



Safeguarding Child Protection Policy

This document reflects the latest Keeping Children Safe in Education (KCSiE) updates with effect from 1 September 2025.

**If you have concerns about a child, go to page 14 or page 22
(section 6)**

Status

- Reviewed by: Safeguarding Group
- Approved by: Governing Body
- Last reviewed: Autumn 2025
- Next Review: Autumn 2026



Kingston and Richmond
Safeguarding Children Partnership



EXECUTIVE SUMMARY SHORT FORM DOCUMENT:

Safeguarding and Child Protection

*The school publishes a full **Safeguarding and Child Protection Policy** which is available to all staff to refer to, along with Keeping Children Safe in Education (KCSiE) and the latest government guidance, to inform practice and when further detail about a specific safeguarding issue is required.*

This summary guidance document is designed to give employees the minimum of information required on safeguarding at Barnes Primary School. Links to further information in the full Safeguarding and Child Protection Policy are identified by hyperlinks.

The Safeguarding and Child Protection Policy details how the school protects children from experiencing harm and how all staff should respond when they suspect or confirm that a child is being harmed. All staff must maintain an attitude that it could happen at Barnes Primary School.

Keeping children safe is everybody's responsibility.

REPORTING CONCERNS

All staff must know [how to communicate concerns about a child's welfare](#):

If a child is in immediate danger, telephone:

- **the police on 999, or**
- Children's Services, via Achieving for Children's Single Point of Access (SPA), on 020 8547 5008 (or 020 8770 5000 out of hours)

If there is no immediate danger, or the child is not suffering or likely to suffer significant harm, staff should use the following protocol:

- Speak to the DSL or a member of the safeguarding team at Barnes Primary:

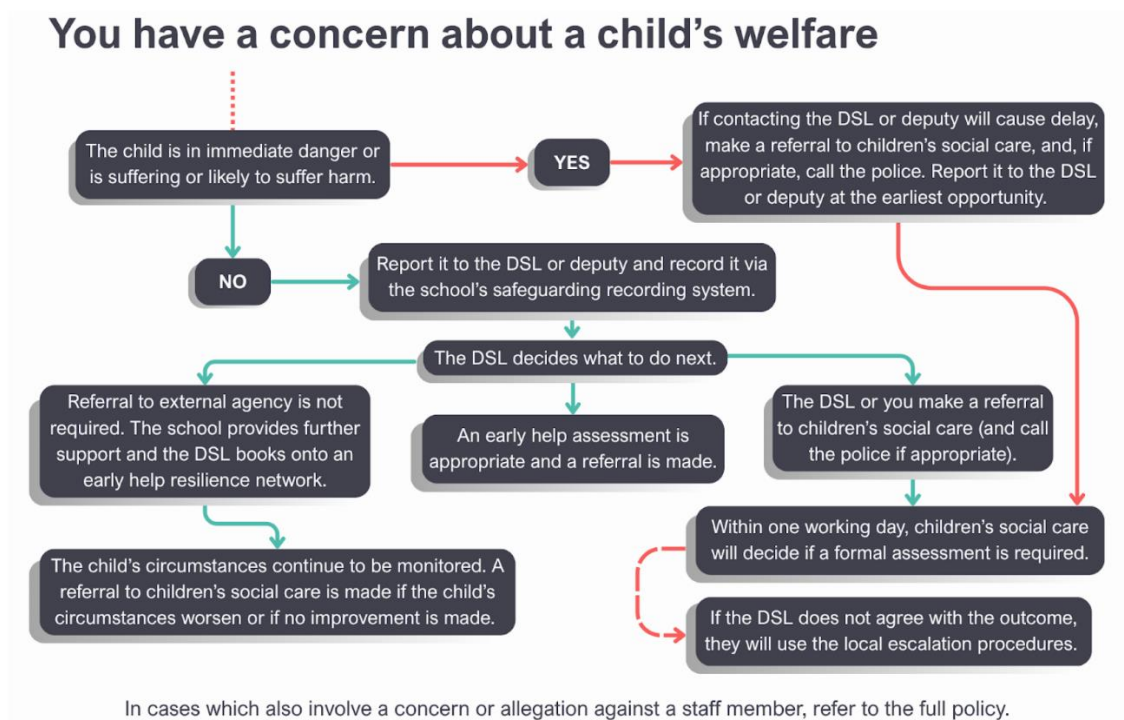
NAME	ROLE	EMAIL	EXT
Sue Jepson	DSL & Headteacher	sjepson@barnes.richmond.sch.uk	205
Polly Kelynack	Deputy DSL & wellbeing mentor	pkelynack@barnes.richmond.sch.uk	256
Heather Smith	SEND/LAC Lead	hsmith@barnes.richmond.sch.uk	247
Clare Richards	Deputy DSL and Deputy Headteacher	crichards@barnes.richmond.sch.uk	244
Jade Huxley	Deputy DSL and Deputy Headteacher	jhuxley@barnes.richmond.sch.uk	244
Alex Russell	Co-chair of governors	arussell@barnes.richmond.sch.uk	-
Dolly Sedman	Co-chair of governors	dsedman@barnes.richmond.sch.uk	-
Alexandra Redpath	Safeguarding governor	aredpath@barnes.richmond.sch.uk	-

The DSL will then decide whether a referral to Children's Services is appropriate (however, anyone can refer and, if a member of staff believes it appropriate and a referral hasn't been made, they should consider making it themselves and updating the DSL as soon as possible).



