



**Burnt Ash**  
PRIMARY SCHOOL

# **Child Protection & Safeguarding Policy**

**Reviewed:** Autumn 2025  
**Next Review Date:** Autumn 2026

**Designated Child Protection/Safeguarding Officer:** Tracey Dinnage and Faye Blain  
**Designated Trustee for Child Protection/Safeguarding:** Chris Hollis  
**Local Authority Designated Officer:** Gemma Taylor

## **Vision**

Our vision is to create a safe environment for all of our children. We help them develop the understanding they need to be aware of potential risks, and the skills and confidence to deal with situations where their safety is threatened.

We understand that all adults in our school have a responsibility to protect the safety and well-being of our children – this includes keeping them safe online. Staff invest in building positive relationships with our children to ensure that they are able to share concerns. All concerns are taken seriously.

The Pastoral Team provide strong and knowledgeable support for staff, families and children.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

## **Aims**

- To identify and make provision for any child that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- To promote a vigilant and robust safeguarding ethos across the school.
- To support children's knowledge of how to keep themselves safe – at school, home, in and in the community.
- To ensure that all staff and volunteers are aware of their statutory responsibilities with respect to safeguarding, including online safety, and of their responsibilities in identifying and reporting possible cases of abuse.
- To ensure staff are properly trained in recognising and reporting safeguarding concerns.
- To ensure that appropriate action is taken, in a timely manner, to safeguard and promote children's welfare.
- To provide help and support to meet the needs of children as soon as problems emerge.

## **Legislation and statutory guidance**

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy has due regard to all relevant legislation and statutory guidance.

## **Equality statement**

Some children are at increased risk of abuse; both online and offline. They may not recognise risk or be able to disclose abuse or concerns. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are looked after or previously looked after (see below)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- Are known to be living in difficult situations – for example, domestic violence or temporary accommodation
- Are at risk of FGM, sexual exploitation, forced marriage (it is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used), or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental and physical health needs
- Have English as an additional language
- Whose parent/carer has expressed an intention to remove them from school to be home educated
- Pupils who are missing or absent from education for prolonged periods and/or repeat occasions

### **Roles and Responsibilities:**

Safeguarding and child protection is **everyone's** responsibility. All staff read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and revisit this guidance at least annually. This policy applies to all staff, volunteers and councillors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

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

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction
- Be aware of the role and identity of the DSL
- Report any concerns about a child to the DSL/pastoral team and keep relevant records
- Be responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Be careful about how physical contact is used and that it cannot be misconstrued by the child
- Comply with the school online safety policy; staff should not communicate with children at the school or previous pupils on the internet
- Ensure that any devices used to take photos on site belong to the school as set out in the online safety policy
- Ensure that if photos are taken on personal devices, once they have been uploaded to the system and/or sent to one of the Assistant Headteachers, Jordan Granger (for use on Instagram), they must be deleted from the device immediately.
- Ensure that mobile phones are not used around children during work hours, including messaging/texting, except during break times and after school hours. When not in use, they should be kept in a safe place
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Know that children can be at risk of harm inside and outside of their home, at school and online
- Provide a safe space for pupils who are LGBT to speak out and share their concerns

- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children.
- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- 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
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Ensure that the school environment is safe, any health and safety concerns are reported to the site team and/or school business manager via online system or in person if urgent.

As **appropriate to their role**, staff are aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the online safety policy and the safeguarding response to children who are absent from education
- What to do if they have a safeguarding concern or a child makes a disclosure, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation, children missing or frequently missing from education/home/care and children who have experienced multiple suspensions or are at risk of being permanently excluded.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

### **The Designated Safeguarding Lead (DSL)**

The current DSLs are the headteacher, Tracey Dinnage, deputy headteacher, Faye Blain and Pastoral lead, Naomi Evans, SENCO, Stacey Sullivan and Pastoral assistant, Theo Faucher. The DSLs takes lead responsibility for child protection and wider safeguarding. During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns. Staff and the Local Authority have our DSL's 'out of school hours' contact details. If the DSLs and Pastoral Team are not available, please inform one of the Assistant Headteachers or a member of SLT if you have a safeguarding concern.

- 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
- Have a good understanding of harmful sexual behaviour
- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to inform the school's policies

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Be aware of online safety, including filtering and monitoring processes.

