



Safeguarding and Child Protection Policy

Member of staff responsible: Anastasia Nzoelous

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1. KEY CONTACTS

SCHOOL STAFF	
Designated Child Protection Lead (DSL)	Anastasia Neocleous - Deputy Headteacher
Deputy Designated Child Protection Leads (DDSL)	Anna Theodosiou - Headteacher Sophie Smart – Parent Support Advisor Kirsty Munns – Deputy Headteacher Fay Mac-Learning Mentor Feyza Senel- Year 5 & 6 Phase Leader Fateh Singh- Computing Teacher/Lead
Nominated Child Protection Governor	Jessica Capstick Chair of Governors
Headteacher	Anna Theodosiou
Senior Attendance Champion Attendance Officer	Anastasia Neocleous/Sophie Smart Tracey Collier
LOCAL AUTHORITY CONTACTS	
M.A.S.H Multi-Agency Safeguarding Hub MASH Consultation Line Mash Service Manager	0208 379 5555 0203 8556241 childrensmash@enfield.gov.uk Natalie.Rollock@enfield.gov.uk
Local Authority Designated Officer (LADO)	Cathy Phelan Tel: 020 8379 4392/2850 Direct Line: 020 8132 0370 safeguardingservice@Enfield.gov.uk

Enfield Child and Family Support	0208 379 2574
Channel Helpline	020 7340 7264
Safeguarding Enfield	<u>https://www.enfield.gov.uk/safeguardingenfield</u>
Enfield Prevent Education Officer	Fathaya Jabuni Fathaya.Jabuni@enfield.gov.uk 020 8132 2708 <u>prevent@enfield.gov.uk</u>
Senior School improvement Advisor for Safeguarding and Inclusion	Samantha Hill <u>Samantha.Hill@enfield.gov.uk</u> Tel: 07764801827
Virtual School Head HEART Team For Look after children and post Adopted CYP	<u>Suzanne.Rowson@enfield.gov.uk</u>

2. INTRODUCTION

Bush Hill Park Primary School fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children. Practitioners who work with children in this school will read this policy within the framework of the following guidance and legislation;

- Keeping Children Safe in Education: statutory guidance for schools and colleges **2025 (KCSIE)** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The School Staffing (England) Regulation 2009 <https://www.legislation.gov.uk/ukxi/2009/2680/contents/made>
- Working Together to Safeguard Children (2023) (WTSC)
- London Child Protection Procedures, (March 2020)
- What to do if you're worried a child is being abused (2015)
- Children Act 1989
- Children Act 2004 (amended)
- Education Act 2002
- Serious crime Act 2015
- The Equality Act 2010
- Children and Families Act 2014

- [Safeguarding Vulnerable Groups Act 2006](#)
- Education Inspection Framework
<https://www.gov.uk/government/publications/education-inspection-framework>
- Framework for the Assessment of Children in Need and their Families 2000)
- Statutory Guidance on FGM
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Statutory Guidance on Prevent
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- Early Years and Foundation Stage Framework (EYFS)
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- [Working together to Improve School Attendance](#)
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- [DFE Generative Artificial intelligence \(AI\) in education](#)
<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- [Relationship and sex education RSE](#)
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage. Staff and other adults working with children at Bush Hill Park Primary are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned.

This policy sets out how the school’s Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including Governors. It is consistent with the Local Safeguarding Children’s Board (LSCB) procedures.

3. PRINCIPLES AND AIMS

We recognise that, because of their day-to-day contact with children, school staff are well-placed to observe the outward signs of abuse. **Support Staff**, mid-day supervisors and admin staff, as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its Governors. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and can learn.

- Ensure children and parents know that there are adults in the school whom they can approach if they are worried
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concern
- Be aware **it can happen here** and safeguarding is everyone's responsibility.
- Build trusted relationships with children and young people that facilitates communication. Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- **Offering timely help and support to children, responding quickly when challenges arise.**
- **Safeguarding children from harm, whether at home, in the community, or online.**
- **Promoting and protecting children's mental and physical wellbeing, helping them thrive.**
- **Creating nurturing environments where children feel safe, cared for, and supported.**
- **Taking proactive steps to ensure every child has the opportunity to achieve their best possible outcomes.**
- Actively promote welfare and safeguarding, including online safety, of pupils.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting **any** form of abuse and/or neglect; and never make a child feel ashamed for making a report.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
- Understand the early help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 (and Annex A) and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse (See Safeguarding the Curriculum Appendix 3)

We will follow the procedures set out by Enfield local safeguarding children's board and take account of guidance issued by the DfE to:

- Ensure we have a **designated child protection lead** (and deputy safeguarding designated) responsible for child protection who has received appropriate training and support for this role
- Ensure we have a **nominated governor** responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and every member of the Governing Body knows the name of the designated child protection lead responsible for child protection and their role
- Ensure all staff have regular training in, and are familiar with, the categories and possible signs of abuse and neglect. Safeguarding is everybody's responsibility and those directly connected (staff, volunteers, governors, leaders, parents' families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated child protection lead responsible for child protection
- Ensure that parents **understand** the responsibility placed on the school and staff for child protection by setting out its obligations on the school's website
- Notify social care if there is an unexplained absence of a pupil who is on the child protection register
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters
- Attend and take part in core groups and conferences as and when required
- Keep (written) records of concerns about children, even where there is no need to refer the matter immediately (on Safeguard)
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations
- Develop and then follow procedures where an allegation (**that cross the threshold & low level**) is made against a member of staff or volunteer (see whistle-blowing policy, policy on managing allegations against staff and volunteers, LSCB guidance, school disciplinary procedures and policy on care, **Behaviour for learning and Safe to Learn Policies**)
- Ensure safer recruitment practices are always followed, see Keeping Children Safe in Education 2025 (KCSIE)
- Ensure that DBS processes are applied consistently and that secure records are kept that are consistent with GDPR

The four key elements to our policy are:

- **Building resilience** - raising awareness of child protection issues and equipping children with the language and skills needed to keep themselves safe. Establishing a safe environment in which children can learn and develop within an ethos of openness
- **Procedures** - developing and implementing clear procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse
- **Supporting vulnerable pupils** - supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Preventing unsuitable people from working with children** - ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

3.1 Building Resilience

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. **All** children (defined as up to the age of 18) have a right to have their wishes and feelings considered regardless of age, gender, ability, culture, race, language religion or sexual identity, have equal rights to protection.

