



**St. Philomena's Catholic Primary School**

Headteacher: Miss V Maher

## **Child Protection & Safeguarding Policy**

### **July 2023**

#### **School Safeguarding Contacts**

Designated Safeguarding Lead	<b>Veronica Maher</b>
Deputy Designated Safeguarding Leads	<b>Rachel Williams and Stacey Anderson</b>
Chair of Governors	<b>Mags Fairhall</b>
Governors for Safeguarding	<b>Philip O'Halloran</b>
Special Educational Needs Coordinator (SENCO)	<b>Gemma Eves</b>

This policy should be read in conjunction with :-

- E- Safety Policy**
- Staff Code of Conduct**
- Whistle Blowing Policy**
- Policy for Managing Allegations against Staff**
- Anti-Radicalisation Policy**
- Safer Recruitment Policy**
- Health & Safety Policy**
- Behaviour Policy**
- Mental Health and Wellbeing Policy**

<b>Date of Policy</b>	<b>Signed</b>	<b>Position</b>
Reviewed July 2022	Veronica Maher	Headteacher
<b>Monitoring</b>	<b>By</b>	<b>Date</b>
To be ratified	Full Governing Body	Autumn Term 2023
<b>Uploaded to website</b>	<b>By</b>	<b>Date</b>
	Corinne Heffernan	
This policy will be reviewed <b>annually</b> by the full Governing Body		
Date of next review : July 2025		

**Local Authority Contacts**

**Bromley Safeguarding Children Board**

[www.bromleysafeguarding.org](http://www.bromleysafeguarding.org)

lado@bromley.gov.uk

Local Authority Designated Officer

Telephone : 020 8461 7669 or 020 8313 4325

**Multi-Agency Safeguarding Hub (MASH)**

Telephone: 020 8461 7373 / 7379 / 7026

Address: Civic Centre, Stockwell Close, Bromley, BR1 3UH

Email: [mash@bromley.gov.uk](mailto:mash@bromley.gov.uk)

[mash@bromley.gcsx.gov.uk](mailto:mash@bromley.gcsx.gov.uk)

(secure) Out of Hours Duty

Service: 0300 303 8671

**NSPCC Helpline**

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Text: 88858

Telephone: 0808 800 5000

In the event of **PREVENT** make contact with one of the two people detailed below in the first instance to discuss your concerns with and they will then advise if you need to send them more details (always email, then you have evidence that you have sent a concern). Only then is a meeting held with the school and police to discuss this further if this is required.

[Jill.Bartlett@met.pnn.police.uk](mailto:Jill.Bartlett@met.pnn.police.uk)

SO15 Counter Terrorism Intelligence Officer - Bromley & Lewisham

728776 / 728444

07769 164201

[Robert.P.Affleck@met.police.uk](mailto:Robert.P.Affleck@met.police.uk)

PC 1402CT Robert Affleck

Prevent Engagement Officer

M07775 036482

If in doubt ring Bromley police station and ask for the Prevent Engagement Office.

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### **Introduction and Aims**

St Philomena's CP School is committed to provide an environment where children feel safe and are kept safe and all staff contribute to the culture of vigilance which is embedded in our school. All staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working together to safeguard children (2018)*.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

### **There are three elements to our policy to safeguard children**

#### **Prevention**

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

#### **Protection**

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

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

### Support

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

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

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

## **2. Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), [Sexual Violence & Sexual Harassment between children \(May 2018\)](#), [Information Sharing \(2018 version\)](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

Our school procedures for safeguarding children will be in line with the Bromley safeguarding children board child protection procedures which are based on the London child protection procedures.

### **1. Role and responsibilities**

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.

#### **1.1. The role of the Governing Body**

The governing body will ensure that St Philomena's CP School meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance '*Keeping Children Safe in Education*' (2020)

The governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance.

The governing body will ensure that the following are in place:

- Safeguarding and child protection policies and procedures that are consistent with Bromley Safeguarding Children Board (BSCB) procedures.
- A staff code of conduct policy including policies covering staff/pupil relationships and communication and staff use of social media.
- A senior member of staff is appointed as the Designated Safeguarding Lead (DSL) with responsibilities for carrying out the statutory duties as set out in this policy.