## **The Trustees**

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Demonstrate challenge as well as gain information about safeguarding matters
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- The Chair of trustees will monitor the effectiveness of this policy in conjunction with the full governing board.
- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness
- Make sure that all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and in line with advice from the safeguarding partners

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors)
- The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation. The governing board has appointed a Safeguarding Trustee to monitor the effectiveness of this policy in conjunction with the full governing board. The chair of trustees will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate. All trustees will read Keeping Children Safe in Education part 1 and annex A and will facilitate a whole-school approach to safeguarding
- All Trustees receive initial training about safeguarding and child protection (including online safety) at induction. Regular training is provided to enable trustees to better understand their role and responsibilities in safeguarding in safeguarding children.

This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

- As the chair of trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

## **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
- Understanding and following procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSLs and Deputy DSLs 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 online safety training as part of the safeguarding and child protection training and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSLs and Deputy DSLs on this
- Ensuring the relevant staffing ratios are met, where applicable – nursery, educational visits
- Making sure each child in the Early Years Foundation Stage is assigned a key person – Key Person in Nursery and Class Teacher in Reception
- To oversee the safe use of technology, mobile phones and cameras including in the Early Years setting.

## **Virtual school heads**

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

## **Procedures**

Procedures will be in line with Working Together to Safeguard Children (2018), Keeping Children Safe in Education (September 2025), The Revised Prevent Guidance (July 2015) which includes necessary precautions to protect against terrorism, Bromley and London Child Protection Procedures (2017). We will ensure that:

- We have a Designated Member of staff who will, in line with recommendations in the Keeping Children Safe in Education (September 2025), undertake full training at two yearly intervals. Members of the Pastoral Team also undertake DSL training. All other staff undertake training and refresher training every year. In relation to online safety, staff have regular training (at least annually).
- All members of staff know how to record safeguarding, behaviour and ongoing concerns about a child's welfare or emotional state on our electronic system CPOMS. We use this system to ensure that all information is centralised and we are able to cross-reference incidents and children. It allows all appropriate members of staff to be alerted in a timely and confidential manner. This is monitored by the Pastoral Team and DSL.
- All members of staff know how to respond to a pupil who discloses abuse. See '*What to do when a child discloses abuse*'. – Appendix 3

- All staff will be kept up-dated on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people.
- All members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment. This information is captured in the staff room on the 'Look out for me board' and updated regularly.
- All parents/carers will be made aware of the school's Child Protection and Safeguarding Procedures.
- Our procedures are regularly reviewed and updated.
- Safeguarding is a permanent feature of Monday Briefing meetings.
- Trustees will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.
- All staff are responsible for reporting concerns regarding a colleague's behaviour. See *Whistle-blowing Procedures*.

### **Confidentiality**

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 staff must be aware that they have a professional responsibility to disclose information with other agencies in order to safeguard children. All staff are aware that they cannot promise a child to keep secrets. All Child Protection documentation will be kept in locked filing cabinets in the Pastoral Team office or on CPOMs.

### **Supporting Children**

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

We recognise that school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We know that disabled children are more vulnerable to abuse than non-disabled children, and are especially liable to bullying and intimidation. See 'Safeguarding disabled children' (2009).

Support will be given to all pupils by:

- Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying
- Receiving guidance about their use of technology and online behaviour throughout our school with a particular focus on content, contact and conduct
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children
- Notifying Social Care as soon as there is a significant concern
- Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded to the pupil's new school
- Establishing and maintaining an ethos where pupils feel secure and are encouraged to talk and are always listened to.
- Ensuring all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty. Pupils also have a 'something I'd like my teacher to know' box in every class where they can record worries if they do not feel comfortable sharing these verbally.

### **Pupils with special educational needs and disabilities or health issues**

We recognise that pupils with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

We offer extra pastoral support for pupils with SEND. This includes:

- Specialised interventions, e.g. Play Therapy, and Drawing and Talking
- Where appropriate, some children have a behaviour support plan which is individualised to their needs and includes strategies and recognises their vulnerabilities
- Working closely with professionals
- Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCo

### **Pupils with a social worker**

Pupils 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 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. For example, it will inform decisions about: responding to unauthorised absence or absent from education where there are known safeguarding risk; the provision of pastoral and/or academic support

### **Looked-after and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after 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 DSL has details of a pupil's social worker and relevant virtual school heads
- We have appointed a designated teacher, Stacey Sullivan (SENCO), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher 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 virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

### **Allegations of abuse made against other pupils- child-on-child abuse**

We recognise that pupils are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of 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 is most likely to include, but not limited to behaviour that:

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

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. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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
- Ensuring pupils know they can talk to staff confidentially
- Creating a supporting environment in school

### **Creating a supportive environment in school and minimising the risk of child-on-child abuse**

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

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation, misogyny or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a 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
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

### **Sharing of nudes and semi-nudes (‘sexting’)**

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), this should be reported to one of DSLs immediately.

