

Growing Together, Learning for Life



BANNOCKBURN
Primary School

Child Protection and Safeguarding Policy

Date of Last Review	September 2025
Approved by	ACMs (September 2025)
Date of Next Review	September 2026
Names of Designated Safeguarding Leads	Rachel Ford (Lead DSL) Aimee Seeranj Lauren Wallace Sarah Catterall Rosie Stone Nicola Dalton Jane Farrell
Safeguarding Link Academy Committee Members	Gary Corrin Briget Fosang Sue Kimmins

Contents

	Page
Introduction	3
1. Policy Statement	3
2. Definition of Safeguarding	3
3. Aims and Principles	4
4. Statutory Framework	4
5. What do staff need to know? (CPOMS)	5
6. Roles & Responsibilities	5
7. Confidentiality	6
8. Greenwich FaASS	6
9. Dealing with a disclosure / reporting concerns	7
10. Vaping	8
11. Operation Encompass	8
12. Concerns about Extremism	8
13. Allegations of abuse made against other pupils (Child-on-Child Abuse)	8
14. Sexting	10
15. Sexual harassment, online sexual abuse and sexual violence	10
16. Responding to a report about sexual harassment, online sexual abuse or sexual violence	11
17. Communication with parents/carers	12
18. Pupils with Special Educational Needs and Disabilities	13
19. Pupils with a Social Worker	13
20. Children in Our Care and Previously Looked-After Children	13
21. Online Safety	13
22. Mobile phones and cameras	14
23. Filtering and Monitoring	14
24. AI and Digital Safety	14
25. Complaints and concerns against staff	15
26. Whistle-blowing	15
27. Record Keeping	15
28. Recruitment	16
29. Gender Identify and Sexuality	16
Appendix 1: Types and Indicators of Abuse	16
Appendix 2: Safer Recruitment and DBS checks	23
Appendix 3: Allegations of Abuse made against staff	25
Actions when there are concerns about a child	27

Introduction

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures.

The policy is based on the Department for Education's statutory Guidance, *Keeping Children Safe in Education (September 2025)* and *Working Together to Safeguard Children Guidance (December 2023)*.

Bannockburn Primary School takes seriously its responsibility to protect and safeguard the children in its care and has updated this policy to meet the requirements within updated statutory guidance documents.

1. Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and staff.

We endeavour to provide a safe and welcoming environment where all children and adults feel respected and valued.

We maintain an attitude of '**it could happen here**' where safeguarding is concerned and promote a culture of openness where children and adults are able to talk and are listened to.

This policy will provide staff, volunteers and governors with the framework they need in order to keep children and adults safe within our school. It will be used to inform parents and carers of how we will safeguard their children whilst they are in our care.

The policy provides information regarding different types of abuse and outlines our procedures which ensure children receive effective support, protection and justice.

2. Definition of Safeguarding

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment, whether that is within or outside the home, including online;
- Preventing the 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
- Providing help and support to meet the needs of children as soon as problems emerge.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm including where they see, hear or experience it's effects in relation to abuse.

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

Children includes everyone under the age of 18.

Exploitation is a form of abuse and occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into any activity.

3. Aims and principles

Aims

- To provide all staff, volunteers and governors with the framework and training to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.
- To support the development and understanding of children and how they can protect themselves from potential harm, and equip them with the skills they need to protect their mental wellbeing.

Principles and values

- Children have a right to feel secure and cannot learn effectively unless they do.
- All children have a right to be protected from harm.
- All staff, volunteers and governors have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents and carers as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

The school will:

- Ensure safer recruitment procedures are robust and in line with national legislation and the school's Staff Code of Conduct is promoted;
- Ensure a suitably trained workforce who are confident to implement the outlined procedures for identifying and reporting cases, or suspected cases, of abuse.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- Raise awareness of child protection issues and equip children with the skills needed to keep themselves safe and support their mental well-being;
- Establish and maintain an environment where children feel secure, 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;
- Promote opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

4. Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with *Keeping Children Safe in Education (2025)*.