- In exceptional circumstances where you cannot speak to a member of the DSL team, contact Achieving for Children's Single Point of Access (SPA):
 - o via their website [Single Point of Access \(SPA\)](#) or
 - o by telephone as detailed above. **You must then update the DSL or member of the DSL team as soon as practicably possible.**

The following flowchart is a useful tool to decide what to do if you have concerns about a child:



Anyone can tell SPA about a child or parent/carer in Richmond or Kingston boroughs who needs support. If you have not received feedback from SPA within 72 hours of making the referral, you [must follow this up](#).

If you are dissatisfied with the response from the DSL (or Deputy DSL) at school or Children's Services, you may ask for the decision to be reconsidered.

All staff members have access to CPOMs, the school's safeguarding and behavioural records system. Any serious incident (e.g. bullying, sexualised behaviour, emotional harm or violence) should be recorded on CPOMs on the day of the incident as detailed in the school's Positive Behaviour Policy.

STAFF RESPONSIBILITIES AND REQUIRED KNOWLEDGE

[All staff have a responsibility to:](#)

- Read KCSiE (Part 1 as a minimum) annually;
- Provide a safe environment for children;
- Maintain appropriate and professional boundaries in their relationships with children, children's parents/carers and other staff;
- Advise the school of any concerns about filtering and monitoring (i.e. realising that a website with inadvisable content is accessible from school machines);



- Share information quickly when they have a concern, including low level concerns, about either children or other adults;
- Refer concerns to outside agencies where necessary;
- Make sure that children identifying with protected characteristics have a safe space to share concerns;
- Attend safeguarding training as required and be familiar with key policies (i.e. this policy and the Staff Code of Conduct and Guidance for Safer Working Practice with Children);
- Refrain from drinking alcohol on any school trip including residential visits.

Staff need to know:

- [the different types of abuse, neglect and exploitation](#):
 - o physical, emotional and sexual abuse
 - o neglect;
- common indicators of possible abuse and neglect:
 - o unexplained changes in behaviour or personality
 - o becoming withdrawn
 - o seeming anxious
 - o becoming uncharacteristically aggressive
 - o lacking social skills and having few, if any, friends
 - o poor bond or relationship with a parent
 - o inappropriate knowledge of adult issues for their age
 - o running away or going missing
 - o always choosing to wear clothes which cover their body
 - o patterns of repeated lateness or absence

(it is important that staff report all their concerns, however minor or insignificant they may think they are - they do not need 'absolute proof' that the child is at risk);
- the school's safeguarding procedures and [their role in carrying them out](#) (pages 16 to 21 of this document);
- the process for [making a referral to the local authority's children's services](#) (pages 22 & 23 of this document), including what may follow after a referral;
- [what to do if a child tells them they are being harmed](#) (a disclosure), including how to manage this information confidentially (page 23 of this document);
- the reasons why children may not feel ready, or know how, to tell someone that they are being harmed;
- about [Prevent](#), which will prepare them for identifying children at risk of being drawn into terrorism and how to challenge extremist ideas;
- how to keep pupils and staff safe when online at school and how to report cyber security issues;
- what ineffective filtering and monitoring looks like and how to report any concerns or issues with accessible inappropriate [online content](#);
- that children who identify as or are perceived be [LGBT](#), or [other protected characteristics, can be targeted by other children](#).

DATA PROTECTION

Safeguarding trumps data protection and GDPR. **Fears about sharing information must not stand in the way of protecting the safety of children.** You must report all concerns to the DSL.

Staff must never promise a child to keep secrets.



Staff must keep information and systems secure and look after data the school holds about pupils and their families.

FURTHER INFORMATION ON SAFEGUARDING

The school's website safeguarding page can be found [here](#).

The Safeguarding and Child Protection Policy can be found [here](#) (under drop down menu for: Safeguarding policies & information).

Keeping Children Safe in Education can be found [here](#).

Updates on safeguarding and child protection and online safety are circulated in the school's MMM (Monday Morning Meeting notes) overview which can be found [here](#).

EARLY HELP (KCSiE Part 1 Paragraph 18)

The school aims to work with families to provide support as soon as a problem becomes visible at any point in a child's life. Staff who work directly with children should be particularly alert to the potential need for early help for a child who:

- Is disabled, has certain health conditions or additional needs (including special educational needs);
- Has a mental health need;
- Is a young carer;
- Shows signs of being drawn into anti-social or criminal behaviour
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation, FGM or Forced Marriage;
- Is at risk of being radicalised or exploited;
- Has a family member in prison or is affected by parental offending;
- Has challenging family circumstances (e.g. drug/alcohol misuse, adult mental health issues, domestic violence);
- Is misusing drugs or alcohol themselves;
- Is a privately fostered child or has returned to their family from Care; or
- Is persistently absent from education, including part-day absences.

CHILDREN POTENTIALLY AT GREATER RISK OF HARM

- Children who have a social worker.
- Children looked after (LAC) and previously looked after (PLAC).
- Children with special educational needs, disabilities and health issues.

PARTICULAR RISK FACTORS AT BARNES PRIMARY SCHOOL

- Children move between buildings in our split site.
- The school is near two railway lines and a rail crossing.
- It is near the River Thames and smaller local brooks.

DISCLOSURES

If a child makes a disclosure:

- Stay calm;
- Listen carefully and believe in what they are saying;
- Don't be afraid of silence;
- Don't make assumptions or express your own views or feelings;



- Don't investigate: only ask enough questions to work out if you need to share this matter with the DSL or a deputy DSL;
- Only ask open questions (How? When? Who? Where?) and open statements (Tell me. Describe. Explain.) otherwise you may invalidate evidence in any court proceedings;
- Don't examine any injuries or take pictures;
- Reassure the child that telling you was the right thing;
- Don't say that you wish they had told you sooner;
- Don't automatically offer physical touch: consider what may be comforting for the child;
- Tell the child it is not their fault and you are taking them seriously;
- Explain what you will do next: you cannot keep what they have told you a secret and that you will pass this information onto someone who can help.