The school will therefore:

- Establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- Actively promote within the curriculum the skills and knowledge that children need to understand and manage safeguarding for themselves (See appendix 3)
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse both in the real and the virtual world and information about who to turn to for help
- Include, in the curriculum, materials which reinforce essential skills for every child in understanding and assessing risk.
- Use **RSHE/PSHE** work to:
 - **Help children build the skills that form the foundation of positive relationships**, such as empathy, communication, and emotional resilience.
 - **Promote healthy and respectful relationships**, grounded in kindness, understanding, and mutual respect.
 - **Teach the importance of boundaries, consent, and compassion**, so children understand how to navigate relationships safely and respectfully.
 - **Challenge stereotypes and prejudice**, and fostering a culture of equality and inclusion.
 - **Support children to build confidence and self-esteem**, empowering them to speak up and seek help when needed.
 - **Educate children on how to recognise and report concerns about abusive relationships**, including coercive and controlling behaviours.

- **Provide clear information about the concepts and laws relating to all forms of sexual harassment and abuse**, and ensuring children know how to access support.
- **Make it clear that sexual harassment and sexual violence are never acceptable**, and reinforcing that it is never the fault of the person experiencing it.

These principles are embedded across our curriculum and pastoral care, ensuring every child feels safe, valued, and supported. Teaching follows best practice in delivering safe and effective education.

3.2 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

KCSIE 2024 notes the use of the following widely recognised and understood terms 'victim' and 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'.

We recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)', especially when speaking in front of children, as a trauma informed school we understand that in some cases abusive behaviour can be harmful to the perpetrator too. When managing any incident, we are prepared to use any term with which the individual child is most comfortable and, on a case, -by-case basis.

The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure that the pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as social care, the Child and Adult Mental Health Service (CAMHS), the Attendance and Welfare Service and the Educational Psychology Service

Equality

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

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 5.2)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

4. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Recognising abuse and taking action

- 4.1 Where we have concerns about the welfare of a child, we will follow the procedures set out by the Enfield Local Safeguarding Children Board (LSCB). A copy of these procedures can be found on the LSCB website:
<https://new.enfield.gov.uk/safeguardingenfield/>
- 4.2 We will ensure that all staff receive child protection training at the point of their induction which is updated regularly, at least annually. the school’s legislative responsibility and their personal responsibility
- the school’s policies and procedures
 - the need to be alert to the signs and indicators of possible abuse
 - the need to record concerns (on Safeguard)
 - how to support and respond to a child who tells of abuse
 - how the school will fulfil its duty of care to staff who have been accused in a child protection issue
 - What other independent agencies are available to support staff (e.g., Teacher Support Network etc.)

School leaders and all members of staff who work directly with children will also be expected to read Annex B within Keeping Children Safe in Education 2025.

All members of staff have signed to confirm that they have read and understood KCSIE Part One (or Annex A) and Annex B.

We will ensure that all staff, paid and unpaid and Governors, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

All staff will be aware of our systems which support Safeguarding (including all policies that relate to Safeguarding) and:

- The safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, 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, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or gender questioning (LGBTQ+) can be targeted by other children

4.2a All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHCP))
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime

- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- 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 drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Sharing of nudes and semi-nudes ('sexting')

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

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

- 4.3. We will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties and this policy on the school website.

4.4 Liaison with Other Agencies

The school will:

- ensure that the designated child protection leads take advice from a child protection specialist when managing complex cases. The designated child protection leads have access to the Multi-Agency Safeguarding Hub (MASH); Early Help Assessment Coordinators and the out-of-hours duty team.
- work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- co-operate as required, in line with Working Together to Safeguard Children, 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- notify the relevant social worker immediately if; it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently), there is an unexplained absence of a pupil who is subject to a Child Protection Plan or there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

The following 3 **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)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area-

4.5 Record Keeping

The school will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken) on **Safeguard Software**, even where there is no need to refer the matter to children's social care immediately.
- Details of how the concern was followed up, resolved, actions taken and decisions reached.
- Ensure all records are kept on a secure web-based system. Records of pupils who have left the school are filed securely separate from the main pupil file, and in a locked location.
- Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the education child protection record keeping guidance. The school shares information with other

agencies and when this is appropriate, in line with our local safeguarding procedures.

All safeguarding concerns, discussions, decisions made and the **rationale** for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme. If you are in any doubt whether to record something discuss it with the **DSL/ DDSL**.

4.5a Statutory Social Care Assessments

At Bush Hill Park the safety and wellbeing of our children is our highest priority.

- **If we believe a child is experiencing harm, or may be at risk of harm, we will act without delay by making a referral to the Local Authority's Multi-Agency Safeguarding Hub (MASH) and, where necessary, to the police.**
- **All referrals will follow the local safeguarding procedures and align with the guidance set out in *Keeping Children Safe in Education 2025 (KCSIE)* and Chapter 3, Section 3 of *Working Together to Safeguard Children (2023)*.**
- **We understand that harm can occur in many contexts, including outside the home. As part of our referral, we will share all relevant information to support a thorough and contextual assessment of the child's situation.**
- **At Bush Hill Park we are committed to working closely with children's social care teams, offering full support throughout the assessment process. If we feel that a child's circumstances are not improving, we will follow the Local Authority's escalation procedures to ensure their needs are met.**

4.6 Confidentiality and information sharing

At Bush Hill Park, we understand how important it is to share relevant information with trusted agencies when it comes to safeguarding children.

- **In line with statutory guidance from *Keeping Children Safe in Education (KCSIE) 2025* and the *DfE Guidance on Information Sharing (May 2024)*, we are committed to acting swiftly and responsibly.**
- **Sharing information early helps us to identify and respond to all forms of abuse, neglect, and exploitation, and plays a vital role in promoting children's overall wellbeing—including their educational success.**
- **We do this with care, sensitivity, and a deep commitment to ensuring every child feels safe, supported, and able to thrive.**

Child protection information will be stored and handled in line with the General Data Protection Regulation (GDPR) 2018 principles. The GDPR principles do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school may legitimately share information without consent where: it is not possible to gain consent, and if to gain consent would place a child at risk.

Child protection records are normally exempt from the disclosure provisions of the GDPR principles, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the designated child protection leads or Headteacher. The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the designated child protection leads or children's social care as required.
- Ensure that the Headteacher or designated child protection leads will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including domestic violence notifications.
- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- ensure staff are clear with children that they cannot promise to keep secrets. Fears about sharing information must not stand in the way of the need to safeguard children
- Ensure that statutory guidance on recording allegations against adults are followed – (see managing allegations against staff and volunteers' policy)
- Staff should never promise a child that they will not tell anyone about a report of abuse- as this is not in the child's best interest

4.7 Communication with Parents/Carers

DSL/DDSL will:

- **The Designated Safeguarding Lead (DSL) will work closely with the Local Authority's Multi-Agency Safeguarding Hub (MASH) when considering whether it is appropriate to inform parents or carers about a child protection concern. This decision will always be made with the child's safety and wellbeing at heart.**
- **If a request for support from the Local Authority's MASH is needed, the DSL will speak with parents or carers and seek their consent, following the guidance provided by MASH to ensure transparency and collaboration.**
- **In cases where a child has made an allegation of abuse involving another pupil, parents or carers will usually be informed unless doing so would place the child or others at risk.**

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

4.8 PROCEDURES FOR STAFF WHERE THERE ARE CONCERNS ABOUT A CHILD

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3

safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour for learning
- Safe to learn
- Safeguarding in the curriculum
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

These child protection procedures **must** be followed where there are any concerns about a child that may fit into the four categories of abuse, (Appendix 2) or if a child discloses information of concern.