The school has a designated governor(s) responsible for advocating child protection and safeguarding issues within the school. The designated governor(s) will liaise with the Headteacher/DSL and report to the governing body on safeguarding matters.

#### **1.2. The role of the Headteacher**

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see policy on Managing Allegations Against Staff)
- Ensuring the relevant staffing ratios are met, where applicable

### 1.3. The role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will be appointed from the senior leadership team and will take the lead responsibility for safeguarding and child protection (including online safety). This is explicit in the role holder's job description.

*Annexe B* of the DfE Guidance; *Keeping Children Safe in Education (2020)*, describes the broad areas of responsibility and activities related to this role.

Deputy Safeguarding Leads have also been appointed to take on the responsibility in the absence of the Designated Safeguarding Lead. The ultimate responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this lead responsibility will not be delegated.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Designated Safeguarding Lead will ensure that there is adequate and appropriate cover arrangements for any out of hours/out of term activities.

### 1.4. The role of the school staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the positive relationships policy, and the safeguarding response to children who go missing from education
- The early help 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 sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation



St Philomena's CP School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. If staff members have any concerns about a child's welfare they should report the matter to the DSL using the school reporting form, which is available from the Headteacher's office or on the server in the Staff Share pupil incident and reporting form. See Appendix C.

## **2. Working with parents and carers**

The school recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of their statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils when necessary.
- ensure policies will be available on the website and on request.
- involve parents and carers in the development of school policies to ensure their views are taken into account.

The school will ensure a robust complaints procedure is in place to deal with issues raised by parents and carers and will be made available on the school web site.

## **3. Confidentiality and information sharing**

Timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the DSL. If a member of staff makes a referral to an external agency, they must also report this to the DSL as soon as is reasonably possible.

Safeguarding children raises issues of confidentiality that must be clearly understood by all members of staff.

- We recognise that all matters relating to Child Protection are confidential.
- The DSL will disclose any information about a pupil to other staff on a 'need to know' basis only.
- All members of staff must be aware that they have a professional responsibility to disclose information with other agencies in order to safeguard children.
- All members of staff must be aware that they cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. Ultimately, this may not be in the best interests of the child.
- Members of staff who receive information about children and their families in the course of their work should share that information only within an appropriate professional context.

- When a child moves to another school, any safeguarding information on file will be forwarded to the new school by recorded delivery to ensure the file reaches the destination.

#### **4. Referral to Bromley children's social care**

Referral to Bromley Multi-Agency Safeguarding Hub (MASH) will be made using a children's social care referral form.

Telephone: 020 8461 7373 / 7379 / 7026

Address: Civic Centre, Stockwell Close, Bromley, BR1 3UH

mash@bromley.gov.uk

mash@bromley.gcsx.gov.uk (secure email for those professionals with GCSX compatible emails, such as NHS, police and council staff. Do not email this account unless you are sure your email is compatible.)

Out of Hours Duty Service: 030 0303 8671

#### **5. Definitions and Indicators of abuse**

For definitions and indicators of abuse, refer to [Appendix A](#)

For guidance on responding to a disclosure of abuse, refer to [Appendix B](#)

#### **6. Training**

Our governing body will ensure that all staff members complete safeguarding and child protection training at induction. The training will be updated at least every three years and is in line with advice from the Bromley Safeguarding Children Board. Staff will be given an explanation of and a copy of:

- The child protection policy
- The behaviour policy
- The staff code of conduct
- The role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies)
- Part one of *Keeping Children Safe in Education (2020)*
- Annex A of *Keeping Children Safe in Education (2020)*

The Designated Safeguarding Lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This will include training in online safety and mental health matters. The training will be updated every two years. The Designated Safeguarding Lead will undertake Prevent Awareness training.

