Childcare Disqualification Requirements Employee Declaration

• All staff should be aware that safeguarding incidents could happen anywhere and they should be alert to possible concerns being raised in this school. They are advised to maintain an attitude of ‘it could happen here’

• All staff will be made aware of the early help process and understand their role in the process

• The DSL will review cases frequently and refer to children’s social care if there is no improvement to the child’s situation

• The Senior Leadership Team (SLT) will provide safeguarding and child protection updates via email and staff meetings as appropriately but at least annually

• Governors will receive termly reports about numbers of child protection referrals, allegations against school staff and any other safeguarding/child protection matters
Children are given age appropriate advice on keeping themselves safe including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Protocol For School/Staff Response In School

Reporting to the designated teacher – Child Protection Officer – Sarah Kluzek (HT). Any concern must be discussed with the designated teacher or the named deputy (Pippa Smith) in her absence, as soon as possible and at least by the end of the teaching session. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should speak to another member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. At Langley Park Primary School we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Head Teacher (DSL) without delay; any concerns about the Head Teacher should go to the Chair of Governors, Janet Tibbalds, who can be contacted by email. Staff have a duty to report any concerns. All staff may raise concerns directly with Children’s Social Care services. They should inform the DSL of the referral at the earliest opportunity.

Immediate response to disclosures from a child – It is vital that our actions do not traumatisate the child further or prejudice further enquiries, for example:

- Listen to the pupil, if you are shocked by what is being said try not to show it
- It is okay to observe injuries but do not ask a child to remove or adjust their clothing to observe them. You should not take photos of the injury but you should record the injuries on a body map
- If a disclosure is made, the pace should be dictated by the pupil without them being pressed for details by being asked such questions as “what did they do next?” or “where did they touch you?” It is our role to listen, not investigate. Use open questions such as “is there anything else you want to tell me?”
- Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”
- Do acknowledge how hard it was for them to tell you this
- Don’t criticise the perpetrator, this may be someone they love
- Don’t promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated teacher) and why. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “it will be alright now”
- Staff must maintain an high level of confidentiality whilst liaising with relevant professional

Recording information and reporting concerns

- All concerns and disclosures must be recorded in writing and passed to the DSL or her deputy. Make some brief notes at the time or immediately after; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated. Use the Record of Concern Form on CPOMS to formally refer the disclosure or concern.
- Observed injuries and bruises which are unexplained or where the explanation doesn’t match the injury are to be recorded on a Body Map on CPOMS
• Note the non-verbal behaviour and key words in the language used by the pupil (do not translate into ‘proper terms’)
• It is important to keep these original notes and pass them to the designated teacher
• All referrals to children’s social care must be followed up within 24 hours in writing using the referral form.

When a pupil transfers to another school
• If the pupil has a child protection plan their social worker will be contacted by the designated teacher and informed of the transfer
• When the child changes schools within the authority, child protection records will be passed on to the designated teacher at the receiving school
• When the child is moving to another authority, information will be passed onto the next school’s designated teacher. Case conference minutes are not transferred but the date, name of chair, local authority and outcome will be included on the records transferred
• Copies of all documents relating to Safeguarding and Child Protection must be retained until the child’s date of birth +25 years

Responsibilities
The designated safeguarding lead teacher should take the lead responsibility for Safeguarding and Child Protection at Langley Park Primary School by:

• Adhering to the London Child Protection Procedures (LCPC), Local Authority (LA) and school procedures with regard to referring a child if there are concerns about possible abuse
• Raising awareness of safeguarding and child protection amongst the staff and parents
• Managing referrals from school staff or any others from outside the school
• Working with external agencies and professionals on matter of safety and safeguarding
• Undertaking training
• Keeping detailed, accurate, written records of concerns about a child even if there is no need to make an immediate referral
• Ensuring that all such records are kept confidentially and securely and are separate from pupil records
• Ensuring that an indication of further record-keeping is marked on the pupil records
• Ensuring that child protection information is transferred to the pupil’s new school
• Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. Day one of any unexplained absence from school is referred to Children’s Social Care
• Taking part in strategy discussions and inter-agency meetings
• Providing advice and support to other staff members on child welfare and children protection matters to enable them to carry out their safeguarding duties

• Supporting staff who make referrals to the local authority children’s social care

• Referring cases to the CHANNEL programme where there is a radicalisation concern and support other staff who make such referrals

• Referring cases where a person is dismissed or left due to risk/harm to a child to the DBS

• Referring cases to the police where a crime may have been committed

**Supporting Children**

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who may have been abused or who are at risk of self-harm.

We accept that the research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and are more vulnerable to abuse than non-disabled children, and are also especially vulnerable to bullying as they may not outwardly show any signs. Further difficulties may also arise in overcoming communication barriers. Staff should be mindful that indicators of possible abuse such as behaviour, mood and injury may not relate to the child’s disability and may need further exploration.

We know that looked after children have additional vulnerabilities as the majority enter care because of abuse and neglect and 45% have a diagnosable mental health condition (Meltzer et al, 2003). Sarah Kluzek (HT and Safeguarding Lead) is the designated teacher to promote the educational achievement of children who are looked after. Mrs Janet Tibbalds is the governor responsible for children who are looked after.