1. Pass on your concern to the designated child protection lead as soon as possible. Child protection must take precedence above all else and can initially be passed on verbally.
2. As soon as possible, complete a record of the incident on the school's safeguarding system. The designated child protection leads or the deputy designated child protection leads will be notified. This entry should be filled in completely and should be as accurate and factual as possible and be about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations **should not** be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.

3. Remember confidentiality, and do not discuss your concern with others unnecessarily.
4. Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Senior Person or Headteacher.
5. If you are unsure about reporting concerns, you **MUST** speak to the DSL (Deputy DSL) and you can also refer to the DfE publication '**What to do if you're worried a child is being abused**' (March 2015).
https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
6. If a child is suffering or likely to suffer harm, or in immediate danger

4.9 Online Safety

- We recognise that the use of technology presents challenges and risks to children and adults both inside and outside of school. Also, some children have an increased risk of abuse both online and offline. This includes helping them fully understand our **Acceptable Use Policy**, building their awareness of potential risks, and clarifying their roles and responsibilities around **filtering and monitoring, cyber security**, and the **use of generative AI**.
- Through ongoing guidance and training, we aim to create a safe, informed, and empowered school community where technology is used responsibly and thoughtfully.
- The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:
 - Online safety policy
 - Acceptable use policy
 - Remote learning policy
 - Threaded through other policies, including policies for the curriculum, subject teaching, behaviour, Safe to Learn, child-on-child abuse and RSE/PSHE.
 - All staff will reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- All staff will receive safeguarding training including online safety

At **Bush Hill Park** we care deeply about creating a safe and respectful environment for everyone.

- All staff will be thoughtfully guided on the professional risks linked to using social media, electronic communication (such as email, mobile phones, texting, and social networking), and generative AI in their work.
- We encourage responsible and mindful use of these tools, always in line with our school's policies including the staff code of conduct, Acceptable Use and online safety policies, social media guidelines, and those relating to pupils' health and safety.

- By working together and staying informed, we help protect our school community and uphold the trust placed in us by our children and families.

The DSL and Computing and It lead, have overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff

Bush Hill Park uses a wide range of technology. This includes computers, laptops, tablets, the internet, our learning platform (Teams), email systems, messaging systems, generative artificial intelligence, and other digital devices and systems. All school owned devices and systems will be used in accordance with our acceptable use policies and with school's appropriate safety and security measures in place.

The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:

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

Full details can be found in the Online safety Policy

Bush Hill Park will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place and that these meet the DfE standards for filtering and monitoring (March 2025). These are:

1. identify and assign roles and responsibilities to manage filtering and monitoring systems
2. review filtering and monitoring provision at least annually
3. block harmful and inappropriate content without unreasonably impacting teaching and learning
4. have effective monitoring strategies in place that meet their safeguarding needs, which also covers use of generative artificial intelligence.

5. ensure any use of generative artificial intelligence is covered by the school's filtering and monitoring systems

4.10 What to do if a child discloses something to you (For guidance on managing allegations against staff and volunteers see LSCB and KCSIE.)

When a child makes a disclosure (tells you something of concern), always follow the four Rs – Receive, Reassure, React and Record.

Receive

- Listen to the child/young person. If you are shocked at what the child/young person says to you try not to show it. Take what the child/young person says to you seriously - if they are not believed it adds to the traumatic nature of disclosing. If they are met with shock or disbelief, children and young people may retract what they have said.
- Accept what the child/young person says. Be careful not to burden the child/young person with guilt by asking, "Why didn't you tell me before?"

Reassure

- Stay calm. Reassure the child/young person that they have done the right thing in talking to you. Be honest with the child/young person. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now".
- Do not promise confidentiality.
- Try to alleviate any feelings of guilt that the child/young person displays, e.g. "You are not alone - you are not the only one this sort of thing has happened to".
- Acknowledge how hard it must have been for the child/young person to tell you what has happened.

React

- React to the child/young person only as far as is necessary for you to establish whether or not you need to refer the matter.
- Do not interrogate the child or make investigations with third parties to establish any of the facts.
- Avoid asking leading questions, for example "did s/he?"
- Be careful about what you ask the child; you may taint any evidence being put before a court. Use open questions, such as, "Is there anything else you would like to tell me?" or "When did it happen?"
- Refer to **TED; Tell, Explain, Describe** questions – only if the child is willing to talk
- Do not criticise the perpetrator. The child/young person may love him/her and reconciliation may be possible.
- Do not ask the child to repeat what has been said to another member of staff.
- Explain what you have to do next and to whom you have to talk to. Inform the designated child protection lead.

Record

- As soon as is reasonably practicable make notes on what has happened using the school system (**Safeguard**)

- Where **'Safe Touch'** intervention has been required this **MUST** be recorded on the school recording system (Arbor) ensuring all staff present give a detailed description of the intervention, reason and outcome.
- Do not destroy these notes; they will be retained in a safe place. The court in any legal process may require them.
- Record; place, date, time and details of the child/young person involved. Record any noticeable non-verbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words.
- Use the 'body map' on safeguard to indicate positioning, size and location of any injuries you have identified/observed.
- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on **FACT**.
- Send the record to the designated child protection lead.
- Finally check that this has been received and actioned.

4.11 Supporting the child

Give the child time and a safe place. Stay with them and be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation.

Identify the support network available to yourself, as certain disclosures can be emotive. This may include staff counselling services.

Any abuse involving pupils with SEND will require close liaison with the DSL (DDSL) and the SENCO.