CHILDREN ABSENT FROM EDUCATION

Children being absent (or missing) from education for prolonged periods and/or on repeat occasions can act as a vital warning sign for a range of safeguarding issues. Attendance is closely monitored and teachers must take a register first thing in the morning and straight after the lunch break.

Only the headteacher or deputy headteacher can authorise a child's absence for reasons other than illness.

MENTAL HEALTH

Only appropriately trained professionals should attempt to diagnose a mental health illness. Children can be referred by any member of staff to our mental health lead, Polly Kelynack. A child can also self-refer via the worry box and worry email worrybox@barnes.richmond.sch.uk.

If the child is in immediate danger, call the police on 999. If not, speak to the DSL or Deputy DSL.

DOMESTIC ABUSE

Children can be victims of domestic abuse. They may see, hear or experience its effects at home. These experiences can have a serious and long-term impact on a child's health and wellbeing. In some cases, a child may blame themselves for the abuse.

If police are called to an incident of domestic abuse which a child in the household experienced, they will inform the DSL at the start of the following school day so appropriate support can be given.

NUDES OR SEMI NUDES

Sharing such images, videos or streams is a form of child sexual abuse. If you become aware of such images:

- Report instances to the DSL immediately;
- Don't view, copy, print, share or save imagery - or ask a child to download or share – it's illegal;
- If you have already accidentally viewed the imagery (e.g. if a child has shown it before you could ask them not to), report this to the DSL and seek support;
- Don't delete the imagery or ask the child to delete it;
- Don't ask the child involved to disclose information about the imagery, the DSL will do this;
- Don't share information about the incident with staff (other than DSL), children or parents/carers;
- Don't say or do anything to blame or shame any child involved;



- Explain to the child that you need to report it and reassure them that they will receive support and help from the DSL.

Staff reserve the right to confiscate a device from a pupil if they have concerns about it being used to share such images.

CHILD-ON-CHILD ABUSE (INC SEXUAL VIOLENCE & SEXUAL HARASSMENT)

This can happen inside and outside school and online.

Those at a higher risk of sexual violence and sexual harassment are:

- Girls;
- Children with SEND; and
- Children who are LGBT or are perceived to be LGBT by their peers.

Abuse can include, but is not limited to:

- bullying (including online bullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including when a child encourages or threatens physical abuse online);
- sexual violence (including when a child encourages or threatens this online);
- abuse between children in an intimate relationship;
- sexual harassment such as sexual comments, jokes and online sexual harassment;
- 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;
- up-skirting (now a criminal offence) and initiation/hazing type violence and rituals.

All inappropriate behaviour between children, including the use of derogatory language, must be challenged. Such behaviour should not be dismissed as banter or just part of growing up.

Staff must record any such behaviour or allegation on CPOMS and inform the DSL or Deputy DSL.

Staff must not investigate an allegation themselves.

CHILD SEXUAL EXPLOITATION (CSE) & CHILD CRIMINAL EXPLOITATION (CCE)

CSE and CCE can occur in person and online and can overlap, with children suffering both forms of abuse.

Some indicators for both types of exploitation are where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse alcohol and other drugs;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education, or do not take part in education.

CSE is a form of child sexual abuse that can affect any child. It may involve physical contact (penetrative or non-penetrative) and non-contact activities (e.g. involving children in the production of sexual images, forcing them to view sexual activities, encouraging sexually inappropriate behaviour, or grooming a child in preparation for abuse including via the internet).



Additional specific indicators that may be present in instances of CSE are children who:

- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections;
- display sexual behaviours beyond expected sexual development or become pregnant.

CCE entraps children via threats of violence to themselves (and their families) or coercion. It can include children being forced and/or manipulated:

- into moving drugs or money across the country (county lines);
- to work in cannabis factories;
- to shoplift or pickpocket;
- into committing vehicle crime;
- to threaten serious violence to others.

EXTREMISM & RADICALISATION

Signs that could indicate that a child is being radicalised include:

- becoming increasingly argumentative or refusing to listen to different points of view;
- being unwilling to engage with, or becoming abusive to, children who are different;
- feeling persecuted or embracing conspiracy theories;
- changing friends and appearance or converting to a new religion;
- no longer doing things they used to enjoy;
- being secretive and reluctant to discuss their whereabouts;
- spending a lot of time online or on the phone;
- accessing extremist online content or joining or trying to join an extremist organisation.

If the child may be at risk of radicalisation or involvement in terrorism and they are in immediate danger, call the police on 999 or the anti-terrorist hotline on 0800 789 321.

If there is no immediate danger, speak to the DSL or Deputy DSL.

FEMALE GENITAL MUTILATION (FGM)

Signs FGM might have taken place include:

- having difficulty walking, standing or sitting;
- spending longer in the toilet;
- appearing quiet, anxious or depressed;
- acting differently after an absence from school;
- a reluctance to go to the doctors or have routine medical examinations;
- asking for help (but they may not be explicit because they're scared or embarrassed).

All staff must speak to the DSL on concerns about FGM and **teachers have an additional legal duty to report an act of FGM to the police.**

Staff must never examine children, even if they have concerns about FGM.



CONCERNS OR ALLEGATIONS ABOUT ADULTS IN SCHOOL

You must speak to the DSL as soon as possible if you have a concern, or an allegation is made to you, about a member of staff or other adult in school presenting a risk to children (in school, out of school, online and/or offline). For example, behaving in a way that:

- has harmed, or may have harmed, a child;
- indicates they may pose a risk of harm to children;
- indicates they may not be suitable to work with children;
- is possibly a criminal offence against, or related to, a child.