We recognise that poor or irregular attendance or persistent lateness by pupils may be an indication of a Safeguarding issue and attendance is monitored closely by the Office and Resource Manager who advises the Designated Safeguarding Lead at the end of each week of any pupils causing concern. This may, in turn, lead to us contacting the Education Welfare Officer or other safeguarding bodies.

Our school will support all pupils by:

• Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying

• Promoting a caring, safe and positive environment within the school

• Identifying children who may benefit from early help and signposting other agencies and professionals

• Liaising and working together with all other support services and those agencies involved in the safeguarding of children

• Notifying Children’s Social Care as soon as there is a significant concern
Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil’s new school

Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to

Ensuring all children know there is an adult in the school whom they can approach if they are worried or in difficulty

Including in the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help

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

The Head Teacher, Deputy or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

Supporting Staff
We recognise that staff working in the school who may become involved with a child who suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

Allegations against Staff
We understand that a pupil may make an allegation against a member of staff.

The school will follow the procedures for handling allegations made against staff and/or volunteers set out in Part 4 of ‘Keeping Children Safe in Education 2019’. The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.

Where a safeguarding-related allegation or cause for concern is made against any member of staff or volunteer, the matter should be reported immediately to the Head Teacher, (unless the allegation relates to the Head in which case the Chair of Governors should be informed – see below). The Head should not speak to the member of staff who is the subject of the allegation at this point. The member of staff should then accurately record what they have been told/observed. The Head Teacher on all occasions will discuss the content of the allegations with the Local Authority Designated Officer (LADO) – Rita Dada 020 8461 7669 or the Deputy Local Authority Designated Officer – Sharon Brown. Out of hours number 030 0303 8671.

Where a safeguarding related allegation or cause for concern is made against the Designated Safeguarding Lead, the matter should be reported immediately to the Head. In the absence of the Head the report should be made to the Chair of Governors. In the case where the DSL is the Head, the report should be made directly to the Chair of Governors.
Where a safeguarding related allegation or cause for concern is made against the Head, the person receiving the allegation should immediately inform the Chair of Governors, Janet Tibbalds. If she is not available the LADO is be informed – Rita Dada 020 8461 7669 or the Deputy Local Authority Designated Officer – Sharon Brown. The Head must not be informed.

A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Head following consultation with the LADO (and, in the most serious cases, the police) and the Local Authority. In borderline cases discussions with the LADO can be held informally and without naming the school or individual. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. The decision as to whether or not to suspend the Head is taken by the Chair of Governors alone (having consulted the relevant authorities).

In considering the available options, including redeployment of the member of staff or volunteer, the LADO, the Head & the Chair of Governors will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO.

Where we cease to use the services of any person (staff member (including agency staff), peripatetic teacher, volunteer or any other person) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with our legal duty. In cases involving teaching staff, the school will also decide whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

Where required to do so, we will provide information requested by the DBS or NCTL in respect of a member of staff or volunteer in accordance with our legal duty.

Communications with the School community about safeguarding-related allegations shall only be made following consultation with the LADO and any investigating authorities. Every effort will be made to maintain confidentiality and guard against unwanted publicity.

The school will follow both the London and Bromley’s Safeguarding Children Boards procedures for managing allegations against staff, a copy of which will be readily available in the school (purple folder in the Deputy Head’s office).

**Allegations Against Other Children – Peer on Peer Abuse**

We recognise safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

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

Abuse is abuse and will not be tolerated or passed off as ‘banter’ or ‘part of growing up’. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. At Langley Park Primary 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 in the school and other pupils.
Allegations may be made against pupils by others in the school which are of a safeguarding nature.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

**Safeguarding allegations**

Occasionally, allegations may be made against children 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 pupil, some of the following features will be found.

The allegation:
- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this child
- indicates that young people outside the school may be affected by this child.

**Sexting**

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

**Upskirting**

‘Upskirting’ 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. It is now a criminal offence.

In cases of ‘upskirting’ we follow guidance set out in The Voyeurism (Offences) Act 2019

**Minimising the risk of safeguarding concerns towards pupils from other pupils**

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

**Procedures**

When an allegation is made by a pupil against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
The DSL should contact the parents and if appropriate social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils’ files on CPOMS.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored.

**Whistleblowing**
We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

All staff should be aware of their duty to report concerns, where they exist, about the attitude or actions of colleagues. Staff should refer to the LPPS Whistleblowing Policy and Procedures policy.

A whistleblowing disclosure must be about something that affects the general public such as:
- a criminal offence has been 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

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

**Physical Intervention**
Staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

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

See our separate Positive Handling Policy 2019.
**Safer Recruitment**
The School will implement their responsibilities for safer recruitment strategies as recommended in ‘Keeping Children Safe in Education’ 2019.

This will include appropriate training for the Head Teacher and others who recruit and select staff and volunteers. These staff will have Safer Recruitment in Education training.

As part of the Safer Recruitment process all staff being offered positions within the school should have their offers made subject to an enhanced DBS check.

These checks should be renewed at least every three years.

In addition anyone who is appointed as a teacher will require an additional check to ensure they are not prohibited from teaching.

For those in management roles an additional check is required to ensure they are not prohibited under section 128 of the Education and Skills Act 2008.