More specifically, we will:

- Ensure we have Designated Safeguarding Leads (DSLs), who have received appropriate training and support for their roles;
- Ensure we have a nominated Academy Committee Member/s responsible for child protection and safeguarding; (Gary Corrin, Briget Fosang and Sue Kimmins)
- Ensure all staff and volunteers understand their responsibilities;

- Ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website;
- Keep detailed, accurate, secure written records of concerns about children;
- Ensure all safeguarding and child protection records are kept securely;
- Ensure safe recruitment practices are followed.

5. What do staff need to know?

All staff must be aware of systems within Bannockburn which support safeguarding and these are explained to them as part of staff induction. This should include the:

- Keeping Children Safe in Education 2025, Part 1;
- Child Protection and Safeguarding Policy (including FGM, Prevent and Online Safety);
- Behaviour and Relationships Policy;
- Staff Code of Conduct;
- Safeguarding response to children who are absent from education;
- Role of the Designated Safeguarding Lead;
- Playground Code of Conduct;
- Searching, Screening and Confiscation: guidance for schools 2014;
- Ensure procedure and guidance are in place to ensure all searches of pupils are witnessed and all searches for prohibited items are logged on CPOMS (Child Protection Online Monitoring System).

6. Roles and Responsibilities

Roles and Responsibilities: The Head Teacher

In line with the statutory guidance, the Head Teacher is responsible for the implementation of this policy, systems and procedures to ensure all staff understand their role in safeguarding and promoting the welfare of children.

Roles and Responsibilities: The Designated Safeguarding Lead (DSL)

Areas of responsibility are;

- To champion educational outcomes for vulnerable children and those who have previously been allocated a social worker;
- Recognise how to identify signs of abuse, neglect, radicalisation and allegations; and when it is appropriate to make a referral to other agencies;
- Refer cases to the relevant statutory agencies (children's social care or the police);
- Act as a source of support, advice and expertise to staff;
- Liaise as appropriate with all staff including the designated teacher for the Virtual Head Teacher and the Mental Health Leads;
- Keep detailed, accurate, secure written records of all discussions and decisions including the rationale for the decision. This should include instances where referrals were or were not made to another agency such as Local Authority Children's Services or Prevent;
- Promote positive engagement with parents/carers to safeguard children and support families facing challenging circumstances;
- To have procedures in place to re-assess concerns when a child's situation fails to improve;
- Manage online safety with clear procedures to uphold the school's Prevent duty obligations;

Roles & Responsibilities: Local Academy Committee

The Local Academy Committee will ensure that:

- The school has a Child Protection and Safeguarding policy with procedures in place that are in

accordance with local authority guidance which is robustly reviewed on an annual basis;

There is a nominated Academy Committee Member who will have responsibility for safeguarding and child protection and all Academy Committee Members have a clear understanding of their statutory responsibility to safeguard all who use the school;

- The school operates safer recruitment procedures and makes sure that all appropriate checks and robust procedures in place are carried out on staff and volunteers who work with children;
- Procedures are in place for regular evaluation of the effectiveness of safeguarding systems, including adherence to safer recruitment checks and procedures on the effectiveness of online safety including filtering and monitoring strategies;
- With staff welfare in mind, the Governing Body will consider the necessity and appropriateness of arranging for safeguarding supervision for the DSLs at the school when requested (the school currently has 7 DSLs who regularly support each other);
- The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, where appropriate.

All staff within the school

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Annual staff training is prioritised to ensure all staff are equipped to carry out child protection responsibility effectively. In addition, school updates staff and issues reminders regularly during weekly briefing.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non- consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk. Staff should also have awareness of contextual safeguarding and extra-familial harm from the influence of factors outside of the school or in a child's family, including vulnerability to possible abuse, exploitation and youth violence.

School responsibility is to provide a safe space for all children and staff. For all adults not employed or contracted by school a suitable member of school staff will be available in the room to ensure that a pupil or staff member has a familiar face and that all visitors adhere to school policies; best interests of the child.

7. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff in school. All staff have a responsibility to share relevant information about the protection of children with other agencies including during the time period of concern and if further concerns are raised following a referral or assessment.

8. Royal Greenwich FaASS (Family and Adolescent Support Service)

Royal Greenwich FaASS supports children and families with emerging needs and promotes a shared responsibility to facilitate significant and sustained change in children's lives, building resilience, preventing and protecting children from harm. Early Help is focused developing and breaking intergenerational cycles of poverty through working with children's parents/carers and families.