4.12 Action to be taken by the Designated Child Protection Lead

Role of DSL

The role of the DSL is to:

- Hold the overall responsibility for child protection
- Act as the central contact point for all staff to discuss any safeguarding concerns
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Understand the views of children and encourage a culture of listening to children and taking account of their wishes
- Take the lead 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.
- Maintain a confidential recording system for safeguarding and child protection concerns
- Ensuring child protection files are up-to-date, records are clear and comprehensive and details of the concern, follow up, actions, decisions and outcome

- Ensuring information is shared as appropriate, including when a child transfers school
- Co-ordinate safeguarding action for individual children
- When supporting children with a social worker, or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with KCSIE (2025) and WTSC 2018
- Ensure that locally established procedures as put in place by the three safeguarding partners (Enfield LA), including referrals, are followed, as necessary.
- Represent, or ensure the school is appropriately represented, at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school role in any multi-agency plan for a child.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Work with all staff (for example: teachers, support staff, pastoral leaders, SENCo, mental health leads) on matters of safeguarding and welfare (including mental health and online/digital safety)
- Raising awareness of safeguarding and child protection systems with staff, pupils and parents.
- Ensure all staff access appropriate safeguarding training, including in online safety and other relevant specific issues and regular updates in line with the recommendations within KCSIE (2025) and keep the profile of safeguarding high.
- Providing support to staff as required.
- Manage referrals of suspected abuse to the Channel programme, disclosure & barring service and where a crime has been committed to the Police.
- Support/liaise with the 'case manager' for child protection issues which concern a member of staff.
- Have a good understanding of harmful sexual behaviours
- Have a good understanding of the filtering and monitoring systems and processes place at our school
- Liaise with the headteacher to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes the requirement for children to have an Appropriate Adult. Follow the Statutory guidance - PACE Code C 2019.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- DSL ensure that all the safeguarding and welfare requirements set out in Section 3 of the Early years foundation stage (EYFS) statutory framework are implemented and adhered to Addition for 2025 to align with 2025 statutory framework

4.12.1 Sexual abuse

Any suspicion of sexual abuse or actual disclosure by a child that he or she has been sexually abused must be referred immediately to the MASH team, who will contact the appropriate investigative agencies.

Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the child. Where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most appropriate way to proceed. The referrer will normally be invited to the strategy meeting.

If there is a concern that children under the age of 13 are involved in a sexual relationship this must be referred to the MASH team who will contact appropriate agencies.

4.12.2 Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow MASH referral procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

4.12.3 Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or

family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

The designated child protection lead will take appropriate action to ensure children and young people are kept safe and will seek advice from the child protection advisers where necessary. Furthermore, involvement through the MASH team. The child and parents/carers and the school will ensure communications and multiagency working with Social Care and MASH is maintained to fully support the child and their family.

4.12.4 Forced Marriage/Honour Based Violence

A 'forced marriage', as distinct from a consensual 'arranged marriage', is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds.

The Governments definition of a Forced Marriage is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The staff in our school, through induction and whole school training, are aware of the importance and impact on a child/student who is or whose family is involved in such situations.

"Honour-based" violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

All cases of disclosures or concerns relating to forced marriage/honour-based Violence will be reported directly to the DSL and the Police where it is deemed necessary. Information and advice will be sought from the MASH team.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law,

this applies to non-binding, unofficial 'marriages' as well as legal marriages (KCISE 2024 Part 1 P35).

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

4.12.5 Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short- and long-term effects on physical and psychological health. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they believe FGM has been carried out.

School staff will be made aware of the signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk or is imminent, will be dealt with under the child protection procedures in this policy.

Indications that FGM may be about to take place include:

- the family comes from a community that is known to practise FGM. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among people from these areas.
- a child may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East.
- a child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion.
- a child may request help from a teacher or another adult.
- any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

- a child may spend long periods of time away from the classroom during the day with bladder or menstrual problems if she has undergone the most severe form of FGM.
- a prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM.

- a child requiring to be excused from physical exercise lessons, without the support of her GP.

Professionals also need to be vigilant to the emotional and psychological needs of children who may/are suffering the adverse consequence of the practice (e.g. withdrawal, depression, trauma.)

The designated child protection lead will make appropriate and timely referrals to social care via MASH, if FGM is suspected to be a possibility or believed to have taken place the police must be called. In these cases, parents will not be informed before seeking advice. The case will still be referred to social care even if it is against the pupil's wishes.

Further information can be found on the London Safeguarding Children Board's website and the fact sheet from the World Health Organisation: Safeguarding children at risk from FGM -
http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

World Health Organisation Factsheet -
<http://www.who.int/mediacentre/factsheets/fs241/en/>

4.11.6 Child-on-Child abuse

We recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.

- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:
 - that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
 - the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
 - that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.

- that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

In line with KCSIE 2025 the school recognises that child-on-child abuse is likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual violence
- sexual harassment
- up skirting
- consensual and non-consensual sharing of nudes and semi nudes' images /and or videos (also known as sexting or youth produced sexual imagery);'psuedo-images, which are computer-generated images that otherwise appear to be a photograph or video.

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

4.11.7 Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyber bullying and grooming.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

School will contact the child protection advisers if there is a concern that a young person may be at risk.

The risk will be assessed with reference to the 'Risk Assessment Framework for Children Abused through Sexual Exploitation' -

http://www.londoncp.co.uk/files/supp_sex_exp_app1_riskframe.pdf

Further information can be found on the London Safeguarding Children Board's website:

Safeguarding children at risk from child sexual exploitation -

http://www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html

4.11.7 Preventing Violent Extremism

'Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs' (KCSIE 225)

We all have a role to play in community building in Enfield and making the borough a place where people from all backgrounds get on and live safely together.

Safeguarding from radicalisation and extremism is no different from safeguarding from other forms of harm. All staff will clearly understand the pathways for vulnerable individuals and be aware of how to recognise vulnerability and mitigate the risks. The school has an action plan showing how it is mitigating risk and embedding British values of tolerance and respect.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other non-proscribed extremist groups
- Please see the following documents that link to the PREVENT agenda:

4.11.9 Remote Learning

- We will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using **school** provided or approved communication channels; for example, **school** provided email accounts and phone numbers **and/or** agreed systems **e.g., Microsoft Teams**. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our behaviour policy/code of conduct and Acceptable Use/online safety policies. When delivering remote learning, staff will follow our policy and guidance for remote learning.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the **school (if anyone)** their child is going to be interacting with online and who they contact in case they need help and/or support. **(e.g., tutor, family worker, SENCo)**.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home

Further details can be found in the Remote Learning policy

4.11.10 What will school do?

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, they should respond as they would to all vulnerable children and follow the procedures below:

- Talk to the family and other professionals working with the young person about the concerns and get their views.
- Seek consent to complete an early help referral and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family.
- Liaise with the LA Prevent lead.
- *If you suspect someone is actually engaged in terrorist activity, contact the police or the anti-terrorist hotline immediately on 0800 789 321.*

4.11.11 Channel

Channel is a joint initiative between the police and Enfield Council which offers support and guidance to local people who may be at risk of becoming involved in extremism, Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual's needs. If you are concerned that someone you are working with is at risk of getting involved in extremism, contact the Channel Co-ordinator.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. *Note that this is not for use in emergency situations.*

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

4.11.12 What happens after any concern is reported?

When the designated child protection lead receives any concern, they can talk it through with the duty officer in the MASH team. The duty officer will then discuss the

concern and assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of that formal child protection referral.