You must not:

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

## **Upskirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

Pupils are currently taught about the issues surrounding sexting as part of our PSHE education. Teaching covers the following in relation to sexting:

- What it is, how it is most likely to be encountered, the consequences of requesting, forwarding or providing such images, including when it is and is not abusive, issues of legality, the risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage specific requests or pressure to provide (or forward) such images and how to manage the receipt of such images.

## **Online safety and the use of mobile technology**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

Staff training in online safety will cover the four categories of risk as outlined in Keeping Children Safe in Education (2025).

- Content - Staff are trained to understand the risks associated with being exposed to illegal, inappropriate, or harmful material. This will include, but not be limited to, content relating to pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism. The 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

- Contact - Training will address the risks of harmful online interaction with other users. This will include peer-to-peer pressure, exposure to commercial advertising, and the threat posed by adults impersonating children or young people with the intention of grooming or exploiting them for sexual, criminal, financial, or other purposes.
- Conduct - Staff will be made aware of how certain online behaviours may increase the likelihood of harm or result in actual harm. This will encompass activities such as creating, sending, or receiving explicit images, the distribution of other explicit material, and instances of online bullying.
- Commerce - The programme will also cover risks related to online commerce. These will include dangers such as online gambling, exposure to inappropriate advertising, phishing attempts, and other types of financial scams.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

**To meet our aims and address the risks above, we will:**

- Educate pupils about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

As part of recording children's learning journeys and experiences, staff may, on occasion, take pictures or recordings of pupils on a personal device. These must be saved onto the school system or, if intended to be shared via the school's social media, shared to the Assistant Head promptly. The images must then be deleted from the device and from any cloud based storage which they may have automatically uploaded to.

### **Artificial intelligence (AI)**

Keeping Children Safe in Education 2025 includes a link to the DfE guidance Generative AI: product safety expectations. This guidance on generative artificial intelligence (AI) explains how filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

<https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations>

### **Curriculum coverage**

#### **RSHE 2025**

Schools have until September 2026 to reflect the new guidance, they can continue to use the 2019 version until they are in a position to reflect all of the changes.

## Key changes:

- More focus on online harms, AI and social media.
- Clearer teaching on coercive control and harmful sexual behaviours.
- Stronger guidance on tackling misogyny and sexual violence.
- Greater clarity around safeguarding and pupil reporting.

## EYFS changes 2025

- Amendments to promote safer recruitment, including: new expectations to provide references, requirements to obtain references and a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.
- New requirements for providers to follow up if a child is absent for a prolonged period of time and amendments to ensure providers hold additional emergency contact details.
- New requirements to ensure safer eating.
- Creation of a safeguarding training criteria annex and a requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place.
- Amendments to ensure that Early Year's students and trainees are required to have paediatric first aid (PFA) training in order for them to be included in ratios at the level below their level of study.
- New requirements to support whistleblowing.
- Amendments to ensure that children's privacy during nappy changing and toileting is considered and balanced with safeguarding considerations.

## Recognising abuse and taking action

Staff, volunteers and trustees must follow the procedures set out below in the event of a safeguarding issue.

### If a child is suffering or likely to suffer harm, or in immediate danger

Contact the DSL or Pastoral Team immediately. They will make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** Tell the DSL as soon as possible if you make a referral directly, for example, out of school hours. **Referring to the police.** If it is necessary to refer an incident to the police, this will be done through dialling 101.

<https://www.gov.uk/report-child-abuse-to-local-council>

### If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions We use the TED acronym (Tell me, Explain to me, Describe to me) to support staff with these conversations
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Record on CPOMS and inform the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

### **If you discover that FGM has taken place or a pupil is at risk of 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.

**Bromley Referral:** where a child under 18 years has undergone FGM, professionals should report to both the Police and the Multi-Agency Safeguarding Hub (MASH) Tel: 020 8461 7373 / 7309.

If a child under 18 years old discloses to a professional that they have undergone FGM or where physical signs indicate FGM has been carried out, there is a mandatory duty on that professional to report to the police.

Report to the police by calling '101', the non-emergency number, within 48 hours. It is the personal duty of that professional; the duty to report to police cannot be passed on or delegated to another professional.