Pre-appointment checks will be made in accordance with the guidance in the Keeping Children Safe in Education 2019 document.

**Bullying**
Our procedure for dealing with bullying is set out in the Anti-Bullying Policy 2019 and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

**Racial Incidents**
Our policy on racial incidents is set out in the Racial Incidents Policy 2019 and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

**Online Safety**
Our policy on cyber bullying is set out in the Online Safety Policy 2019 and acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures. Staff personal mobile phones and cameras should not be used. Each class has a camera and an iPad to record educational activity; all photos and videos should only be uploaded onto school encrypted networks. When children use the school’s network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Children should not use their own devices or data to access the internet in school. They are expected to pass their mobile phones to the school office at the beginning of the day and they should collect them at home time.

Guidance can also be found:  
Child Sexual Exploitation and Honour Based Violence including Female Genital Mutilation

Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. 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. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Child Sexual Exploitation can take many forms and involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Staff should be aware of the key indicators of children being sexually exploited which can 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
- 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
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Potential vulnerabilities include:
- Having a prior experience of neglect, physical and/or sexual abuse
• Lack of a safe/stable home environment, now or in the past (domestic violence 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)
• Sexual identity

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the United Kingdom. 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 years old.

Risk Factors 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

Indications that FGM may have already taken place:
• difficulty walking, sitting or standing and may look uncomfortable
• spending longer than normal in the bathroom or toilet due to difficulties urinating
• spending long periods of time away from the classroom during the day with bladder or menstrual problems
• frequent urinary, menstrual or stomach problems
• prolonged or repeated absences from school, 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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
The Serious Crime Act 2015 sets out a duty on professionals, including teachers, to notify police when they discover that FGM appears to have been carried out on a girl under 18; this is most likely to come from a disclosure. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

‘Honour-Based Violence’ (HBV)

‘Honour-based’ violence encompasses crimes which have been committed to protect or defend the ‘honor’ of the family or community including FGM, forced marriage, and practices such as breast ironing. All the forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Children Missing Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change. Pupil’s poor attendance will be referred to the local authority.

In response to the guidance in Keeping Children Safe in Education (2019) the school has:
- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- Procedures to inform the local authorities when we plan to take pupils off role when they:
  a. leave school to be home educated
  b. move away from the school’s location
  c. remain medically unfit beyond compulsory school age
  d. are in custody for four months or more (and will not return to school afterwards)
  e. are permanently excluded

The school will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil’s new school and their expected start date.

Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This is known as the ‘Prevent Duty’. Please refer to our Extremism and Radicalisation Safeguarding Policy 2019 for the full procedural framework on our safeguarding duties in protecting our pupils from extremism and radicalisation. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that
pupil is offered mentoring. In such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

However, staff at Langley Park Primary 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 or staff may be aware of information about a child’s family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore all adults working in Langley Park Primary 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 Designated Safeguarding Lead/Head Teacher, including any harm through extremism or radicalisation.

The DSL and other members of staff have received training about the Prevent Duty and tackling extremism. The DSL is able to support staff with any concerns they may have.

We use the curriculum to ensure that children understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. 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.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially towards 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
- 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 views
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

All incidents or concerns will also be reported to the link governor for PREVENT, Mrs Janet Tibbalds.

Prevention
We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

Health and Safety
Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. This includes addressing the needs of children with medical concerns, administering first aid and intimate care, and school security.

Early Years Foundation Setting
This Policy applies to the School's provision for the Early Years Foundation Setting ('EYFS'). The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for safeguarding within this setting are set out below.

The school’s policy on the use of mobile phones and cameras in the setting is incorporated into the ICT Acceptable Use Agreements. All staff in the EYFS are required to adhere to the ICT Acceptable Use Agreement on the use of mobile phones and cameras to ensure that any images taken of pupils are appropriate and stored and managed safely.

Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil’s behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6).

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 is 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 abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

At Langley Park Primary School (as all schools) we have a mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a 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.
Staff are required to notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check they are aware of their duty to inform the local authority. The school itself has a duty to inform the local authority 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 has been registered.

**Child criminal exploitation: county lines**
Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

**Monitoring and Review**
The working of this Policy will be monitored by the Designated Safeguarding Lead in the School who will report as required to the Head Teacher.

The Governing Body will undertake a termly review of the School’s safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This Policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice. This process is carried out to ensure that the school is continuing to provide the very highest standard of safeguarding possible.

A member of the Governing Body is nominated as ‘Safeguarding Governor’ to oversee the management of safeguarding at organisational level, delegating where appropriate to the Deputy Head. She will carry out the termly reviews and will report back to the full Governing Body, which will monitor compliance.

Any deficiencies or weaknesses identified in this Policy or in any of the School’s child protection arrangements will be remedied without delay.