Low-level concerns which do not meet the above threshold must not be treated as insignificant. No matter how small, any acts inconsistent with the staff code of conduct, including inappropriate conduct outside work, must be passed to the DSL. Examples include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on a staff member's personal mobile device;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

If any concern or allegation is about the headteacher, contact the chair of governors (page 14).

If staff feel it would be a conflict of interest to contact the DSL team or chair of governors about any concern, contact the Local Authority Designated Officer on LADO@achievingforchildren.org.uk or [Submit LADO referral form](#).

MEDIA RECORDING

Staff are permitted to make media recordings (photographs and videos) for educational purposes but these must only be taken, edited, stored and archived on school equipment and systems.

Not all children have consent for media recording and this information is maintained live in the school's management information system.

Where images are published, only the child's first name may be used.

Children should not take images of other children without a member of staff's permission.

ONLINE SAFETY AND SMART DEVICES

The school's approach to online safety and the use of smart devices (e.g. mobile phones, smart watches, tablets, etc) is detailed in the school's ICT and Internet Acceptable Use Statement (KS1 and KS2 versions) and the separate, Social Media Statement (available on request). See also Media Recording above.

Children are not permitted to bring mobile phones or smart watches or devices on site. If they are found by staff, they will be confiscated and returned at the end of the day.

INFORMATION SECURITY

The school has systems and procedures to protect IT systems. Staff will be trained on their part in IT security and must exercise vigilance when visiting websites or clicking on links or attachments.



GENERATIVE AI

Safeguarding concerns that arise through an individual's use of artificial intelligence will be responded to in line with our safeguarding policies. Our school's approach to using Gen AI is detailed in our online safety charter and use of AI policy (available on request).

FILTERING & MONITORING

The school has effective filtering and monitoring systems in place to limit children's exposure to inappropriate content.

Staff must advise a member of the safeguarding team immediately if they become aware of access to such content, or if any blocking of online content impacts on teaching and learning.

WHISTLEBLOWING

Staff can report poor or unsafe practices and potential failures in how the school manages safeguarding to school leadership under the separate Whistleblowing Policy (available on request).

If staff feel unable to raise a concern with the school, or feel that their genuine safeguarding concerns are not being addressed, the NSPCC can offer whistleblowing advice via 0800 028 0285 or help@nspcc.org.uk.



FULL POLICY

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1. Introduction and policy aims

This policy sets out how the governing body of Barnes Primary School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

Barnes Primary School fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all children. This includes how we protect children from experiencing harm and how we should respond when we suspect or confirm that a child is being harmed. We are committed to providing our children with a sense of belonging and an environment that is welcoming, safe, valuable and respectful. This Safeguarding and Child Protection Policy is one of a range of documents that set out the safeguarding responsibilities of the whole school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Safeguarding information is published throughout the school and all children know who they can talk to in school and how they can make an anonymous disclosure using our worry box system or our worry box email worrybox@barnes.richmond.sch.uk

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We are aware that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, the opportunity to develop supportive friends and an ethos of protection.

This policy seeks to set out the principles and procedures we operate to protect children from harm. Adults in our school know that keeping children safe is everybody's responsibility and that all children, regardless of age, gender, culture, language, race, ability, sexual identity, religion or lack of religion have equal rights to protection and opportunities. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

This policy will be updated as and when required and annually as a minimum and is published on our website. This policy is ratified by the governing body at the first governing body meeting of each academic year.

We aim to make sure that:

- The school has a clear process in place, which is shared with and followed by all members of the school community when there is a safeguarding concern
- Our staff are well trained to recognise the signs of abuse or neglect, such that they understand what their responsibilities are and how they should respond when they identify a concern
- We have a culture of safeguarding and maintain an attitude of 'it could happen here'
- We keep track of children known or thought to be at risk of harm
- We communicate well with all those involved when there is a concern about a child, including parents/carers, the child, staff and agencies. This includes sharing information quickly and appropriately with external agencies, such as the police and children's services, to get children the support and help they need in good time.



2. Definitions

Safeguarding means the process for protecting children from harm and abuse, whether that is within or outside the home, as well as online. This includes

- providing help and support to meet the needs of children as soon as problems emerge
- taking action to ensure that children have the best outcomes
- ensuring that the way children grow up is consistent with providing safe and acceptable care
- preventing barriers to children's good mental and physical health or development.

Child protection means the processes carried out to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, and in either a paid or voluntary capacity. This includes, but is not limited to, employed staff, contractors, volunteers, governors, supply staff and self-employed staff.

Child means everyone under the age of 18.

Parent means birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Statutory means what has been decided or is controlled by the law. **Statutory guidance** tells us what schools and local authorities must do to follow the law. The **local safeguarding children partnership** has three safeguarding partners:

1. the chief officer of police for an area falling within the local authority (police)
2. the local authority (children's services)
3. the Integrated Care Board for an area within the local authority (health).