### **If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Speak to the DSL or Pastoral Team as soon as possible. If in exceptional circumstances the DSL or Pastoral Team are not available, this should not delay appropriate action being taken. Speak to one of the Assistant Headteacher's or member of the leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### **Early help**

Early help means providing support as soon as a problem emerges, at any point in a child's life. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs
- Have SEND, regardless of whether they have a statutory EHC plan

- Are suffering from mental ill health
- Are young carers
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are frequently missing or going missing from care or from home
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Are at risk of being radicalised
- Have family members in custody or is affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Are misusing drugs or alcohol
- Are at risk of HBA, such as FGM or forced marriage
- Are privately fostered
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved
- Viewing problematic or inappropriate online content or developing inappropriate relationships online
- Have recently returned home to their family from care
- Missing education, or are persistently absent from school, or not in receipt of full-time education

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

### **Early help in Bromley**

Bromley offer a range of services within one team, as well as linking with other agencies such as Health Visitors, which makes it easier for families to get the right help, at the right time, from the right people. We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements. In Bromley, early help is known as early intervention and family support services and includes:

- Bromley Children's Project - family support and parenting offer
- Children and Family Centres - a wide range of services, activities and support for families

- Common assessment framework (CAF) team - a whole family assessment tool for professionals supporting families so the family only have to “say it once”
- Information advice and support service - supporting young people, and parents/carers of children and young people, with disabilities and special educational needs to access the right support packages and an Education Health and Care (EHC) Plan

### **Common Assessment Framework**

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs.

You might use a CAF:

- If you are concerned about how the child is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing
- You receive a request from the child or parent/carer for more support
- You are concerned about the child’s appearance or behaviour, but their needs are unclear or are broader than your service can address
- You want to use the CAF to help you identify the needs of the child and/or to pool knowledge and expertise with other agencies to support the child better
- For guidance about the threshold criteria for referrals to Children’s Social Care, please see the Bromley Safeguarding Children Board (BSCB) *Partnership model for providing services to support children and families in Bromley*

### **Case Conferences**

If invited to a Child Protection Case Conference, staff will be given priority to attend. A full report should be taken to the Conference or sent (if unavoidably unable to attend).

### **Referral**

If it is appropriate to refer a case to local authority children’s social care or the police, the DSL or Pastoral Team will make the referral. If you make a referral directly, you must tell the DSL or Pastoral Team as soon as possible. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

### **Making A Child Protection Referral**

Before making any referral staff should always try to seek advice from the DSL or Pastoral Team who will then contact:

#### **Referral and Assessment Team**

Multi-Agency Safeguarding Hub (MASH)

Children's referral and assessment team

Email: mash@bromley.gov.uk

Tel: 020 8461 7373 / 7309

Churchill, Court 2, Westmoreland Road, Bromley, BR1 1AS

#### **Out of hours emergencies only**

5.00pm - 8.30am and weekends

Tel: 0300 303 8671

- Seek advice from the Duty Social Worker if you are unsure whether to make a referral.
- All referrals should be sent in writing using the CAF/multi-agency referral form.

- The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24-72 hours).
- With few exceptions the parents should be informed a referral is being made.
- If you are unsure, consult a Duty Social Worker prior to sending the referral

### **If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL or Pastoral Team first.

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. Unless they have good reason not to, you should also report on CPOMS using the standard procedure for any safeguarding concern.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and trustees 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

### **Useful contacts for Bromley Professionals**

Bromley Prevent Police: [ChannelProject@met.pnn.police.uk](mailto:ChannelProject@met.pnn.police.uk)

London Borough of Bromley Community Safety: [prevent@bromley.gov.uk](mailto:prevent@bromley.gov.uk)

### **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, take immediate action by informing DSL or Pastoral Team
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL or Pastoral Team to agree a course of action

### **Allegations Against Staff**

We understand that a pupil may make an allegation against a member of staff (including a supply teacher, volunteers, contractor or individual or organisation using the school premises for an activity for children).

If such an allegation is made, the member of staff receiving the allegation will: a) take the allegation seriously; b) ensure the child is safe and supported; c) inform the Head Teacher as soon as possible. The member of staff should then accurately record what they have been informed/ observed.

- The Head Teacher on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (Lead Officer for Education Safeguarding) and will follow the guidance given - contact the Police or complete a management investigation.
- If an allegation is made against the Head Teacher then the Chair of Trustees must be informed and they will then discuss the allegation with the Local Authority Designated Officer. The School will follow the London and Bromley's Safeguarding Children Board's

protocols for managing allegations. Circular 095/07, Safeguarding Children and Safer Recruitment in Education (Chapter 5) and the London Child Protection Procedures. See Whistleblowing Policy for further Information.

- Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

### **Supporting Staff**

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

We will support such staff by providing an opportunity to talk through their anxieties with the Pastoral team and to seek further support as appropriate. The Pastoral Team receive regular external supervision sessions, both individually and as a team.

### **Record-keeping**

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on CPOMS. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. 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, securely and separately from the main pupil file.