If FaASS is appropriate, the Inclusion Team and DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL and Inclusion Team will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

9. Dealing with a Disclosure and Reporting concern

If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from one of the Designated Safeguarding Leads.

All staff should be aware of the process for making referrals to children's Services. Any member of staff can make a referral to Children's Services if they believe a child is suffering or likely to suffer from harm. If the child is in immediate danger, then the police should also be called.

If a child discloses that he or she has been abused in any way, the member of staff should:

- Find the time and a suitable place to listen to the child, when information about possible abuse comes to light;
- Listen to what is being said without displaying shock or disbelief;
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality;
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me...", and "How did that happen?"
- Not criticise the alleged perpetrator;
- Reassure the child that what has happened is not their fault;
- Stress that it was the right thing to tell an adult;
- Explain what has to be done next and who has to be told;
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed;
- Make records that are factual, signed, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned;
- Speak with the Designated Safeguarding Lead.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.

When the DSL has been informed, he/she will make the decision whether or not to refer the concern to Children's Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

When referred an external person may visit the school to speak to the child. E.g. Social Worker or Police. During these visits a responsible adult from school, familiar to the child, will accompany the visitor.

MASH Consultation Line Tel- 0208 921 2267 or contact LADO/Greenwich Safeguarding Coordinator for Schools on 0208 921 3930.

If required, referrals will be made as soon as possible and the appropriate forms completed and sent that same day. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (**MASH**).

10. Vaping

Vaping has become increasingly popular among young children in the recent years. Vaping is prohibited on the premises at Bannockburn Primary School for all individuals. Vaping and e-cigarettes come under the same law as smoking. The law states that it is illegal to sell any tobacco products to anyone under the age of 18. The law is in place to prevent young people from getting addicted to nicotine and to protect their health. Vapes are prohibited on school premises. Any concerns around the use of e-cigarettes from school staff or the community are to be reported to the school DSLs.

11. Operation Encompass

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

12. Concerns about Extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger from radicalisation, the adult where possible, should 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. The adult should speak with a member of the Senior Leadership Team and/or seek advice from Local Authority Children's Services.

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. A report can be completed online via <https://report-extremism.education.gov.uk/>

13. Allegations of child-on-child sexual violence and harassment

All staff should be aware that the guidelines about child-on-child abuse policy is created to protect children, not criminalise them. Staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in our school 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 the designated safeguarding lead.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst

case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment including or not limited to touching a person's bottom, breasts or genitalia, 'flicking bras', pulling down a person's trousers and deliberately brushing up against or interfering with someone's clothing;
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element);
- Teenage relationship abuse, which is abuse that occurs in intimate relationships between children.

As a school we have produced a document in conjunction with children called 'What Happens Next' and is displayed around the school.

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

- The allegation must be recorded and the DSL told, but not investigated;
- The DSL will contact Children's Social Care (MASH Team) and follow its advice, as well as the police if the allegation involves a potential criminal offence.

We will minimise the risk of child-on-child 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 pupils;
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff confidentially;
- 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.

Harmful sexual behaviours can happen face to face or online and may occur simultaneously. It is critical that all staff factor in a child's age and stage of development when witnessing child-on-child abuse. It is important for staff to bear in mind that children who display harmful sexual behaviour have often experienced trauma and the child and should be offered appropriate support.

14. Sexting

Our responsibilities when responding to an incident

If an adult is made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), it must be reported to the DSL immediately.

The adult must **not**:

- View, download or share the imagery, or ask a pupil to share or download it. If the imagery has been viewed by accident, it must be reported 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.

The adult will need to explain that they need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will meet with the 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 Services;
- 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 Children’s Social Care and contact the police if:

- The incident involves an adult (and also the LADO);
- 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
- 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).

15. Sexual harassment, online sexual abuse and sexual violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children must maintain an attitude of ‘it could happen here’.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

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

We understand that reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. We are guided by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

Through a whole-school approach that includes a behaviour and positive relationships policy, comprehension pastoral support and a carefully planned Relationships, Health and Sex Education curriculum, the children are made aware of their rights and responsibilities in regards to the right to be protected from being hurt and mistreated, in body or mind. Children are taught about safeguarding risks, including online risks. Through Relationships Education we show children how to understand what constitutes a healthy relationship, both online and offline.