If the concern arises outside of the hours operated by the advice line and it is believed the child may be at immediate risk the children's social care out of hour's team or the police will be contacted without delay. If there are any concerns that a child may be at risk of immediate harm, the police will be contacted by dialling 999.

If the designated child protection lead decides that it is not a child protection referral matter, a record will still be made of the incident and kept in the child protection files, so that patterns of concern can be monitored.

If a child makes a direct allegation of abuse or has a distinct injury and/or is experiencing pain and/or discomfort and for which no reasonable and consistent explanation is available this will not be discussed with parents/carers in the first instance.

If a less distinct injury is noticed or if the child makes a reference to having been physically punished but no injury is evident and no pain/discomfort is reported, the designated child protection lead will raise this with parents/carers where possible. If there is a reasonable explanation and there is no pattern of unexplained injuries, a pattern of absences from school or any other concerns before these injuries are

noticed; the incident will still be recorded and kept in the child protection file in case similar issues are raised again in the future.

4.12.13 Roles & Responsibilities

Safeguarding and child protection is everyone's responsibility. The policy applies to all staff, volunteers and governors and is consistent with the 3 safeguarding partners.

All staff:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Be aware of online safety including the expectations, applicable roles and responsibilities to filtering and monitoring
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

- Be aware of our systems which support safeguarding, including this child protection and safeguarding policy, the role and identity of the designated safeguarding lead (DSL) and Deputy Designated Lead
- Be aware of the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, 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, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or **gender questioning** (LGBTQ+) can be targeted by other children

At **Bush hill Park**, we care deeply about creating a safe and respectful environment for everyone.

- All staff will be thoughtfully guided on the professional risks linked to using social media, electronic communication (such as email, mobile phones, texting, and social networking), and generative AI in their work.
- We encourage responsible and mindful use of these tools, always in line with our school's policies—including the staff behaviour policy, Acceptable Use and online safety policies, social media guidelines, and those relating to pupils' health and safety.
- By working together and staying informed, we help protect our school community and uphold the trust placed in us by our children and families.

Governing Board:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation

- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a lead Governor to monitor the effectiveness of this policy in conjunction with the full governing board.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate **filtering and monitoring systems** in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

5. SUPPORTING VULNERABLE CHILDREN

5.1 We recognise that; neglect, abuse or witnessing violence may have an adverse impact on those children, which may last into adulthood, without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the pupil through:

- Curricular opportunities to develop self-esteem and self-motivation.
- Promoting a positive, supportive and safe environment
- Ensuring the school's behaviour policy supports vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies which support the pupil such as Children's Social Care and Child and Adolescent Mental Health Services (CAMHS).
- a commitment to develop productive and supportive relationships with parents/carers.

- Monitoring and supporting all pupil's welfare, keeping records and notifying children's social care when concerns are raised.
- ensuring that when a pupil, who is subject to a child protection plan, leaves, information is transferred to the new school immediately. The child's social worker will also be informed.
- notifying the Education Welfare Officer (EWO) **and** children's social care, if a child who is subject to a child protection plan or where there have been ongoing concerns, is missing from school.

At **Bush Hill Park** we are committed to supporting the educational achievement and wellbeing of all vulnerable children, including those in care, those with a social worker, and those in **kinship care arrangements**.

- We work in close partnership with the **Virtual School Head (VSH)** to ensure that every child receives the support they need to thrive.
- As of **September 2024**, the role of the Virtual School Head has been **extended** to include a **non-statutory responsibility** for promoting the educational outcomes of children in **kinship care**.
- We recognise the importance of this extended role and actively collaborate with the VSH to share information, monitor progress, and ensure that children in kinship care are included in strategic planning and support.
- Our school is committed to maintaining high aspirations for all children, and we work with the VSH to ensure that interventions are timely, effective, and tailored to each child's needs.

This partnership helps us provide a joined-up approach to safeguarding and education, ensuring that no child is left behind.

Welfare Checks

5.1A

- Staff should seek SLT permission before arranging to attend to a parent/carer at their home
- Staff must plan for home visits in consultation with parents and seek their agreement to the visit
- Staff members having to escort a child home or to school, should make a Senior Leader aware and ideally have another member of staff with them, but at all times staff must inform parents that they are escorting their child home and provide the reason for this.

Recording Accidents/injuries

5.1B

- Staff must log any accident as soon as possible by completing an accident form provided by the Welfare Officer or logging it on the school system (Arbor) with full details provided and report any open wound or head injury to the Welfare Officer immediately so that parents/carers can be contacted as per our school procedure

- Any incident involving a pupil and staff member must be reported by the adult supervising the pupil at the time to provide the full story before, during and after the incident and log it on the school's system
- If a student is injured by a member of staff, the student's statement should be taken from an independent adult and not by the person who may have caused the injury.
- If a student sustains an injury which has been caused by installed or loose equipment, an object or furniture inside the school or anywhere within the school site, the area must be made safe and the SBM should be informed immediately to record the accident and risk assess the hazard by cause, frequency, and likelihood of its repetition.

5.2 Children with Special Educational Needs and Disabilities

The school has pupils who may have additional needs and/or communication difficulties and/or disabilities and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child. As part of the PSHE and RSHE curriculum staff will teach all children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home. We ensure that all children have access to a range of adults with whom they can communicate confidently.

5.2a Safeguarding and Alternative Providers

At **Bush hill Park**, we are committed to ensuring that all children are safe and well-supported, including when they attend provision outside of our school.

- When commissioning an **alternative provider**, we will obtain **written confirmation** that all appropriate safeguarding checks have been carried out on individuals working at that setting equivalent to the checks we would carry out on our own staff.

We will also seek **written assurance** that the provider will inform us of any changes that could affect a child's safety, such as staff changes or new arrangements.

- This ensures we can continue to meet our safeguarding responsibilities and take any necessary steps to verify that new staff have been appropriately vetted.
- We ensure that we **always know where a child is during school hours**, including maintaining accurate records of the **address of any alternative provider**, as well as any **subcontracted provision or satellite sites** the child may attend.

- We **review all alternative provision placements regularly**, at least **half-termly**, to confirm that the child is attending consistently, that the placement remains safe, and that it continues to meet the child's individual needs.
- If any **safeguarding concerns arise**, we will act immediately to review the placement and take appropriate steps to protect the child.