### **Safeguarding record-keeping arrangements:**

- Electronic records are kept on CPOMS
- Written records are kept securely in the Pastoral Team office and locked when not in use
- Files are archived securely in line with government recommendations
- Information can be shared with outside agencies on a need to know basis in the following ways:
- Secure email system - We use Egress Switch and Microsoft as a secure way to communicate with many outside agencies.

### **Child moving to a new educational setting:**

- Any files on CPOMS are shared via internal transfer on CPOMS from one school to another when a pupil changes schools
- Face to face meetings, telephone calls and secure emails with social workers when they request information
- Other schools may send a generic request for information letter asking if we have any safeguarding concerns. If the answer is yes, we ask the school to contact our DSL or Pastoral Team to discuss further
- Our SENCo and Pastoral Team attend face to face handover meetings organised by Bromley to share information about year 6 pupils before they transfer to secondary school

- 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 as soon as possible, securely, and separately from the main pupil file.

### **Information sharing**

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will be made aware that safeguarding partners may take legal action against them if they do not share specified information when a request is made for the purposes of safeguarding.

### **Safer Recruitment**

The School will implement their responsibilities for safer recruitment strategies. This will include appropriate training for Head Teachers and others who recruit and select staff and volunteers. These staff will attend regular Safer Recruitment training.

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, and will be in line with local safeguarding procedures.

As part of the Safer Recruitment process all shortlisted candidates will be informed that the school may carry out online checks. Staff being offered positions within the School should have their offers made subject to an enhanced DBS check.

### **Promoting British Values at Burnt Ash Primary School**

The Department for Education state that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in The Revised Prevent Guidance. At Burnt Ash these values are reinforced regularly and in the following ways.

#### **Democracy**

Democracy is embedded within our school. Burnt Ash pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to give their opinions and ideas through our School Council and regular questionnaires. The elections of the School Council members and Head Boy and Girl are based solely on pupil votes, just like our British electoral system so children can see democracy in action.

## **The Rule of Law**

The importance of laws in the classroom, the school or the whole country are always reinforced. Our school has 'Golden Rules', which are deeply embedded in our work every day to ensure that every class member is able to learn and develop in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

## **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our online safety, RE and P.S.H.E. lessons and the support of the school's Pastoral Team. Whether it is through choice of challenge; of how they record; of participation in our numerous extra-curricular activities; our pupils are given the freedom to make choices.

## **Mutual Respect**

Respect is one of the core values of our school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of respect at Burnt Ash underpins our work every day both in and out of the classroom and enhances the school's ethos and vision statement of 'Caring about achievement for all'.

## **Tolerance of those with different faiths and beliefs**

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Burnt Ash Primary School enhances pupils' understanding of different faiths and beliefs through Religious Education studies; P.S.H.E. work; celebrating festivals such as Diwali, Eid, Harvest and Christmas. Previously, the school has organised an International Week celebrating the different beliefs, faiths, traditions and customs in the school with visitors being invited in to our school to enrich and extend understanding. The school continues to promote different festivals through our 2025/2026 calendar.

## **School Security**

### **Staff/Trustees/Volunteers/contractors**

All staff that work in the school will sign in and out daily. All staff and relevant volunteers have DBS clearances which are renewed every 3 years. All visitors to school are given a lanyard which corresponds to their DBS status. Visitors without a DBS are given a red lanyard and staff and children are aware of their duty to ensure that they are accompanied around school at all times.

All volunteers have an induction and complete necessary DBS checks.

All Trustees have regular DBS/ S128 checks.

## **Single Central Register**

The school maintains an electronic, single central register for all staff, trustees, regular visitors, volunteers and contractors. The single central register contains:

- An identity check
- A standard children's debarred list check
- A enhanced DBS check
- A prohibition from teacher check
- Further checks on people who have lived or worked outside the UK
- Details of relevant safeguarding training

- References

### **School Site**

The Head teacher, School Business Manager and Site Team carry out regular site walks to ensure Health and Safety procedures are followed in ensuring our school is accessible to all. Staff can register any Health and Safety concerns they may have about the school building or grounds via the SNS site log.