In Kingston and Richmond, the local safeguarding children partnership (KRSCP) considers education as the fourth safeguarding partner. Partners work together to identify the safeguarding needs of the local area and come up with a joint response to address them. Wherever local safeguarding arrangements are referred to in this policy, they mean the arrangements agreed and published by KRSCP or the [London Child Protection Procedures and Practice Guidance](#). Barnes Primary School will publish our safeguarding and child protection policy on our website and hard copies will be available on request from the school office

3. Key personnel

<p>Designated Safeguarding Lead (DSL):</p> <p>Sue Jepson</p> <p>sjepson@barnes.richmond.sch.uk</p>	<p>Deputy Designated Safeguarding Lead (DDSL):</p> <p>Polly Kelynack</p> <p>pkeylack@barnes.richmond.sch.uk</p>
<p>Deputy Designated Safeguarding Lead (DDSL):</p> <p>Clare Richards</p> <p>crichards@barnes.richmond.sch.uk</p>	<p>Deputy Designated Safeguarding Lead (DDSL):</p> <p>Jade Huxley</p> <p>jhuxley@barnes.richmond.sch.uk</p>



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<p style="text-align: center;">Safeguarding Team</p> <p>Barnes Primary School has a safeguarding team with deputy DSLs (see above) to support the DSL in their role. The safeguarding team have equal access to information to support with the effective safeguarding of children. The safeguarding poster (see in school displays) makes roles and responsibilities clear.</p> <p style="text-align: center;">Sue Jepson, Headteacher (DSL) sjepson@barnes.richmond.sch.uk</p> <p style="text-align: center;">Polly Kelynack, wellbeing mentor (DDSL) pkelynack@barnes.richmond.sch.uk</p> <p style="text-align: center;">Heather Smith, SEND Lead, LAC and PLAC lead: hsmith@barnes.richmond.sch.uk</p> <p style="text-align: center;">Clare Richards, Deputy Head (DDSL): crichards@barnes.richmond.sch.uk</p> <p style="text-align: center;">Jade Huxley, Deputy Head (DDSL) jhuxley@barnes.richmond.sch.uk</p>	
<p style="text-align: center;">Co-chairs of Governors</p> <p style="text-align: center;">Alex Russell arussell@barnes.richmond.sch.uk</p> <p style="text-align: center;">Dolly Sedman dsedman@barnes.richmond.sch.uk</p>	<p style="text-align: center;">Safeguarding link governor</p> <p style="text-align: center;">Alexandra Redpath aredpath@barnes.richmond.sch.uk</p>
<p style="text-align: center;">Designated teacher for Children Looked After (CLA)</p> <p style="text-align: center;">Heather Smith hsmith@barnes.richmond.sch.uk</p>	<p style="text-align: center;">Special educational needs and disabilities Coordinator (SENDCo)</p> <p style="text-align: center;">Heather Smith hsmith@barnes.richmond.sch.uk</p>

The safeguarding page of our website can be found [here](#).

If non-urgent police support is needed, contact dedicated ward officer:

daemon.farry@met.police.uk

Children's services:

Achieving for Children (AfC) single point of access (SPA)

Tel: 020 8547 5008 (or 020 8770 5000 out of hours)

Anyone can tell SPA about a child, young person or parent/carer who needs support in the boroughs of Kingston and Richmond. This could be a concern about how the child is developing, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.

SPA can be contacted on the [Single Point of Access \(SPA\)](#) website.

Reporting Concerns



If a child is in immediate danger:

- **contact the police on 999**, or
- Children's Services, via AfC SPA, on 020 8547 5008 (or 020 8770 5000 out of hours). **Anyone** can make a referral to children's services if a child is suffering or likely to suffer significant harm. Usually, the DSL or deputy makes the referral if you make a direct referral, you will update the DSL or a deputy as soon as is practically possible.

If there is no immediate danger, or the child is not suffering or likely to suffer significant harm, staff should use the following protocol:

- Speak to the DSL or a member of the safeguarding team at Barnes Primary.
- In exceptional circumstances where you cannot speak to a member of the DSL team, contact Achieving for Children's Single Point of Access (SPA):
 - via their website [Single Point of Access \(SPA\)](#) or
 - by telephone on 020 8547 5008. If it is outside of office hours and urgent, the SPA duty social worker can be spoken to on 020 8770 5000. You must then update the DSL or member of the DSL team as soon as practicably possible.

This government website will help identify which local council to report child abuse to and their contact details: [Report child abuse to a local council - GOV.UK](#)

Go to section 6 of this policy for detailed procedures.

Local authority designated officer (LADO)

Every local authority has a legal responsibility to have a LADO who is responsible for organising the response to concerns/allegations that an adult who works with children may have caused them or could cause them harm. They will be informed within one working day of any allegations that come to our attention. The LADO will give advice and guidance to employers, such as the headteacher and the chair of governors, to make sure that any allegation is dealt with fairly and quickly, ensuring that the child is protected effectively.

The LADO can be contacted by:

Email: LADO@achievingforchildren.org.uk

Tel: 07774 332675

Online: [LADO referral form](#)

4. The law (legislation) and statutory guidance

In addition to KRSCP's [arrangements](#) and the [London Child Protection Procedures and Practice Guidance](#), Barnes Primary School also follows the laws and statutory guidance below:

[Keeping children safe in education 2025](#), from now on referred to as KCSiE, sets out the legal duties all schools must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges. [Statutory framework for the early years foundation stage 2025](#) sets the standards that all early years providers, such as nurseries, must meet to make sure that children learn and develop well and are kept healthy and safe.

[Working Together to Safeguard Children 2023](#) guidance produced by the government states how practitioners, such as teachers, social workers, the police and health professionals working with



children and families, should work together to make sure that children and young people remain safe from harm.

[Education Act 2002](#), section 175/[The Education \(Independent School Standards\) Regulations 2014/Part 1 of the schedule to the Non-Maintained Special Schools \(England\) Regulations 2015](#) places a duty on maintained/independent schools (including academies)/non-maintained special schools and local authorities to keep children safe and promote the welfare of children. The [Children Act 1989](#) is the main source of child safety law for England and Wales. The Act gives the basis for most of [children's services'](#) duties and responsibilities towards children and their families. It also provides the legal framework for the [child protection](#) system.

The [2004](#) amendment is used alongside the Act.

The [Children Act 1989 Care Planning, Placement and Case Review](#) sets out what responsibilities education settings have for children looked after by the local authority.