This policy was reviewed August 2019 and will be reviewed again by January 2020 at the latest.
Langley Park Primary School
Safeguarding Statement

Langley Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

Email: safeguarding@langley-primary.org.uk

Designated Safeguarding Lead
Mrs Sarah Kluzek
Head Teacher
Langley Park Primary School
020 8639 5300

Deputy Designated Safeguarding Lead
Miss Pippa Smith
Deputy Head Teacher
Langley Park Primary School
020 8639 5300

Making A Child Protection Referral

Who to contact:
Children's referral and assessment team in the child's borough of residence

Email: mash@bromley.gov.uk

Tel: 020 8461 7373 / 7379 / 7404 / 7309 / 7026

Civic Centre, Stockwell Close, Bromley, BR1 3UH

- Seek advice from the Duty Social Worker if you are unsure whether to make a referral.
- All referrals should be sent in writing using the multi-agency Children's Social Care Referral Form. The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24-72 hours).
• With few exceptions the parents should be informed a referral is being made. If you are unsure consult a Duty Social Worker prior to sending the referral.

Adjoining Boroughs
London Borough of Lewisham
MASH team 020 8314 6660 mashagency@lewisham.gov.uk
Emergency Out of Hours 020 8314 6000

London Borough of Croydon
MASH team 0208 239 4307childreferrals@croydon.gov.uk
Emergency Out of Hours 0208 726 6400

London Borough of Bexley
MASH team 020 3045 5440.
Emergency Out of Hours 020 8303 7777 or 020 8303 7171.
Childrenssocialcare.admin@bexley.gov.uk

Common Assessment Framework
The Common Assessment Framework (CAF) is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children with additional needs.

You might use a CAF:
• If you are concerned about how the child is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing.

• You receive a request from the child or parent/carer for more support.

• You are concerned about the child’s appearance or behaviour, but their needs are unclear or are broader than your service can address.

• You want to use the CAF to help you identify the needs of the child and/or to pool knowledge and expertise with other agencies to support the child better.

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

Case Conferences
• If invited to a Child Protection Case Conference staff will be given priority to attend.

• A full report should be taken to the Conference or sent (if unavoidably unable to attend).
FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead(s): Sarah Kluzek 0208 639 5300 kluzeks@langley-primary.org.uk
Deputy Designated safeguard Lead: Pippa Smith 0208 639 5300 psmith@langley-primary.org.uk
Link Governor: Janet Tibbalds jtibbalds@langley-primary.org.uk

Concern put in writing on CPOMS

Alert from CPOMS to reach Sarah Kluzek

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

Discuss

Decision made to monitor the concern.

Monitor

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

Monitor

Decision made to discuss the concern informally with the parents/carers

Refer

Record

Once discussed with parents Designated Safeguarding Lead decides to discuss further with parents, monitor or refer to social care

Refer

Designated Safeguarding Lead keeps concern logged securely and confidential on CPOMS.

In exceptional circumstances, anyone may report concerns directly to children’s social care.

NSPCC Whistleblowing Helpline 0800 028 0285

The local authority Designated Officer for concerns about adults is:
Rita Dada

Contact details: Telephone: 0208 461 7669
Email: rita.dada@bromley.gov.uk
General Enquiries: lado@bromley.gov.uk
Secure Email: lado@bromley.gcsx.gov.uk

Decision made to refer the concern to social care

Contact Details
Social Care Referrals: Multi-Agency Safeguarding Hub (MASH)
Telephone: 020 8461 7373 / 7379 / 7026
mash@bromley.gov.uk
mash@bromley.gcsx.gov.uk
Out of Hours Duty Service: 030 0303 8671
Prevent/Channel Referrals should also go to the MASH team.
FORMAT FOR REPORT FOR A CHILD PROTECTION CONFERENCE

Reports for conference should aim to be not longer that two to three sides of A4.

Reports should contain principally fact and direct observation. Keep opinion to a minimum and only opinion which can be evidenced by fact.

Report for Child Protection Conference

Name of Child:
Date of Birth:
Address:

1. How long child/children have been at school, and if appropriate names and dates of any previous schools

Reason for referral to agency if applicable

Services offered/ referrals made

2. Brief information re. the child

Health
General Progress
School Attendance
Who brings/collects
Communication Skills
Social Skills
Relationships peers/staff/family
Child’s response to school

3. Comments, if any, regarding the incident leading to the conference

4. Any historical information regarding the family and child, of relevance

5. Any comments regarding other members of the child’s family - parents/carers/extended family/siblings

Name of Author:..........................................................................................
Designation of Author:..............................................................................
Date:............................................................................................................
Recording Concerns about Safeguarding at Langley Park Primary School

All staff, others working at the school and volunteers should be concerned about a young person if he or she displays signs of abuse or neglect, or where they have disclosed harm to others such as classmates.

Concern about safeguarding issues should include any area where the health or physical and emotional wellbeing of a young person or vulnerable adult is at risk.

If a student discloses to a member of staff that he or she has been abused in some way, the member of staff, volunteer or other person working at the school should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Social Care
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record on CPOMS
- Pass information to the Designated Senior Person without delay
- The member of staff must record information regarding the concerns on the same day
- The recording must be clear, precise, factual account of the observations
- Information about concerns must be treated as confidential other than with Designated Senior Person.
<table>
<thead>
<tr>
<th>Record of Concern (archive – this has since been replaced by CPOMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil's Name:</td>
</tr>
<tr>
<td>Class:</td>
</tr>
<tr>
<td>Year:</td>
</tr>
<tr>
<td>DOB:</td>
</tr>
<tr>
<td>Concern Identified by:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Nature of concern/other relevant information:</td>
</tr>
<tr>
<td>Passed to:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Received by:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Signed:</td>
</tr>
<tr>
<td>Designation:</td>
</tr>
<tr>
<td>Action taken:</td>
</tr>
</tbody>
</table>
Definitions and Categories

Children in Need
Those unlikely to each or maintain a satisfactory level of health or development, or their health and
development will be significantly impaired, without provision of services.