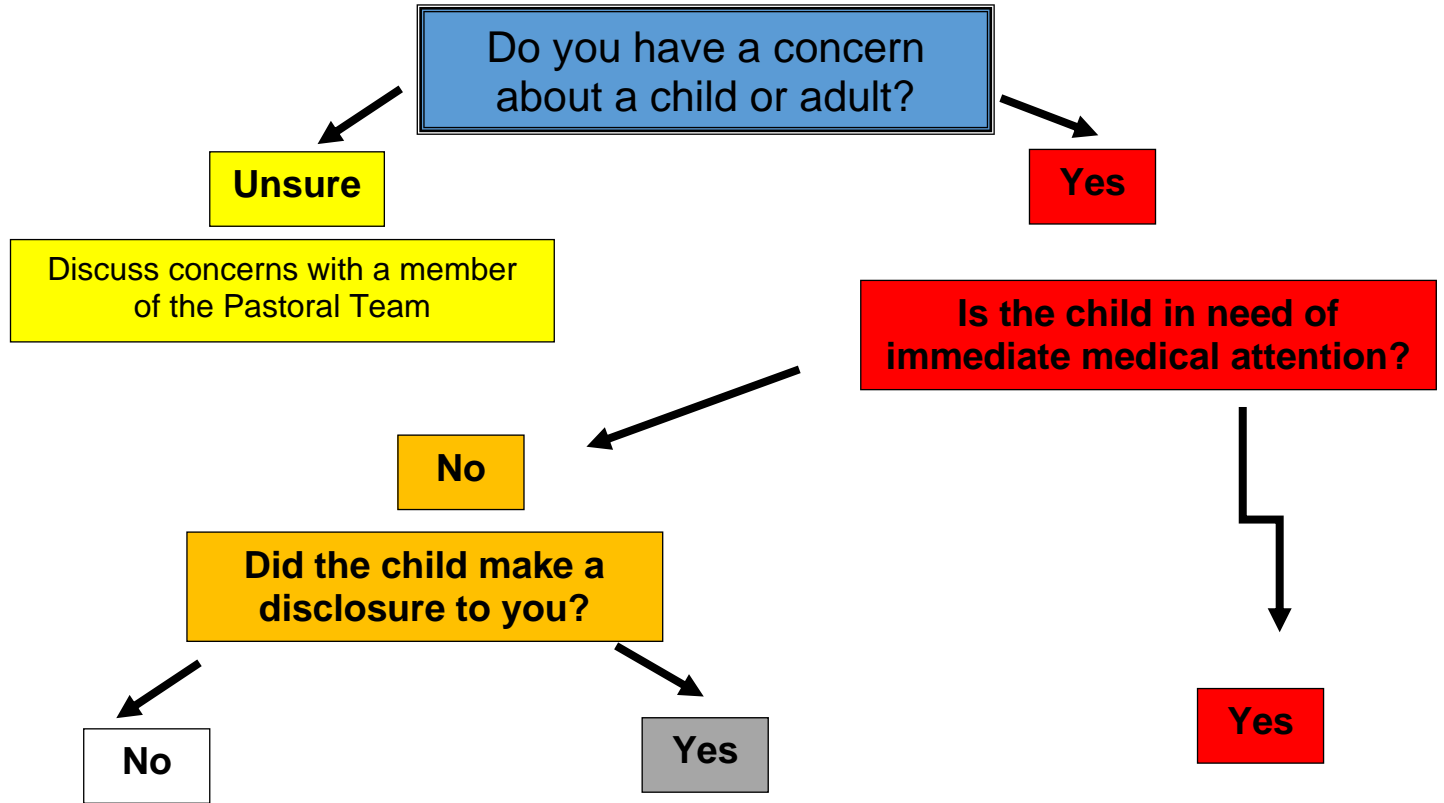
### **This policy should be read with:**

- Health and Safety Policy
- Risk Assessment Policy
- Premises Management Documents
- Allegations Against Staff Policy
- Whistleblowing Policy
- Complaints Policy
- Online Safety Policy
- Keeping Children Safe in Education, DfE 2025
- London Child Protection Procedures, LSCB, 2017
- Designated teacher policy

### **Appendices:**

- 1 - What to do if you have a concern about a child or adult
- 2 - Definitions of Abuse and Neglect
- 3 - What to do when a child discloses abuse
- 4 - Checklist for recording injury to children
- 5 - CPOMS- How to use CPOMS

## Child Protection Flow Chart



1. Record concerns on CPOMS, alerting the pastoral team.

- Pastoral Team will review the concern and discuss it within the team to gather a full picture of information.
- Pastoral Team will decide further actions.