This approach helps us maintain a clear line of sight on every child's wellbeing, no matter where their learning takes place

By working closely with alternative providers, we aim to maintain a consistent and robust safeguarding culture across all learning environments

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
 - The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - Communication barriers and difficulties in managing or reporting these challenges
 - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges
- We offer additional pastoral support for these pupils. This includes:
- Use of communication boards/symbols
 - Speech & Language TA
 - Parent Support adviser/ Counsellor
 - Learning Mentor
 - ELSA (Emotional Literacy Support Assistant) Intervention
 - Senior Mental Health Lead (SMHL)
 - SENCO
 - Seeking Specialist support from our Outreach partners in the LA: Waverly Outreach, Oaktree Outreach, EASA (Enfield Autism Advisory service) <https://enfieldasa.org.uk/>

5.3 Children who are absent from education

- Children who are missing from education are at significant risk of underachieving, being victims of abuse, and becoming Not in Education, Employment or Training (NEET) later in life. <https://www.gov.uk/government/publications/children-missing-education>
- All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and

neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. (KCSIE 2024 Pg. 152)

We regularly monitor pupils' attendance through a twice daily register. The school's welfare/ admin staff/attendance officers/ Senior Attendance Champion make first day absence calls to families where a child is absent and the school have not been informed. Schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this our welfare/admin/lead for pastoral care will investigate any unexplained absences.

[https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - Au](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_Au)

Fortnightly, we inform Enfield education welfare service (EWO) of the details of pupils who are regularly absent from school (attendance has fallen below 90%). We inform the education welfare service immediately of any pupil who has been absent for 10 consecutive days, and despite the efforts of school staff, the family have not been located. This may include a home visit by school staff to verify the pupil's whereabouts. The local authority's education welfare service will then conduct further checks.

We will not remove a child from the admission register until another school has requested the unique pupil number for that child or we have liaised and referred the case to the education welfare service who has agreed to the removal from the school role.

If there are concerns about the attendance of a child who is subject to a child protection plan or who is looked after by the local authority, the school will also inform the child's social worker.

If a parent reports that their child has gone missing from home, we ensure this has been reported to the police. If a child absconds from school during the course of the day, the parent will be informed, and if necessary or if the pupil cannot be located, the police will also be informed.

As required, we arrange full-time education for any pupil on a fixed term exclusion, from the sixth school day of the exclusion.

At **Bush hill Park** we recognise that regular school attendance is not only essential for learning but also closely linked to safeguarding and wellbeing.

- In line with the statutory guidance *Working Together to Improve School Attendance*, we are committed to promoting good attendance and identifying patterns that may indicate wider welfare concerns.
- We ensure that attendance is monitored daily and shared with the Department for Education as required.
- Our approach reflects the expectations set out in **KCSIE 2025**, recognising that improving attendance is a shared responsibility and a vital part of keeping children safe.

5.4 Mental Health

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are made aware of how children's experiences, can impact on their mental health, behaviour and education. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk. This will be through our Trauma Informed practice training and whole school approach via our Behaviour Policy, Safe to Learn Policy,
- Curriculum, PSHE and RSE policies.
- The school has appointed a lead for mental health, who has been being trained to have the knowledge and skills to promote and lead on wellbeing and mental health across the school. The School Senior Mental Health Lead: Anastasia Neocleous
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.
- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying (Safe to Learn Policy)
- The school has in place a range of ways to support children's mental health both within and beyond the school. Through **Mental Health First Aiders, Senior Mental Health Lead, Emotional Literacy support Assistants ELSA, safe spaces, school counsellor, Parent Support Adviser, Trauma Informed Champions, Welfare Officer, Learning Mentor.**

5.5 Pupils who are lesbian, gay, bisexual or gender questioning

- The section of KCSIE 2025 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.
- We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or **gender questioning** (LGBTQ+) can be targeted by other children.
- We also recognise that LGBTQ+ children are more likely to experience poor mental health.

- When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.
- When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).
- We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.
- Where children lack trusted adults with whom they can be open, it could pose a risk. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff that they can feel safe in doing so.

Any concerns should be reported to the DSL (or DDSL)

6. SAFER RECRUITMENT; SINGLE CENTRAL RECORD, DBS CHECKS

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

- 6.1** Keeping Children safe in Education (2025) outlines safer recruitment processes in education settings. Safer recruitment at this school means that all applicants will:
- complete an application form
 - provide two referees, including at least one who can comment on the applicant's suitability to work with children
 - provide evidence of identity and qualifications
 - complete a barred list check and DBS check before taking up a post
 - be interviewed, with at least two questions referring to CP knowledge
 - We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

Full procedures can be found in the Safer Recruitment Policy

The school staffing regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training as advised by their LSCB.

The following members of staff have undertaken Safer Recruitment training:
*Anna Theodosiou, Anastasia Neocleous, Kirsty Munns, Lorraine Shaw,
Kirsty Munns, Karen Wood, Maria Panayiotou*

The following members of the Governing Body have undertaken Safer Recruitment training: *Monica Raphael, Jessica Capstick, Richard Hunter*

6.2 Single, Central record

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This was set out in the original publication 'Safeguarding Children and Safer Recruitment in Education (2007)' and updated in the DfE's September 2018 statutory guidance. The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out.

The information to be recorded and to be added include whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- Full name and address checks
 - a barred list check
 - an enhanced DBS check
 - a prohibition from teaching check
 - further checks on people living or working outside the UK
 - a check of professional qualifications
 - a check to establish the person's right to work in the UK/visa details
 - Self-declaration of disqualification by association/ disqualification from early years or childcare provision self-declaration form.
-
- As part of our process of due diligence on shortlisted candidates, our normal practice is to carry out online searches of publicly available information, including social media, prior to interview.
 - This single central record is checked termly by the Headteacher, DSL, SBM and Governor responsible for safeguarding to ensure there are no gaps in the record.

6.3 Visitors and guest speakers to school

Any outside speakers or visiting organisations will be cleared with the Headteacher before booking. Staff will ensure that the speaker/organisation is complementing the programmes of study and teaching taking place in the school. Prior to the visit the content of the session will be discussed and it will be made clear to the visitor that behaviour management is the responsibility of the school staff who will remain present at all times.

7. MANAGING AND PREVENTING ALLEGATIONS AGAINST STAFF

- 7.1** Any allegation of abuse made against a member of staff will be reported straight away to the Headteacher. In cases where the Headteacher is the subject of an allegation, it will be reported to the Chair of Governors.