Significant Harm
Is the threshold justifying compulsory intervention for the protection of children?

What is Abuse and Neglect?
A person may abuse or neglect a child be inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family, institutional or community setting; by those known to them or, more rarely, by a stranger, for example, via the internet they may be abused by an adult or adults, or another child or children.

Definitions of abuse:

Physical, Neglect, Emotional and Sexual

Neglect: Persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development, such as failing to provide adequate food, shelter, and clothing, or neglect of, or unresponsive to, a child’s basic emotional needs.

Physical: May involve hitting; shaking; throwing; poisoning; burning or scalding; drowning; suffocating; or otherwise causing physical harm to a child including by fabricating the symptoms of, or deliberately causing, ill-health.

Emotional: Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved; inadequate, or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children.

Sexual: Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Abuse of Trust: It is an offence under the Sexual Offences Act 2003 for a member of staff to have a sexual relationship with a child under 18, where that person is in a position of trust, even if the relationship is consensual. This applies where the young person is in full-time education and the person works in the same establishment, even if he/she does not teach them. Even if the young person is over 18 it could result in ‘gross misconduct’ by the member of staff.

Signs of Abuse

<table>
<thead>
<tr>
<th>Physical</th>
<th>Neglect</th>
<th>Emotional</th>
<th>Sexual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexplained injuries</td>
<td>Constant hunger, eating or over-eating</td>
<td>Fear of new situations</td>
<td>Bruises, scratches, burns or bite marks</td>
</tr>
<tr>
<td>Refusal to discuss injuries</td>
<td>Poor personal hygiene</td>
<td>Inappropriate emotional responses to painful situations</td>
<td>Marks or persistent infections in the genital regions</td>
</tr>
<tr>
<td>Improbable explanations</td>
<td>Inappropriate clothing</td>
<td>Self-harm or mutilation</td>
<td>Pregnancy</td>
</tr>
<tr>
<td>Fear of undressing</td>
<td>Frequent lateness or non-attendance</td>
<td>Compulsive stealing or scrounging</td>
<td>Sexual awareness</td>
</tr>
<tr>
<td>Aggression or bullying</td>
<td>Untreated medical problems</td>
<td>Low self esteem</td>
<td></td>
</tr>
<tr>
<td>Running away</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexplained absences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28
Unexplained behaviour changes
Fear of returning home or of parents being contacted

Poor social relationships
Compulsive stealing or scrounging
Constant tiredness

Air of detachment “don’t care” attitude
Depression, withdrawal
Attention seeking behaviour
Eating problems
Neurotic behaviour
Drug/solvent abuse

Teaching other children about sexual act
Refusal to stay with or visit certain people
Aggression, anger, anxiety, fearfulness
Withdrawal from friends

**ANY CONCERNS REGARDING A CHILD’S WELFARE SHOULD BE REFERRED AS SOON AS POSSIBLE TO THE DESIGNATED SAFEGUARDING LEAD AS SHOULD DISCLOSURES FROM A CHILD. CONCERNS AND DISCLOSURES SHOULD BE FOLLOWED UP IN WRITING IN COMPLIANCE WITH THE SCHOOL’S SAFEGUARDING REPORTING PROTOCOL.**

**ALL ALLEGATIONS AGAINST A MEMBER OF STAFF SHOULD BE TAKEN SERIOUSLY AND REPORTED TO THE HEAD TEACHER STRAIGHT AWAY. DO NOT INVESTIGATE AND AS THIS IS CONFIDENTIAL INFORMATION SHOULD NOT BE DISCUSSED WITH ANYBODY, INCLUDING THE MEMBER OF STAFF WHO HAS HAD THE ALLEGATION MADE AGAINST THEM.**

**Other Safeguarding Issues/Signs To Be Aware of:**

<table>
<thead>
<tr>
<th>Domestic Violence</th>
<th>Female Genital Mutilation</th>
<th>Child Sexual Exploitation</th>
<th>Grooming Behaviour (Adults/staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research shows that up to 60% of children living with D.V. are physically or sexually abused. Children may witness violence, injuries, hear screams and pleas for help. May have disruptions to social life and have frequent moves. Children may appear anxious, depressed, angry, aggressive, have low self-esteem, have poor peer relationships, attendance issues and poor school performance.</td>
<td>It is illegal in the UK to subject a girl to FGM. Religion is not a basis for FGM. The likely age for a girl to undergo this practice is between the ages of 5 and 8. A girl may talk about a long holiday to another country; may confide she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’. A girl may have difficulty walking, sitting, standing; have behaviour changes such as being withdrawn or depressed.</td>
<td>Child goes missing for periods of time or regularly coming home late. Misses school; has unexplained gifts or money; has an older boyfriend or girlfriends. They may suffer from sexually transmitted infections; have mood swings or changes in emotional wellbeing; display inappropriate sexualised behaviour. They may misuse drugs and alcohol and may not always recognise/acknowledge themselves as being exploited.</td>
<td>Over familiarity with pupils. Being touchy/feely with pupils. Having favourites/buying gifts for pupils. Inappropriate language i.e. giving details of personal life; adopting mannerisms/slang that pupils use; sexual comments/humour. Taking photos of pupils on mobile phone and/or own camera. Contacting pupils on social networking sites. Socialising out of school with pupils. Disregard for school policies.</td>
</tr>
</tbody>
</table>