1. Record disclosure CPOMS alerting the pastoral team

2. For any Safeguarding incident you must alert the Designated Safeguarding Lead (see poster around the school which details DSL staff)

3. For Cause for Concern/Behaviour Incident/Bullying you must alert the Pastoral Team.

4. Deputy Designated Safeguarding Lead will review the concern and discuss with the Designated Lead.

5. Designated Safeguarding Lead will decide further actions.

1. Call for a First Aider

2. First Aider to treat any critical medical needs

3. Call for SLT

4. Call for Designated Safeguarding Lead

5. Call for an ambulance if needed

6. Inform paramedics that it relates to child protection

- Medical Professionals will contact Child Protection Agencies
- Record information on CPOMS
- Liaise with agencies to share information

No Further Action  
Continue to Monitor

Offer Advice and Information  
Continue to Monitor

Refer to Social Care  
Duty Team

# DEFINITIONS OF CHILD ABUSE AND NEGLECT

**In line with 'Working Together to Safeguard Children' and KCSIE 2025, safeguarding and promoting the welfare of children is defined for the purpose of this policy as:**

- Providing help and support to meet the needs of pupils as soon as problems emerge
- 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
- Taking action to enable all children to have the best outcomes

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

Whenever a concern is raised that a child may be being harmed in one or more of the following ways:

### **Physical abuse**

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

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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, though it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

### **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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food clothing and shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger
- 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

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A integrated care boards for an area within the LA
- The chief officer of police for a police area in the LA area

## Appendix 3

# WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

Stay calm and reassuring

Arrange a time and place to talk privately immediately after the child has initiated contact

Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the police

Don't make any other promises to the child - the situation may cause you to react emotionally

Listen and reassure

Use the 'TED' tool – Tell me, explain to me and describe to me to help clarify information.

**Do not press or probe the child for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.

Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.

As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child.

**Record using CPOMS in as much detail as possible but only recording facts.**

### **Note:**

A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

## **CHECK LIST FOR RECORDING PHYSICAL INJURY TO CHILDREN**

### **Checklist**

When you notice an injury to a child which needs to be recorded, try to record the following information in respect of each mark:

- Exact position of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in approximate centimetres or inches (or use indicators e.g. size of one pence coin, etc.)
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff, etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot/does the child feel hot?
- Does the child feel pain?

### **Note:**

Do not attempt to guess at things beyond your own field of expertise, e.g. age of injury. Only record visible injuries; do not strip children. If the child is injured, Children's Social Care will arrange for a Child Protection Medical.

### **Also record**

- Explanation for the injury
- Child (use child's own words)
- Adult
- General appearance of the child:
- Clothing
- Hygiene
- Child's attitude/demeanour
- Parent's attitude
- Action taken/proposed
- In your view, does the child need treatment?
- Your name, designation, agency, telephone number

## Appendix 5

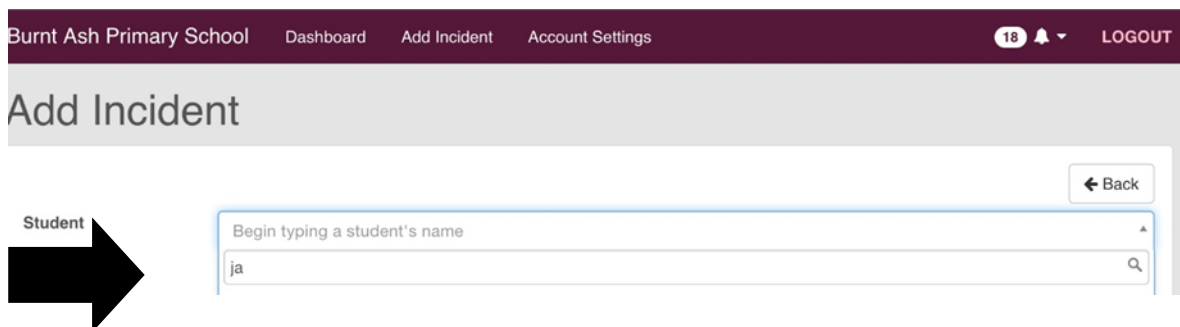
### How to use CPOMS

CPOMS will help us maintain the highest standards of safeguarding practice. It is our new electronic system for recording any incidents or concerns.

#### Add an Incident

After logging on using your school email address, click on **ADD INCIDENT**, which is in the top left corner of the screen (if on phone app – use menu button [3 lines] and select 'add incident')

In the bar next to **Student** start typing the child's name and a drop down list of possible name will show. Every child and their class group is listed so make sure you select the correct child.



- What needs to be written when recording an incident
- Use the correct names of all involved (this is really important for the system to recognise the names so we can run reports and redact for sharing). Refer to adults by their professional names eg. Mrs Dinnage not Tracey
- Record where the incident took place
- The date and time of the incident
- What action you have taken and the outcome of that action
- Please record only the facts of exactly what has happened, not any of your own judgments and opinions, and make sure all the information is accurate. Make sure you record the language used, do not try to censor anything if it seems inappropriate to you; use the actual words said.
- Answer all of the other sections on the screen. If another student was involved in the incident start typing their name in the Linked student(s) area and again a drop down list of possible names will appear.