[The Human Rights Act 1998](#) sets out the core rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the [European Convention on Human Rights](#) (the Convention) that apply in the UK. Experiencing harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights.

[The Equality Act 2010](#) states that schools must not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (called protected characteristics). Therefore, we can take positive action to deal with disadvantages affecting our children with protected characteristics to make sure their needs are met.

The [Equality Act 2010: advice for schools](#) advises us further.

[The Public Sector Equality Duty \(PSED\)](#) states that we have to be mindful of the need to eliminate unlawful discrimination, harassment and victimisation. Some children or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. It is important to make sure we foster good relations between those who share a protected characteristic and those who do not, and work to make sure children have equal opportunities. We give specific attention to this duty when we write our policies or make any decisions about how our school is run.

Further, and more specific, legislation is covered throughout this policy in the relevant sections. Some government guidance is not statutory - instead it supports practitioners, such as school staff, in the decisions we need to make to keep children safe. Where possible, links to non-statutory guidance have been included in the relevant sections.

5. Roles and responsibilities

Everybody in our school has a responsibility for safeguarding. Some members of our school have specific safeguarding responsibilities. The non-statutory [Maintained schools governance guide](#) sets out the roles, responsibilities and legal duties for governing boards and boards of trustees.

The governing body ensures that:



- Safeguarding, and the child's best interests, wishes and feelings, are considered in everything the school does. Everyone at the school is involved in the whole school approach to safeguarding and online safety is a theme throughout
- The school's policies, procedures and training follow the local safeguarding children partnership arrangements and the law, including the school's duties under the Human Rights Act 1998, Data Protection Act 2018 and Equality Act 2010
- The school's leadership team are held to account for the school's safeguarding arrangements
- The school submits the safeguarding self-audit to the local safeguarding children partnership annually
- Safeguarding is a standing item on the agenda for governor meetings
- There is an appointed designated safeguarding lead (DSL) - Sue Jepson, Headteacher sjepson@barnes.richmond.sch.uk and a Barnes safeguarding team (see names and roles above) who have appropriate time, resources and funding to carry out their role. DSLs and their team undertake multi-agency (Level 3) safeguarding training which is updated every two years
- A governor at senior board level takes leadership responsibility for the school's safeguarding arrangements (known as the safeguarding link governor) - Alexandra Redpath aredpath@barnes.richmond.sch.uk
- There is an appointed designated teacher for looked after children who is appropriately trained - (Heather Smith SEND lead) hsmith@barnes.richmond.sch.uk
- The governing body takes into account children who are more at risk of harm and any barriers that can make it difficult to recognise abuse and/or neglect affecting children with special educational needs and disabilities (SEND)
- Child protection files are maintained as set out in Annex C of KCSiE
- The school adds to multi-agency working and shares information appropriately and in a timely manner
- All staff receive regular safeguarding information, updates and in-depth training
- All members of the governing board receive safeguarding training at induction, which is regularly updated
- Staff sign to say that they have read the appropriate part of KCSiE and staff confirm that they have read, understood and agree to work within Barnes Primary School's Safeguarding and Child Protection policy. Staff must read the Staff Code of Conduct.
- Children are taught about keeping themselves and others safe, including when online
- The governing body does all that they reasonably can to limit children's exposure to online risks from the school's online IT systems and assign the Headteacher, Clare Richards, a governor (Alex Russel) and the safeguarding working party to ensure standards are met
- Appropriate safer recruitment processes and procedures are in place and at least one member of any selection committee is appropriately trained
- Procedures are in place to identify and address children absent from education, including persistent absence and when safeguarding concerns coincide
- There are procedures for reporting and managing safeguarding concerns about adults who work for the school. The chairs of governors, Alex Russell arussell@barnes.richmond.sch.uk, and Dolly Sedman dsedman@barnes.rivhmond.sch.uk, will manage any allegations against the headteacher
- There are effective safeguarding arrangements for when the site is being hired/let
- Alcohol is not consumed by staff on duty on school trips or events, on or off site
- All members of the governing board receive safeguarding training at induction, which is updated three yearly. At least one member of the governing body has completed safer recruitment training



- All governors confirm that they have read and understood KCSiE (part 1) and this policy.

The **safeguarding link governor – Alexandra Redpath** – ensures that:

- They meet regularly with the DSL and visit the school, asking questions, which allows them to monitor how the school's safeguarding policies and procedures are being put into practice
- Each year, they are part of the annual safeguarding audit, led by the DSL, and make sure it is submitted to the KRSCP
- They are the governing body's safeguarding specialist, feeding back their findings following school visits and meetings with the DSL
- They attend appropriate training that guides them in how to monitor and progress any areas of weakness in the school's safeguarding arrangements
- They keep up to date with the KRSCP's safeguarding arrangements and guidance.

The **headteacher** – Sue Jepson – ensures that:

- This policy and other safeguarding-related policies and procedures (such as the staff code of conduct) are shared at induction, understood by all staff, including temporary staff and volunteers, and are being followed at all times
- Staff receive regular safeguarding training, which is updated regularly and updates are included in the MMM
- Parents and carers are aware of this policy and where they can access a copy on the website or at the school office
- The appointed designated safeguarding lead (DSL) is given the additional time, funding, training, resources, and support needed to carry out the role effectively and there is cover by an equivalently trained deputy if the DSL is absent
- Visitors are appropriately supervised or escorted, where necessary
- Systems are in place for children to express their views and give feedback, which are used to inform the whole school approach to safeguarding via the worry box, assemblies and guided reading sessions
- They become the 'case manager' when an allegation is raised about a member of staff – see Policy on dealing with allegations of abuse made against staff, volunteers and those working on a temporary or supply basis - and make the final decision regarding all low-level concerns
- Appropriate arrangements are put in place for the supervision of staff who have contact with children and families
- There are enough staff per child (staff ratios), where relevant and applicable
- The procedures for eating arrangements, food preparation and management of allergies are aligned with the EYFS statutory guidance and clearly explained in the school's policy covering supporting pupils with medical conditions
- Each child in the Early Years Foundation Stage is assigned a key person (in nursery this changes termly)
- Appropriate arrangements are put in place for the supervision of staff who have contact with children and families.