The school will consult with the Local Authority Dedicated Officer (LADO) in the event of an allegation being made against any member of staff and adhere to the relevant procedures as set out in the school's managing allegations against staff and volunteers' policy, Keeping Children Safe in Education and the LSCB's guidance, available on Enfield LSCB website.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

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 mandatory, nor is it automatic but, in some cases, staff may be suspended- refer to managing allegations against staff and volunteers/student policy for guidance.

Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff; paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

7.2 All Staff are trained in good practice so that they can reduce the risk of allegations being made against them. In addition, the following issues are specific to Bush Hill Park Primary School:

7.2.1 Working 1:1

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open.

7.2.2 Changing Pupils who have wet or soiled themselves (not SEN pupils)

If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- member of staff collects clean clothing and wet wipes if required.
- child undresses themselves as appropriate in one of the toilet cubicles. The member of staff waits outside the toilet cubicle.
if the child needs assistance, please follow the **Personal Care Policy**
- Staff must maintain the dignity of child at all times.

7.2.3 Changing Pupils who have wet or soiled themselves (SEN pupils)

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Again, please follow the guidance outlined above.

All changing of pupils must only be carried out by teachers, support staff, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

7.2.4 Use of personal mobile phones during school hours

Personal mobile phones should not be used in class. If a text or an e-mail needs to be sent then it must be done away from the class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices. If members of staff use their equipment in this way, they are still expected to follow professional standards and abide by the school's acceptable use policy. Personal phones **must not** be used to take photographs of school activities.

7.2.5 Photography using mobile phones

Nearly all mobile phones have in built cameras and that if used whilst at work, in school, an allegation could be made that a member of staff has taken inappropriate images with those cameras. Staff should always use school-owned cameras or tablets if taking photographs of children.

7.2.6 Safe Touch (Physical Intervention)

In some circumstances, behaviour displayed can be challenging and pose a threat to the safety of the child, their peers or staff.

In this school:

- Use of **'Safe Touch'** – may be used in exceptional circumstances to prevent a child hurting themselves or damaging property and always be used as a last resort.
- all staff will be trained in the use of positive behaviour support and techniques to defuse/de-escalate crisis and conflict situations;
- training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of pupils;
- training will include information about the effects of medications pupils may be receiving and how 'Safe Touch' procedures might affect the physical wellbeing of the pupil during restraint procedures;
- training will include multiple methods for monitoring a pupil's well-being during a restraint;

(Further details can be found in the Behaviour Policy)

8. EXTENDED SCHOOLS AND BEFORE AND AFTER SCHOOL ACTIVITIES (ON OR OFF SCHOOL SITE)

During, before and after school activities, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, we will follow our safeguarding policies and procedures and inform the local authority designated officer (LADO) as with any other safeguarding allegation.

9. ASSOCIATED POLICIES

The following policies provide guidance on matters which may relate to safeguarding and should be read in conjunction with this policy;

- Staff Discipline, Conduct and Grievance
- Managing Allegations Against Other Children, including Sexting
- Managing Allegations Against Staff and Volunteers
- Sex and Relationships Education
- Whistle Blowing
- SEND
- Personal Care
- Positive Handling

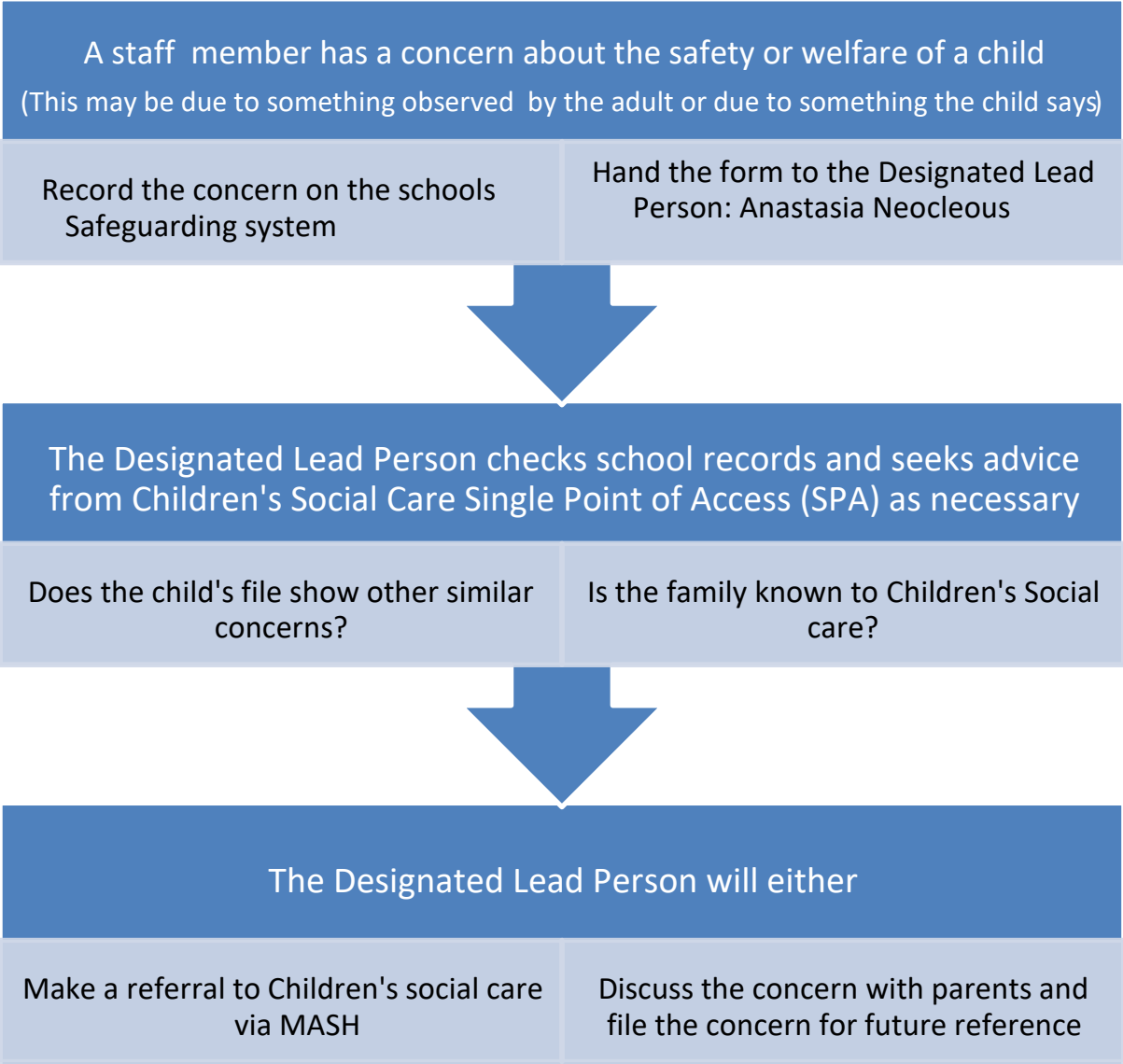
- Behaviour for Learning
- Safe to Learn
- Child-on-Child Abuse
- Remote Learning
- Online Safety
- AI Artificial Intelligence
- Acceptable Use
- Curriculum Statement
- Promoting Safeguarding in the Curriculum
- Safer Recruitment
- Attendance Policy
- PREVENT – Guidance notes and local risk assessment

10. IMPLEMENTATION, DISSEMINATION AND REVIEW

This policy is reviewed annually by the designated child protection leads and ratified by the Governing Body. All staff read and agree to the policy during their induction. At this time, they read and sign that they agree to abide by Keeping Children Safe in Education September 2024. At this time, they also read and sign Working Together to Safeguard Families and are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office, school website and via Microsoft teams.