**Protect Yourself**

- Think about where you interview children. You may be vulnerable to allegations in one to one situations.
- Be aware that well intentioned physical contact may be misconstrued.
- Dress appropriately for your role.
- Do not give a pupil your personal home/mobile telephone number, home address or e-mail contact.
- Be careful regarding social networking sites such as Facebook. **Do not accept a pupil/student to be ‘your friend’ and do not contact a child or young person (even ex-pupils) on such sites as Facebook.**
- Do not favour individual pupils.
- Do not photograph pupils unless permission has been sought from parents and manager, and do not use your personal camera or mobile phone camera.
- Do not take a pupil to your home or give them lifts in your car.
- Be aware that your behaviour outside of school (or your partner’s behaviour) may have an impact on your professional role.
• You are responsible for your own actions and behaviour, and are in a position of power and trust.
• Maintain professional boundaries with pupils/students including those in 6th Form

Safeguarding is Everybody’s Business

‘All those who come into contact with children and families in their everyday work, including practitioners who do not have specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.’
(What To Do If You’re Worried a Child is Being Abused 2015)
IMPORTANT INFORMATION FOR ALL SCHOOL STAFF

Childcare Disqualification Requirements

The Department for Education (DfE) has recently issued supplementary advice to its “Keeping Children Safe in Education 2019” statutory guidance. This supplementary advice details a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies.

These checks arise from the Childcare (Disqualification) Regulations 2009 and the Education Act 2006. The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in a relevant setting, including in schools.

There is now a DfE requirement, therefore, for Schools to check the following categories of staff in nursery, primary or secondary school settings who are covered by the Childcare (Disqualification) Regulations 2009.

- staff who work in early years provision up to the age of 5 (up to 1st September following their 5th birthday - including teachers and support staff working in school nursery and reception classes);
- staff working in later years childcare settings for those up to the age of 8 (including breakfast clubs, after school clubs and crèche facilities);
- staff who are directly concerned in the management of such early or later years provision.

The Regulations refer to employing a person “in connection with” these provisions and therefore:

- In Nursery and Infant School settings - All staff should be covered
- Primary Schools - All staff should be covered unless they are always exclusively working with those over the age of 8.
- Secondary Schools - will need to undertake checks on relevant staff (including managers) where any services are provided where under 8s may be in attendance e.g. childcare facilities, before or after school clubs

The local Trade Unions have been told of this requirement from the DfE.

A Person may be disqualified if any of the following apply:
• They have been cautioned for or convicted of certain violent or sexual criminal offences against children and adults

• They are the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children

• They have had registration refused or cancelled in relation to childcare or children’s homes or have been disqualified from private fostering

Full details of what constitutes “disqualification” are in the schedules to the Regulations http://www.legislation.gov.uk/uksi/2009/1547/contents/made

All staff should be aware that this will affect you if you work in a relevant setting.

What happens now?

• All relevant staff in relevant settings must complete a declaration as soon as possible, affirming that they are not disqualified by completing and signing a declaration form. You have been identified as being covered by these regulations and I would therefore ask that you complete the attached declaration form and return it to me by no later than 13th September 2019.

• If the School is told by a member of staff that they are disqualified, then we will seek advice from our HR provider.

• Under the requirements of the DfE, any employee who is disqualified will need to be immediately removed from the relevant setting and OFSTED must be notified within 14 days.

• OFSTED may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting, for an employee who is disqualified. While a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employee’s employment will need to be terminated unless redeployment options are available.

As you can see this is a very important matter for Schools and their staff.

Please be assured that this School understands that this is a sensitive issue. We have never in the past been asked to make this sort of check on our staff and their household. If any member of staff has concerns then they may wish to speak to me in confidence. We must, however, apply the DfE requirements.

Mrs Kluzek
Head Teacher
Keeping Children Safe in Education: Childcare Disqualification Requirements

Employee/Volunteer Declaration

<table>
<thead>
<tr>
<th>School Name</th>
<th>Langley Park Primary School</th>
</tr>
</thead>
</table>

Please refer to the accompanying letter for detailed information about the requirement for you to make this declaration.

**In accordance with the legislation you are required to sign the declaration below confirming that you are not disqualified from working in, or being concerned in the management of, the above setting.**

If you fail to complete and return the form, this will be regarded as a disciplinary matter for staff, which may result in dismissal, and, in the case of volunteers, will mean that you can no longer work at this establishment.

A disqualified person is not permitted to continue to work in the above settings unless they apply for and are granted a waiver from OFSTED.