16. Responding to a report about sexual harassment, online sexual abuse or sexual violence

Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

Due to the sensitivity of the disclosure reports will be managed with two members of staff present, (one of them being the Designated Safeguarding Lead). Where the report includes an online element, staff must not view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Staff must not promise confidentiality at any stage as it is very likely a concern will have to be shared further (for example, children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.

Staff must recognise that a child is likely to disclose to someone they trust in school. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child. Staff should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, sexual orientation, special educational need, or have English as an additional language.

It is important that staff listen carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.

It may be appropriate to make notes during the report. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made either during or straight after. When writing a report only the facts as the child presents them should be written down. The notes should not reflect the personal opinion of the note taker. Notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation. The Designated Safeguarding Lead must be informed as soon as practically possible, if they were not involved in the initial report.

When there has been a report of sexual violence, the Designated Safeguarding Lead should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims or witnesses to the alleged sexual abuse and the appropriate support offered;
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, staff) at school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

The Designated Safeguarding Lead should ensure they are engaging with children's social care and specialist services as required. As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, staff should follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The school will do all they reasonably can to protect the anonymity of children involved in a report of sexual harassment or sexual violence. The school will consider the potential impact of social media in facilitating spreading of rumours and exposing victim's identities. Rape, assault by penetration and sexual assault are crimes. Where a report of rape by penetration or sexual assault is made, this will be referred to the police regardless of the child's age.

17. Communication with Parents/ Carers

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure as long as this does not place the child at risk of harm. Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this first with Children's Social Care.

For the purposes of safe collection for all children the number of contacts will be a minimum of 2 people and a maximum of 6 people (unless in exceptional circumstances). Due to an assessment of the local context all contacts must be 16 years or older. A contact is a person who can collect a child or be called in an emergency if parents/carers are unavailable. For example, medical reason.

18. Pupils with Special Educational Needs and Disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Children with disabilities are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils being more prone to peer group isolation than other pupils;
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours, such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

19. Pupils with a Social Worker

The DSLs and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes.

20. CIOC (Children in Our Care) and Previously Looked-After Children

We will ensure that staff have the skills, knowledge and understanding to keep CIOC children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements;
- The DSLs have details of children's social workers and relevant virtual school heads.

The Inclusion Leader (Designated Teacher for Children in our Care and Previously LAC) is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. As part of their role, they will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to;
- Work with the head of the Virtual School to promote the educational achievement of CIOC and previously looked-after children, including discussing how pupil premium plus funding can be best used to support CIOC children and meet the needs identified in their personal education plans.

21. Online Safety and Digital Risks

The below categories provide a framework for identifying, understanding, and mitigating the specific dangers children face online and how as a school we ensure their safety in digital environments. When categorising online risks for children we will categorise systematically under the "Four C's":

Content:

This covers exposure to inappropriate or harmful material, such as pornography, racism, radicalisation, extremism, or self-harm content.

Contact:

This refers to potential harm through interactions with other people online. It includes risks like grooming by adults who pose as children, peer pressure, or exploitative commercial advertising.

Conduct:

This relates to behaviours online that can lead to harm, including cyberbullying or the sharing of explicit images (whether consensual or not).

Commerce:

This category encompasses risks associated with commercial activities online. Examples include online gambling, phishing scams, or other forms of financial exploitation through online platforms.

The school's filtering system combined with staff training will ensure children have less chance of being exposed to these online risks. If a staff member believes a child is at risk of one or more of the Four C's they will follow Child Protection procedures and alert a DSL.

22. Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff will not take pictures or recordings of pupils on their personal phones or cameras unless they have the permission of the Head Teacher for exceptional circumstances. Bannockburn Primary School follows the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Pupil's personal mobile phones are collected from the children on entry to school and stored. They are returned to the pupil at the end of the school day. Bannockburn Primary School follows the DFE Searching, Screening and Confiscation Advice for Schools 2022 to ensure staff and pupils feel safe. School's general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property where reasonable to do so.