Appendix 1: Overview of Procedures

Summary: What happens if anyone is worried about the welfare or safety of a child in our school?



Appendix 2 - Categories of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

There are four recognised types of abuse and it is important that all staff and volunteers know what they are and how to recognise them. These are;

Physical abuse:

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

Signs that may indicate physical abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

Sexual abuse:

Sexual abuse 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 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.

Signs that may indicate sexual abuse:

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- tendency to cling or need reassurance
- tendency to cry easily
- regression to younger behaviour such as thumb sucking, acting like a baby
- complaints of genital itching or pain

- distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- unexplained gifts of money
- depression and withdrawal
- apparent secrecy
- wetting day or night
- sleep disturbance or nightmares
- chronic illness, especially throat infection or venereal disease
- anorexia or bulimia
- unexplained pregnancy
- fear of undressing e.g. for sport
- phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model pupils displaying none of the characteristic signs of sexual abuse.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel 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 to feel frightened, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Signs that may indicate emotional abuse:

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- compulsive stealing or scavenging
- social isolation
- desperate attention-seeking behaviour, depression, withdrawal
- air of detachment ('don't care' attitude)

Neglect

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

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

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

Signs that may indicate neglect:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or poor attendance
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- poor or no social relationships
- running away
- compulsive stealing or scavenging

Poverty and neglect are totally different – they are not equivalent states.

Child-on-Child abuse

Types of child-on-child abuse listed in KCSIE 2024 (para 30 pg10 KCSIE 2024 Part 1)

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi-nude images, videos or live stream (also known as sexting or youth produced sexual imagery). This also includes pseudo-images that are computer generated images that otherwise appear to be photograph or video.
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtaining sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element



<p>Never a missed reading opportunity Vocabulary development Diversity School Values</p> <p>Our four curriculum drivers ensure that children leave Bush Hill Park Primary School with the tools needed to live a fulfilled adult life and therefore reduce the chances of safeguarding concerns now and in the future.</p>	<p>Online safety</p> <ul style="list-style-type: none"> *All year groups participate in national internet safety day. *Taught through computing curriculum (see computing overview) Online safety features in all units. *PSHE – Relationships unit (see PSHE overview) *Online safety contracts signed by parents and pupils. Parent workshops around online safety/Newsletter segments *All homework set on MS Teams with expectations clear about being part of this online community. 	<p>Mental Health</p> <ul style="list-style-type: none"> *Inclusion Quality Mark – Flagship Status Nurturing ethos *Circle times *Values assemblies to share and spread positive messages *Assemblies on themes- Mental Health, Anti-Bullying *Worry box in each class Health & wellbeing unit in PSHE R-YR6 Self-Regulation (EYFS) *Learning Mentor *Mental Health First Aiders *Senior Mental Health Lead *ELSA (Emotional Literacy Support Assistants) *Recovery curriculum post pandemic *Year 6 Kooth Workshops *Yr6 Citizenship workshops 	<p>Bullying inc. cyber bullying</p> <ul style="list-style-type: none"> *Anti-bullying week for all year groups. *Online safety curriculum – PSHE and computing. * Celebrating difference and relationships units of the PSHE curriculum. *Active play at lunchtimes. *Safer internet day and online safety units in PSHE and Computing curriculum. *Themed assemblies around school values
<p>Child Sexual Exploitation</p> <ul style="list-style-type: none"> *NSPCC Talking PANTS session each year. *PSHE – Building Relationships (EYFS) Family & Relationships R-Yr6 *Parent workshop around Sex Education 	<p>Promoting safeguarding in our curriculum</p> 		<p>Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> *PSHE – Healthy Me unit (see PSHE overview) *Science curriculum – impact of stimulants on the way the body functions
<p>Child Criminal Exploitation</p> <ul style="list-style-type: none"> *Gangs workshop UKS2 *PCO visits where needed *Safer schools Officers visits *Year 6 PSHE units in Safety & the changing body *Year 6 transition visits 	<p>Child on Child abuse</p> <ul style="list-style-type: none"> *Anti-bullying week. *Online safety curriculum through PSHE and computing curriculum. *PSHE – Relationships and Changing me units of work. *Year 6 Child on Child abuse workshop run by ECP. 	<p>Equality/inclusion/celebrating diversity</p> <ul style="list-style-type: none"> *Overall curriculum driver of celebrating diversity and children seeing themselves in our curriculum. *Black History Month- celebrating people from a diverse range of backgrounds and their achievements. *Visitors from a diverse range of backgrounds *Subject leads who have ensured diversity is embedded throughout the curriculum and is representative and support teachers to make inclusive resources which represents people from a range of backgrounds 	<p>Personal safety</p> <ul style="list-style-type: none"> *Overall curriculum driver of creating global citizens. We want children to be prepared for the wider world beyond Bush Hill Park Primary School. *Water safety taught as part of swimming lessons. *Rail and road safety – road safety awareness week. *Visits from fire brigade. *Assemblies around firework safety and Halloween safety. *Bikeability *Personal safety is a key element of our PE curriculum. *School trips – practising being safe locally and further afield. *Fire drills. *Lunchtime support from teachers and support staff – handwashing, cleaning dining room, safe play etc.
<p>Honour Based Abuse inc. FGM</p> <ul style="list-style-type: none"> *NSPCC Talking PANTS session each year. *PSHE – Safety & the changing body, Family 7 relationships, Health & wellbeing, Citizenship units from R-Y6 *Parent workshop around Sex Education 	<p>Keeping physically healthy</p> <ul style="list-style-type: none"> *PE curriculum *After School clubs *Active lunchtimes *Science units of work *Visitors from athletes, sports coaches etc. 	<p>We have ensured that all curriculum areas have a balance of texts and people studies based on race, gender, sexuality and those with disabilities.</p>	<p></p>