<table>
<thead>
<tr>
<th>Name of Person signing the Declaration</th>
<th>Post Held</th>
</tr>
</thead>
</table>

Please circle one option for every question

**Section 1 – Orders or other restrictions**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have any orders or other determinations related to childcare been made in respect of you?</td>
<td></td>
</tr>
<tr>
<td>Have any orders or other determinations related to childcare been made in respect of a child in your care?</td>
<td></td>
</tr>
<tr>
<td>Have any orders or other determinations been made which prevents you from being registered in relation to child care, children’s homes or fostering?</td>
<td></td>
</tr>
<tr>
<td>Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations? Available at the link below: <a href="http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made">http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made</a></td>
<td></td>
</tr>
<tr>
<td>Are you barred from working with Children (Disclosure and Barring (DBS))?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Teachers only - Are you prohibited from Teaching?</strong></td>
<td>YES / NO</td>
</tr>
<tr>
<td><strong>Section 2 – Specified and Statutory Offences</strong></td>
<td></td>
</tr>
<tr>
<td>Have you ever been cautioned, reprimanded, given a warning for, or convicted of:</td>
<td></td>
</tr>
<tr>
<td>• Any offence against or involving a child? (A child is a person under the age of 18)?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>• Any violent or sexual offence against an adult?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>• Any offence under the Sexual Offences Act?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>• Any other relevant offence?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Available at the links below:</td>
<td><a href="http://www.legislation.gov.uk/uksi/2009/1547/schedule/2/made">http://www.legislation.gov.uk/uksi/2009/1547/schedule/2/made</a></td>
</tr>
<tr>
<td>Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?</td>
<td>YES / NO</td>
</tr>
<tr>
<td><strong>Section 5 – Provision of Information</strong></td>
<td></td>
</tr>
<tr>
<td>If you have answered YES to any of the questions above you should provide details below. You may supply this information separately if you so wish, but you must do so without delay.</td>
<td></td>
</tr>
<tr>
<td>Details of the order, restriction, conviction, caution or other ground for disqualification under the Childcare (Disqualification) Regulations 2009 etc.</td>
<td></td>
</tr>
<tr>
<td>The date(s) of these</td>
<td></td>
</tr>
<tr>
<td>The relevant court(s) or body(ies) and the sentence (if any) imposed</td>
<td></td>
</tr>
<tr>
<td>You should also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided.</td>
<td></td>
</tr>
<tr>
<td><strong>Section 4 - Declaration</strong></td>
<td></td>
</tr>
<tr>
<td>In signing this form, I confirm that the information provided is true to the best of my knowledge and that:</td>
<td></td>
</tr>
<tr>
<td>• I understand my responsibilities to safeguard children.</td>
<td></td>
</tr>
<tr>
<td>• I understand that I must notify my head teacher immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in that would render me disqualified from working with children</td>
<td></td>
</tr>
<tr>
<td>Signed</td>
<td></td>
</tr>
<tr>
<td>Print Name</td>
<td>Date</td>
</tr>
</tbody>
</table>
CHILD PROTECTION CHECKLIST FOR GOVERNING BODIES

Contents:

1. Governors
2. Designated Teacher
3. Policies and Procedures
4. The Curriculum
5. Recruitment and Selection
6. Multi-Agency Meetings
7. Record Keeping