23. Filtering and Monitoring

All staff at Bannockburn Primary School have an understanding of their duties and obligations regarding online safety. Whilst internet filtering has always been provided by schools, it is important to recognise that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision.

At Bannockburn we meet digital and technology standards in schools through the use of the DfE's Filtering and Monitoring Self-Assessment Tool on an annual basis to ensure we meet all safeguarding obligations. Alongside this, every week as a school we carry out a SWGFL (South West Grid for Learning) Test to check all filters are working efficiently. Our filtering service (School Protect) is provided by the LGFL and categorises websites by subject (e.g adult images, gambling, webchat). It scans the internet to identify harm in new and old websites. The filtering service is tailored by the school by allowing or denying those subjects for both children and staff. Within this the school can block or unblock certain websites if deemed appropriate. In addition, we use Securus monitoring to safeguard children and adults in school.

24. AI and Digital Safety

In line with Keeping Children Safe in Education (2025) and the Department for Education's guidance on the safe use of generative AI in schools, we are committed to ensuring that all use of artificial intelligence (AI) supports, rather than undermines, the safety, privacy, and well-being of children.

As a school we:

- Critically assess all use of AI technologies to ensure they meet the DfE's product safety expectations.
- Prevent access to generative AI tools for pupils unless explicitly authorised, supervised, and deemed age-appropriate.
- Train staff to understand the ethical, safeguarding, and data risks associated with AI use in educational settings.
- Review filtering and monitoring systems regularly, using DfE's "Plan technology for your school" tool to ensure robust protection against AI-generated harmful content, misinformation, and manipulation.
- Include AI-related risks within the school's online safety education and risk assessments where appropriate.

Any digital tools or AI systems used by the school will be risk-assessed as part of our wider safeguarding and data protection responsibilities. The DSLs and Computing Subject Lead will monitor and respond to any concerns arising from AI-related content, communications, or behaviours, including those linked to misinformation, disinformation, or inappropriate online contact.

25. Complaints and Concerns against Staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have, harmed a child;
- Possibly committed a criminal offence against or in relation to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children;
- Behaved in a way contrary to the Staff Code of Conduct.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document, *'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.'*

Low-level concerns can arise in several ways from various sources including: suspicion, complaints, disclosures. The Head Teacher will make the ultimate decision around low-level concerns. The Head Teacher has the right to consult a DSL or the Trust Safeguarding Lead to take a more collaborative approach. If the Head Teacher is in doubt that a low-level concern meets harm threshold, they will consult the LADO and follow their advice.

Any allegation should be reported immediately to the Head Teacher or DSL (unless the allegation concerns the Head Teacher). The allegation should also be reported to the Chair of Local Academy Committee or the Trust Safeguarding Lead who has responsibility to inform the LADO and follow their guidance. Confidentiality must not be promised and the person must be advised that the concern will be shared on a "need to know" basis only.

Actions to be taken include making an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed and dated.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education.

If there is an allegation or concerns raised against the Head Teacher, then the Chair of Governors will be contacted.

26. Whistle-blowing

See Bannockburn's separate Whistle-Blowing Policy that covers concerns regarding the way the school safeguards pupils – including poor or unsafe practice, or potential failures.

27. Record Keeping

We will hold records in line with our Data Retention Policy. All safeguarding concerns, discussions, decisions

made and the reasons for those decisions, must be recorded and stored on CPOMS.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

28. Recruitment – Interview Panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education (2024), and will be in line with local safeguarding procedures.

29. Gender Identity & Sexuality

When supporting a gender questioning child we need to consider:

- a broad range of individual needs
- working in partnership with parent/carers unless this could be to the detriment of the child,
- include any clinical advice available
- how to address wider vulnerabilities such as risk of bullying.

If you know someone that needs support, advice or guidance around their gender identity or sexuality, please contact **020 8305 5000** or safer@metrocharity.org.uk - or visit www.metrocharity.org.uk if you have any questions or require more information.

APPENDIX 1: Types and Indicators of Abuse

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve

serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Domestic Abuse: an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence. Witnessing domestic abuse can have a lasting impact on children and can have a detrimental effect on their emotional wellbeing and development.

Additional safeguarding issues:

Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of so called HBA is abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age.