All staff members will receive regular safeguarding and child protection updates (for example, via email and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

**7. Teaching children about safeguarding**

Our governing body will ensure children are taught about keeping themselves safe, including online safety, through teaching lessons in PSHE, other specialised agencies visiting school and by providing other opportunities for pupil voice, as part of providing a broad and balanced curriculum.

**8. Physical intervention / positive handling/ reasonable force**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. 'Reasonable force' is taken to mean 'using no more force than is necessary'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom by an arm. To reduce the occurrence of challenging behaviour and the need to use reasonable force, individual behaviour plans will be completed for more vulnerable children with the agreement of their parents/carers.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the *Use of Reasonable Force (2013)*

**9. Changing for P.E. lessons**

There is no current legislation around safe PE changing practices in primary schools; it is up to individual schools to write their own guidelines. The following is guidance from the NSPCC.

Changing for PE can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. Being in a state of undress can also cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult.

As our children get older, and at least from Year 5 onwards, they will be given the opportunity to change for P.E. in single sex areas.

<https://www.nspcc.org.uk/globalassets/documents/information-service/schools-factsheet-getting-changed-for-https://www.nspcc.org.uk/globalassets/documents/information-service/schools-factsheet-getting-changed-for-pe.pdf>

**10. Record keeping**

**For details regarding the school's procedures for reporting concerns, please refer to Appendices B and C**

The Designated Safeguarding Lead will ensure that all child protection records and safeguarding concerns are kept separately from pupil records. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with school staff on a need to know basis.

When a pupil transfers to a new school we will ensure that the child protection records are addressed to the Designated Safeguarding Lead and sent separately and securely from the general records to the new school and a confirmation of receipt will be obtained. The Designated Safeguarding Lead will contact the school to share information before the end of term if it will support the transition for that child.

## 11. Inter-agency working

The governing body will ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children (2018)*. The school will work with social care, the police, health services, local authority and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

All schools and colleges should allow access for children's social care to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

## 12. Safer recruitment

St Philomena's CP School adopts safer recruitment procedures that help deter, identify and reject people who might abuse children. We adhere to the statutory guidance *Keeping Children Safe in Education 2018 part 3*, to ensure that all staff working in our school are subject to the appropriate checks.

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

Staff working in the school, engaged in regulated activity, require an enhanced DBS (Disclosure and Barring Service) certificate, which includes barred list check. All staff employed to teach will require an additional check to ensure that they are not prohibited from teaching.

Where rarely an individual starts work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed. The school will carry out a risk assessment and put in place any necessary measures to ensure that the pupils are safe whilst awaiting for an outcome of the DBS check or where there is a disclosure on the DBS certificate.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Teacher prohibition orders** prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching will not be appointed to work as a teacher at St Philomena's CP School.

**Volunteers** - Checks carried out on volunteers, will be recorded on the single central record.

Volunteers not engaging in regulated activity will be subject to a risk assessment to allow us to use our professional judgement and experience when deciding whether to obtain an enhanced DBS certificate this will not include a barred list check as they are not in regulated activity. Volunteers will work under the direct management of a staff member, who is in regulated activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school.

**Supply staff** – the school will request written confirmation that the employment agency supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received. Checks will also be made to ensure the person presenting themselves for work is the same person on whom the checks were carried out.

### **13. Single central record**

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

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school;
- and all members of the governing body.
- Volunteers who work regularly in the school

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

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK. Where available, these will include:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- a check of professional qualifications; where required and
- a check to establish the person's right to work in the United Kingdom.

We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out without applying for another DBS.

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

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

### **14. Allegation of abuse made against teachers and other staff**

Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with our Complaints Procedures. This can be found on our website.

Where it is alleged that a member of staff (including volunteers) in the school/college has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The matter will be dealt with in line with the allegations procedures as set out in Part Four of *Keeping Children Safe in Education (2020)*

Allegations against staff must be brought immediately to the attention of the Headteacher. The Headteacher will only carry out initial enquiries (**not an investigation**) prior to a discussion with the Local Authority Designated Officer (LADO).

Any allegation relating to the Headteacher **must** be brought to the attention of the Chair of Governors who will consult LADO.