The **designated safeguarding lead (DSL)** – Sue Jepson – ensures that:

They take the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) alongside the safeguarding team. The DSL is a senior member of staff from our school's leadership team. While the



DSL may hand over some activities to a deputy, the DSL will always have the ultimate responsibility for keeping children safe.

The full responsibilities of the DSL are listed in their job description. The DSL's responsibilities include, but are not limited to

- reading and following KCSiE
- always being available during school hours for staff in school to discuss any safeguarding concerns, or arranging appropriate cover for any out of hours or out of term activities
- working together with all staff to understand the whole picture when there are safeguarding concerns, providing them with advice, support and expertise
- contributing to the assessment of children, including taking part and/or supporting other staff to take part in strategy discussions and meetings between multiple agencies
- working together with and supporting parents/carers and families who may be facing challenging circumstances and, when there are safeguarding concerns, making parents/carers aware of Barnes Primary School's role in making referrals about suspected abuse, neglect and exploitation understanding the importance of sharing information, including referring cases to relevant agencies (for example, children's services, the police, the Channel Programme and/or the Disclosure and Barring Service (DBS)) when appropriate, and supporting staff who make referrals directly
- understanding and following AfC's and KRSCP's safeguarding procedures, in addition to attending the termly DSL forums provided by KRSCP to ensure they are acting in line with the local safeguarding arrangements
- having the lead responsibility for online safety, and oversight and checking the effectiveness of filtering and monitoring systems and their reports
- being aware of the requirement for children to have an Appropriate Adult, as described in [PACE Code C 2019](#)
- working with the 'case manager' and LADO for child protection concerns that involve a staff member
- making sure child protection files are up to date and kept as per section 8
- making sure all staff have access to this policy (and the wider safeguarding procedures) and that the policy is available publicly and reviewed annually
- making sure that all staff (including third-party staff and contractors) have an adequate and appropriate safeguarding induction, regularly updated safeguarding training and annually sign to say they have read the relevant part of KCSiE
- working alongside the governing body to update and review procedures and how they are being implemented, including jointly completing an annual safeguarding self-audit and submitting it to KRSCP
- promoting the educational outcomes of children who have or had a social worker, by sharing information about child protection issues with teacher and leadership staff
- encouraging a culture of listening to children, taking into account their wishes and feelings when any plans are put in place to protect them

The deputy designated safeguarding leads are trained to the same standard as the designated safeguarding lead. They will take on the designated safeguarding lead's responsibilities if they are unavailable. If the designated safeguarding lead is long-term absent, a deputy will temporarily take over as the designated safeguarding lead

Further responsibilities of the DSL are listed elsewhere in this policy. For a detailed explanation of the DSL's responsibilities, see Annex C of KCSiE.



The **IT technician** ensures that:

- the filtering and monitoring systems are maintained (in conjunction with LGFL);
- filtering and monitoring reports are provided to the Deputy Head and Designated Governor for Safeguarding/Child Protection on a weekly/monthly basis and any actions following concerns or checks to the system are completed by a member of the executive leadership and safeguarding team

All school staff ensure that:

- they have read the relevant part of KCSiE annually (part 1)
- they provide a safe environment in which children can learn
- they will follow the school's procedures for identifying and reporting any concerns and issues about the school's online filtering and monitoring systems
- they will follow the school's safeguarding and child protection processes and procedures, sharing information quickly when they have a concern about a child's safety and wellbeing, even when they are unsure
- they will, whenever necessary, refer safeguarding or child protection concerns to external agencies, such as the police, children's services and LADO
- they create a culture where children who identify as lesbian, gay, bisexual, transgender (LGBT) or are gender-questioning feel safe, can speak out and share concerns
- they attend safeguarding training appropriate to their role and are familiar with key policies, including this policy and the staff behaviour policy (code of conduct)
- they register their DBS certificate with the Disclosure and Barring Service Update Service within 30 days of the date on the certificate.

What staff need to know is covered in the training section of this policy.

Safe school, safe staff - we will ensure that:

- At least one member of every recruitment panel has completed safer recruitment training within the past five years
- Safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken. The school will consider carrying out online searches as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview. Barnes Primary School has a Safer Recruitment Statement, available as a separate document
- All staff are aware of the need for maintaining appropriate, professional boundaries in their relationship with staff, children and parents and adhere to the school's code of conduct
- As a result of learning from a local serious case review, there will be no use of alcohol by staff or students on school trips or at residential units. When alcohol is present on site (e.g. Tombola or Raffle) and particularly if it is being consumed (e.g. mulled wine at a carol service) a member of staff will be appointed as a Designated Premises Supervisor and will be responsible for ensuring the following:
 - no school pupil or anyone under the age of 18 is served alcohol
 - no alcohol is served to anyone who appears intoxicated
 - any alcoholic prizes will be given directly to an adult.
- Adequate risk assessments are in place including for off-site activities, after school clubs and residential trips