<table>
<thead>
<tr>
<th>1. Governors</th>
<th>Details</th>
<th>In Place or Working Towards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your Governing Body appointed a Governor with responsibility for Child Protection?</td>
<td>Janet Tibbalds</td>
<td>IP</td>
</tr>
<tr>
<td>Who acts as a deputy?</td>
<td></td>
<td>WT</td>
</tr>
<tr>
<td>Do all governors and school staff know who the nominated governor is?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Has the LA been notified of name of nominated governor?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Has the LA been notified of any change to this post?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Has the nominated governor and deputy been trained in their role?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>When did they last attend a child protection training course?</td>
<td>November 2018</td>
<td>IP</td>
</tr>
<tr>
<td>Are procedures in place to review responsibilities and training?</td>
<td>As part of annual policy review</td>
<td>IP</td>
</tr>
<tr>
<td>Is an annual report provided to the governing body and LEA on child protection issues?</td>
<td>Yes, to Governors as part of annual policy review and termly at full Governor meetings</td>
<td>IP</td>
</tr>
<tr>
<td>Has the school appointed and trained a designated teacher for child protection?</td>
<td>S Kluzek</td>
<td>IP</td>
</tr>
<tr>
<td>Who acts as deputy?</td>
<td>P Smith</td>
<td>IP</td>
</tr>
<tr>
<td>Do all staff and governors know who the school’s designated teacher is?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Has the LA been notified of the name of the designated teacher?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Section</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Has the designated teacher and deputy been trained in their role?</td>
<td>Yes DLS refresher 5.2.19</td>
<td>IP</td>
</tr>
<tr>
<td>When did they last attend a child protection training course?</td>
<td>As above September 2018</td>
<td>IP</td>
</tr>
<tr>
<td>Does the designated teacher make regular reports to the governing body?</td>
<td>Yes – termly at full Governor meetings.</td>
<td>IP</td>
</tr>
<tr>
<td>Does the school have a child protection policy and procedures in line with the local ACPC (Area Child Protection Committee) policy and procedures?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Is the policy readily available to all staff?</td>
<td>Yes – in Policy file on staff network and sent to all staff via email</td>
<td>IP</td>
</tr>
<tr>
<td>Does the policy contain current contact details for the LEA Lead Officer and other agencies?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Does the school have a procedure to manage allegations or concerns made about staff?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Are all staff aware of the school’s policy of ‘whistleblowing’?</td>
<td>Yes</td>
<td>IP</td>
</tr>
<tr>
<td>Have all staff been issued with the summary DCSF guide to practitioners ‘What to do if you’re worried a child is being abused?’</td>
<td>Copy in staff policies file and included in annual safeguarding reading</td>
<td>IP</td>
</tr>
<tr>
<td>Are pupils and parents/carers regularly made aware of the school’s child protection policy and procedures?</td>
<td>Safeguarding Statement clearly displayed inside front entrance. Ensure children know what to do if they have any concerns through assemblies, circle time and in school display. Policy available on website.</td>
<td>IP</td>
</tr>
<tr>
<td>Are child protection issues addressed through the curriculum?</td>
<td>As appropriate through the PSHE curriculum</td>
<td>IP</td>
</tr>
<tr>
<td>Do they include the following areas:</td>
<td>Part of the PSHE programme</td>
<td>IP</td>
</tr>
<tr>
<td>Safe environment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protection behaviours?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal safety?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial awareness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are child protection issues included within sex education?</td>
<td>Planned as part of Year 5/6 programme but planning to roll out to younger year groups through PSHE curriculum.</td>
<td>WT</td>
</tr>
<tr>
<td>Does the school follow recruitment and selection procedures which ensure all necessary measures are taken to ensure the suitability of staff who have access to children?</td>
<td>Yes - Head, ORM (who is responsible for the SCR), and 1 governors have so far undertaken safer recruitment training. Specific safeguarding</td>
<td>IP</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>IP</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----</td>
</tr>
</tbody>
</table>
| Does the school follow a similar procedure when recruiting volunteers?  | Yes  
Regular Volunteers are DBS checked  
Regular volunteers will be asked to sign the Childcare Disqualification Requirements Volunteer Declaration. | IP |
| Does the school only use the services of a teaching supply agency which holds a DCSF quality mark? | Yes                                                                                               | IP |
| Does the designated teacher or deputy always attend strategy meeting when called to do so? | Will do if called.                                                                               | IP |
| Do invited staff always attend child protection conferences?             | Will do if called.                                                                               | IP |
| Does an appropriate member of staff attend all core groups meetings regarding a pupil? | Will do if called.                                                                               | IP |
| Are governors made aware of the number of child protection meetings staff have been invited to attend? | Yes – Head Teacher’s report  
– termly                                                                                       | IP |
| Are arrangements in place to provide cover for members of staff attending child protection meetings, conferences and training? | Yes                                                                                               | IP |
| Does the school have an effective record keeping policy and do all staff implement the appropriate procedures? | Yes – through use of CPOMS                                                                         | IP |
| Does the policy identify who in the school will retain and monitor child protection records? | Child Protection officer –  
Sarah Kluzek (DSL) and  
Pippa Smith (Deputy Head Teacher)                                                 | IP |
| Does the policy state that child protection records must be kept separately from general pupil records and must remain secure and confidential? | Yes                                                                                               | IP |
| Do procedures ensure that child protection records are securely transferred to another school when appropriate? | Yes, verbal contact made initially before ensuring confidential transfer of information           | IP |
All areas on the checklist to be reviewed annually in line with policy review, or when a member of staff/governor changes.

CHILD PROTECTION CHECKLIST FOR GOVERNING BODIES

Key Contacts

Chair of Governors – Janet Tibbalds Email: jtibbalds@langley-primary.org.uk

Governor Responsible for Child Protection, PREVENT and Children Adopted from Care of who are looked after – Janet Tibbalds Email: janet.tibbalds@btinternet.com

Designated Lead/Head Teacher – Sarah Kluzek – 020 8639 5300; email office@langley-primary.org.uk

Deputy Designated Lead and Deputy Head Teacher – Miss Pippa Smith – 020 8639 5300; email office@langley-primary.org.uk

Designated Head of Service – Sham Kidane 020 8461 7294 sham.kidane@bromley.gov.uk

Senior Safeguarding Practitioner – Bianca Hart 0203 364 6829 Email: bianca.hart@bromley.gov.uk

Bromley Children’s Project - 020 8461 7259 bcpadmin@bromley.gov.uk

CAF Team - CAFadmin@bromley.gov.uk 020 8461 7174

Information Advice and Support Service (IASS) Telephone: 01689 881 024/023 (Monday – Friday between 9.30am and 4pm)

Email: iass@bromley.gov.uk

Visit: https://bromley.mylifeportal.co.uk/iasshomepage

Bromley Safeguarding Board Lead Officer for Child Protection (LADO) – Rita Dada 020 8461 7669 rita.dada@bromley.gov.uk or lado@bromley.gov.uk (non-secure) lado@bromley.gcsx.gov.uk (secure)

Bromley Safeguarding Board Deputy Lead Officer for Child Protection (LADO) – Sharon Brown 020 8313 4047

Children’s referral and assessment team Email: mash@bromley.gov.uk Tel: 020 8461 7373 / 7379 / 7404 / 7309 / 7026 Civic Centre, Stockwell Close, Bromley, BR1 3UH