Those failing to report such cases will face disciplinary sanctions. Teachers must personally report to the police

cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behavior
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

If FGM has been discovered to have taken place or a pupil is at risk of Female Genital Mutilation (FGM) any 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. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. Children can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It may involve an exchange for something the victim wants, and for the financial advantage of increased status of the perpetrator or facilitator.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Mental Health

All staff should be 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. boys. The indicators may not be the same, however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Children Absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect which may include sexual abuse or exploitation and 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 or risk of forced marriage.

Children are considered to be absent from education if they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer and is unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she know his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are 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,
- have been permanently excluded;
- have unexplainable and/or persistent absences from education.

The school will inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. There are many circumstances where a child may become missing from education, but some children are particularly at risk.

These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the Local Authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, and if applicable, when removing a child's name from the admission register at non-standard transition points.

Domestic Abuse

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young Carers

A young carer is a student under 18 years of age who helps to look after a family member who is disabled, physically or mentally ill or has a substance misuse problem. At Bannockburn we recognise that caring can involve physical or emotional care, or taking responsibility for someone's safety or well-being. The level of responsibility assumed by a young carer is often inappropriate to their age and at a level beyond simply helping out with jobs at home, which is a normal part of growing up; as such it may impact on the education of the young person. Most young carers will meet the definition of a 'child in need' under the Children Act 1989 and may be entitled to an assessment from Children's Services, or a FaASS Assessment. The school will deliver assemblies to children, do training for staff and send information to parents to increase our ability to identify young carers. The school Champion for young carers is Nicky Dalton. She will monitor and support Young Carers in the schools. The support will need to be individualised to each student's needs, alongside this with student and parent agreement they will also be registered with the Local Authority.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must notify Children's Services of care arrangements for children so they can ensure a child is well cared for. If a member of school staff suspects a child may be being privately fostered without formal arrangement, it is important you share this information in case a child is at risk of harm.

Extremism, Radicalisation and Terrorism

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views, which limits their social interaction and full engagement with their education, to children being groomed

for involvement in violent actions.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

PREVENT - Section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), places a duty on schools to have due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales is specifically concerned with schools (but also cover childcare).

Radicalisation refers to the process of a person legitimizing support for, or use of, terrorist violence. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Indicators of a pupil being possibly radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of the school office. If the visitor is unknown to the setting, the school will check their credentials and reason for visiting before allowing them to enter the

setting. Visitors are expected to sign in and wear a visitor's lanyard. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide

prior written confirmation that an enhanced DBS check with barred list information has been carried out.

- At Bannockburn we have a different colour lanyard system – orange for visitors with a DBS and blue for visitors who do not have a DBS and will need to be accompanied by school staff in the school. Children know and understand the colours and are encouraged to challenge visitors in the school.

Non-Collection of Children

If a child is not collected at the end of the session/day, we will contact parents/carers and contacts on the child's file held in school. If there is no response from the parent(s) or any contacts then school will consider contacting Children's Social Care for advice if no contact can be made 40 minutes after school collection.

Child Criminal exploitation: County Lines

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

- can affect any child or young person (male or female) under the age of 18 years;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources;
- have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime) as well as the victim;
- go missing from school or home and are subsequently found in areas away from their home.

Appendix 2: Safer Recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

New Staff

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. All Schools and colleges must:

- only accept a CV alongside an application form;
- verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available;
- obtain an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children) prior to employment;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant

can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools and colleges should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate;
- and, verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation;
- before employing a person to carry out teaching work in relation to children, the school will take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State;
- carry out an online search on shortlisted candidates to identify issues that are publicly available online;
- must not include repeated concerns or allegations that have been found to be false, unfounded, unsubstantiated or malicious in a reference.

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.

In addition, school will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, we will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

Existing Staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual transfer from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

For self-employed contractors, such as music teachers or sports coaches, 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.

Trainee/Student Teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised with a child or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK.

Appendix 3: Allegations of abuse made against staff

This section applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- 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.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Head Teacher (or Chair of Governors where the Head Teacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the Local Authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services.
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer. Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate, carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, as appropriate.

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected.

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate. Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know. The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing.

School Action
Other agency Action

Actions where there are concerns about a child