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

### **15. On-line safety**

The use of technology and social media has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the governing body will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. Please see the school's on-line safety policy.

Pupils will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Pupils will be encouraged to use the internal systems to whistle blow or raise any issue of safety in confidence.

### **16. Peer on peer abuse**

Staff recognise that children are capable of abusing their peers. The school will take peer on peer abuse seriously. It will never be tolerated or passed off as "banter" or "part of growing up".

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

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

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting, voyeurism or sexually inappropriate pictures or videos (including sexting)
- If a pupil makes an allegation of abuse against another pupil:
- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **17. Bullying**

Refer to the school Anti Bullying policy.

### **18. Child on child sexual violence and sexual harassment**

The school follows the advice in *Sexual violence and sexual harassment between children in schools and colleges, (2018)*

Ultimately, any decisions will be made on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. We will ensure that our response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

When there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and

- all the other children (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the school's approach to supporting and protecting their pupils and students and updating our own risk assessment.

### **19. Sexting**

What is 'sexting'?

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police

#### **Responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the images or videos yourself, or ask a pupil to share or download them. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the images or videos or ask the pupil to delete them
- 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.

#### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response



- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
  - The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

#### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

#### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through calling 101.

#### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

## **20. Looked After Children and previously Looked after Children**

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

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

authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated safeguarding lead will work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

### **21. Children with a social worker**

Children may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **22. Children with special educational needs and disabilities**

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Awareness of these additional barriers is reflected in the training for staff and we offer additional pastoral support.

### **23. Children missing from education**

A child going missing from education is a potential indicator of a range of safeguarding possibilities which will need early intervention. This may include:

- abuse and neglect
- sexual abuse or exploitation
- child criminal exploitation
- mental health problems
- risk of substance abuse
- risk of travelling to conflict zones

- risk of FGM
- risk of forced marriage

We will follow the school procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk and to help prevent the risks of going missing in future. The school holds more than one emergency contact for each child.

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

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

The local authority will be notified when a pupil is removed from the register for any of the five reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

We will inform the Local Authority of any additions to our roll that was not an initial primary entry or secondary transfer. We will ask parents/carers to provide at least two emergency contact numbers to enable contact to be made with a responsible adult when a child missing education is also identified as having a welfare and/or safeguarding concern.

#### **24. Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation

- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **25. Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

Staff will report any concerns to the designated safeguarding lead.

### **24. Domestic violence (DV)**

The definition of Domestic Violence includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

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

The school recognise that DV will have an impact on aspects of a child's life. The harm suffered will vary according to the child's resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their child/ren is diminished through anxiety about their own circumstances. We recognise that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

We will ensure that all information is dealt with securely and sensitively and refer the matter to Bromley children's social care where there is a child/ren at risk of significant harm and/or neglect.

### **26. Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies will be aware of the contact details and referral routes in to the Local Housing Authority to raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour as well as the family being asked to leave the property.

### **27. So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **Female genital mutilation (FGM)**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

**Any teacher or member of staff** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot

consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the designated safeguarding lead without delay for appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.

FMU contact: 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

### **29. Extremism and radicalisation**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

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 [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education 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](mailto: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

### **30. If you have a mental health concern**

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 will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, report this to the DSL.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

### **31. Children staying with host families**

This relates to where the school makes arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they

are not related. This is not applicable to St Philomena's CP School as we do not take part in learning experiences such as these.

### **32. Private fostering**

Where the school becomes aware that a child under the age of 16 is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated safeguarding lead. The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child. A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

### **33. Raising concerns about safeguarding practice**

Initially concerns will be raised with the line manager. The concern should be escalated to the Headteacher if it has not been addressed to the satisfaction of the person raising the concern. Where staff feel unable to raise an issue or feel that their concern is not being addressed, follow the whistle blowing procedures outlined in the whistleblowing policy.