#### Example:

19.01.20 At 8:40 am, in the corridor near the Year 6 toilets, Mrs Brown and I heard shouting coming from the cloakroom. I saw Joe fighting with John. Joe was red faced and angry and John was crying. Mrs Brown and I broke the fight up. John had a small scratch on his left hand - administered first aid.

Action taken and outcome: Investigated incident, both boys -3.

## Which Category?

To help us monitor and track incidents you must select at least one category for every incident.

To help us monitor and track incidents you must select the correct categories for each log.

Select from the following options:

**Attendance**—To record any attendance related incidences. E.g. N codes, EWO logs

**Behaviour incident** - When there has been a significant incident that needs recording. E.g. Fight between two pupils on the playground.

**Behaviour log** - To record additional behaviour data like internal exclusion, external exclusion, star of the week and lost golden time.

**Bullying** - When a behaviour is intentional, persistent and targeted e.g. Making repeated unkind comments.

**Cause for concern**— when something is worrying you about a child's wellbeing e.g. Dirty clothes, change in mood or attitude.

**Child protection — For DSL use.**

**Handover**—To record handover and transition information.

**Headship team—For admin purposes only.**

**Medical**—To record medical needs, first aid box information and health care plans.

**Online safety**—To record any online safety concerns.

**Parent log** —When you judge that a conversation with a parent needs to be documented. E.g a parent being intimidating. Or a despute between parents.

**Safeguarding**—Where a child is at possible risk of harm eg. Disclosure about being hit or inappropriate sexual behaviour. Refer to keeping children safe in education booklet for guidance.

**SEND**—To record information that is specific to a child's SEND.

**Wellbeing and Mental Health**— To record emotional and mental health support in school and external. Also to record friendship related issues.

**Example:**

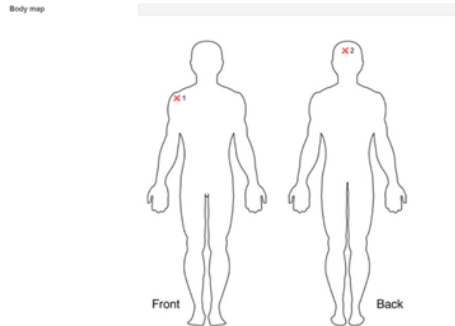
- Attendance
  - Behaviour Incident
  - Behaviour Log
  - Bullying
  - Cause for Concern
  - Child Protection
  - Headship Team
  - Medical
  - Online safety
  - Parent Log
  - Safeguarding
  - SEND
  - Wellbeing and Mental health
- Safeguarding Subcategories**
- BCP
  - CAF
  - Child In Need
  - COVID
  - CSE
  - Early Help
  - FGM
  - Grooming
  - Home visit
  - LAC

For each category there are sub-categories, please select the sub-category that best reflects the incident.

**Example:**

**INJURY**

If there is an **injury/ bruising etc.** highlight it on the **Body map** area and clicking where the mark is on the front or back of the body. To remove the red cross click again.



**bruising etc.** highlight it on the **Body map** area and clicking where the mark is on the back of the body. To remove the red

**TIME / DATE**

Please do not edit the time and date. If you are recording the incident after the event please include this information within the main incident

**STATUS**—Please do not edit this

**ASSIGN** —Please do not assign incidents, this is for the DSL teams use only

**FILES**

Occasionally it may be necessary to attach a file to an incident, please click the ‘Click to browse or drag a file to upload’ button. Ensure that the reason for the attached file is include in the main incident text.

**WHO TO ALERT**

Safeguarding / Child protection concerns - click the DSL button

Cause for Concern - click Pastoral button.

Behaviour incident - click Pastoral button

Golden time / Star of the week - Click golden time alerts

Class teachers will automatically be tagged in incidences that involve any child from their class. If you need to alert any additional adults please begin typing in the ‘ Alert staff members’ box and choose the correct adults.

Alert Staff Members

DSLs
Pastoral
Golden Time Alerts

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Once completed click **‘Add incident’** at the bottom of the page.

## ADDING AN ACTION

Some incidences will require an action, under the incident click on the 'Add action' button.

It is important to detail the steps that have been taken, consequences for any incidences and anything that needs to be followed up.

Action Taken

Add Categories

Add to planner

Add action to linked students

When adding an action that involves multiple children please ensure the 'Add action to linked students' is clicked to ensure that the action can be viewed from each child's records.

You may need to alert additional adults when adding an action, the steps are the same as above.

Once completed click **'Add Action'** at the bottom of the page