### **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2018'

**Policy Adopted by Governors:** July 2023

**Signature** (Chair of governors):

**Appendix A – Types of abuse and their symptoms**

**I. 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li><input type="checkbox"/> Unexplained injuries – bruises / abrasions / lacerations</li> <li><input type="checkbox"/> The account of the accident may be vague or may vary from one telling to another.</li> <li><input type="checkbox"/> Unexplained burns</li> <li><input type="checkbox"/> Regular occurrence of unexplained injuries Most accidental injuries occur on parts of the body</li> <li><input type="checkbox"/> where the skin passes over a bony protrusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawn or aggressive behavioural extremes</li> <li>• Uncomfortable with physical contact</li> <li>• Seems afraid to go home</li> <li>• Complains of soreness or moves uncomfortably</li> <li>• Wears clothing inappropriate for the weather, in order to cover body.</li> <li>• The interaction between the child and its carer</li> </ul>

**II. Neglect**

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

Neglect may involve a parent 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.



Neglect indicators	
Physical indicators	Behavioural indicators
<input type="checkbox"/> Unattended medical need <input type="checkbox"/> Underweight or obesity <input type="checkbox"/> Recurrent infection <input type="checkbox"/> Unkempt dirty appearance <input type="checkbox"/> Smelly <input type="checkbox"/> Inadequate / unwashed clothes <input type="checkbox"/> Consistent lack of supervision <input type="checkbox"/> Consistent hunger <input type="checkbox"/> Inappropriately dressed <input type="checkbox"/>	<input type="checkbox"/> Poor social relationships <input type="checkbox"/> Indiscriminate friendliness <input type="checkbox"/> Poor concentration <input type="checkbox"/> Low self-esteem <input type="checkbox"/> Regularly displays fatigue or lethargic Frequently falls asleep in class <input type="checkbox"/> Frequent unexplained absences <input type="checkbox"/>

### III. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse indicators	
Physical indicators	Behavioural indicators
<input type="checkbox"/> Poor attachment relationship <input type="checkbox"/> Unresponsive / neglectful behaviour towards the child's emotional needs <input type="checkbox"/> Persistent negative comments about the child. <input type="checkbox"/> Inappropriate or inconsistent expectations <input type="checkbox"/> Self-harm <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Unhappiness, anxiety</li> <li>• Withdrawn, insecure</li> <li>• Attention seeking</li> <li>• Passive or aggressive behavioural extremes</li> </ul>

**IV. Sexual abuse**

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li><input type="checkbox"/> Sign of blood / discharge on the child's underclothing.</li> <li><input type="checkbox"/> Awkwardness in walking / sitting</li> <li><input type="checkbox"/> Pain or itching – genital area</li> <li><input type="checkbox"/> Bruising, scratching, bites on the inner thighs / external genitalia. Self-harm</li> <li><input type="checkbox"/> Eating disorders</li> <li><input type="checkbox"/> Enuresis / encopresis</li> <li><input type="checkbox"/> Sudden weight loss or gain</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Sexually proactive behaviour or knowledge that is incompatible with the child's age &amp; understanding.</li> <li>• Drawings &amp; or written work that is sexually explicit</li> <li>• Self-harm / Suicide attempts</li> <li>• Running away</li> <li>• Substance abuse</li> <li>• Significant devaluing of self</li> <li>• Loss of concentration</li> </ul>

### Appendix B – Responding to a disclosures of abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns.
- Do reassure and alleviate guilt.

For example you could say; “you are not to blame.”  
“You have done the right thing to tell someone.”

- Do not ask leading questions.

For example, “What did she do next?” (this assumes that she did), or “did he touch your private part”.

- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.

The child may well have to tell the story again, and to do so repeatedly will cause undue stress.

- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the designated safeguarding lead at the school.
- Record carefully what has been said and what actions have been agreed.

**Appendix C – Responding to a disclosures of abuse**



*Incident / Concern Report For*

<b>Child's name:</b>		<b>Class:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Details of the Incident / Disclosure – What did the child do or say?</b>			
<b>(Continue over)</b>			
<b>Action taken:</b>			
<b>Name:</b>		<b>Signed:</b>	
<b>Management response / Action taken</b>			

<b>Name:</b>		<b>Signed:</b>	
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