- Any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance, KCSiE, KRSCP, LADO and HR policy, procedures and guidance
- Staff have the confidence, and are fully aware of how to report misconduct, including low level concerns
- All staff receive information about Barnes Primary School's safeguarding arrangements, staff behaviour policy (code of conduct), this Safeguarding and Child Protection policy, the role and names of the DSL and their deputy(ies), and KCSiE part 1 and Annex B on induction, as well as other relevant procedures such as health and safety and online safety.
- All staff receive safeguarding and child protection training at induction, which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, the [MMM \(Monday Morning Meeting\)](#), e-bulletins and staff meetings) as required, but at least annually.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns.
- All staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The safeguarding and child protection policy is made available via our school website or other means and parents and carers are made aware of this policy and their entitlement to have a copy via the website.
- All parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy.
- Barnes Primary School provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans, such as school attendance at the Early Help Resilience Network meetings.
- Community users organising activities for children are aware of Barnes Primary School's safeguarding and child protection policy, guidelines and procedures.
- The names of the DSL and deputy(ies) are clearly advertised in the school with posters and a statement explaining the Barnes Primary School's role in referring and monitoring cases of suspected abuse.
- All staff will be sent a link to Part 1 and Annex B of KCSiE 2025 and will confirm that they have read and understood it. The DSL, DDSLs and safeguarding team and the governing body are required to read the whole document.

Extended school and off-site arrangements

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.
- If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures.
- When our children attend off-site activities, we will ensure that effective child protection arrangements are in place.
- When our children attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. We follow the statutory guidance for alternative provision.
- Where a parent/carers has expressed their intention to remove a child from our school with a view to educating at home, we will work together with the parent/carers and other professionals



to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant where a child has SEND, is vulnerable, and/or has a social worker.

Media recordings, audio, image and video (including digital files)

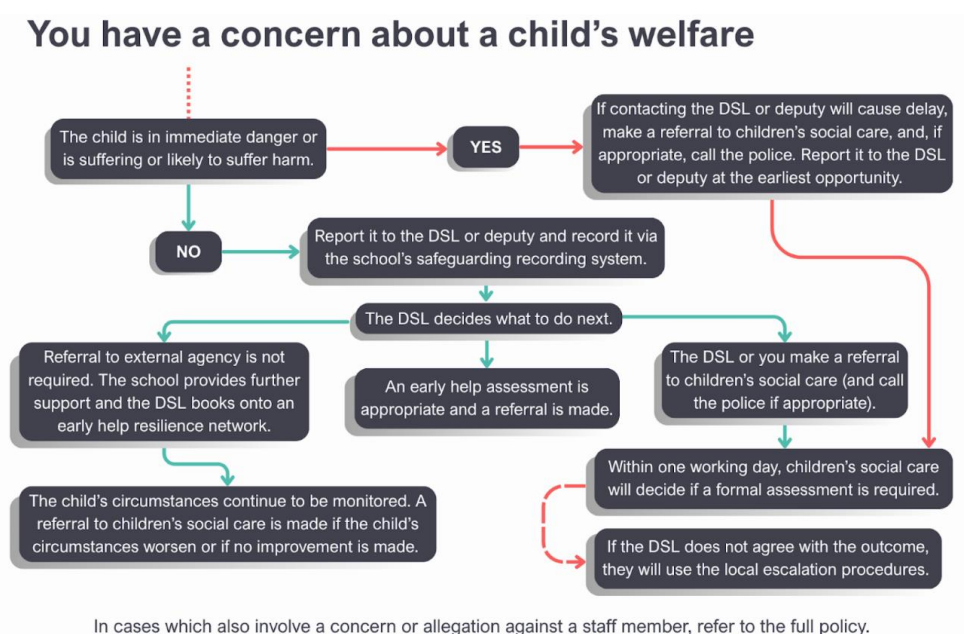
The vast majority of people who take or view images or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place. To protect children, we will:

- seek their consent and/or parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- ensure that children do not take photographs or video images of other children without their express permission and the permission of a member of staff

Staff are permitted to make media recordings to support educational aims but must follow our policies in respect of sharing, distribution and publication. Media images must be taken, edited, stored and archived on school systems using school equipment.

6. What to do if you have concerns about a child's welfare

If staff have any concerns about a child's welfare, they must act on them immediately by following the procedures below.



Our staff can use the [What to do if you're worried a child is being abused government guidance](#) alongside the school's procedures. We work hard to make sure our staff and safeguarding team are approachable and available, such that anyone can speak to them about any concern quickly, no matter how small or whether there is evidence.

The flowchart explains what you should do if you have concerns about a child. Speak to the DSL or a deputy. If in exceptional circumstances, the DSL or a deputy are not available, this will not delay you from taking appropriate action. Instead, you will speak to a member of the safeguarding team or take advice from children's services if necessary.



We recognise the significant emotional impact being involved with, or aware of, safeguarding incidents can have. Approach our safeguarding team if you need any support during or following a safeguarding incident you have been involved in. The names of the DSL and deputy(ies) are clearly advertised on posters in the school.

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

Make a referral to the police and/or children's services immediately if a child is in immediate danger, or is suffering or likely to suffer significant harm. Anyone can make a referral. Call the police on 999. For children's services' contact details go to page 15. If you make the referral, you must update the DSL or a deputy as soon as is practically possible.

All staff members have access to CPOMs, the school's safeguarding and behavioural records system. Any serious incident (e.g. bullying, sexualised behaviour, emotional harm or violence) should be recorded on CPOMs on the day of the incident as detailed in the school's Positive Behaviour Policy.

Disclosures:

We recognise that it takes a lot of courage for a child to disclose they are being harmed. Staff know:

- that children may not feel ready or know how to tell someone they are being harmed
- that the child may not realise what is happening to them as harmful
- that they may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

Our staff know they must show professional curiosity, i.e. explore and try to understand what is happening for an individual or family, rather than take what is being said on face value or making assumptions. We encourage staff to ask the child if they are OK or if they can help in any way.

A child who makes a disclosure may have to tell their story more than once, such as to the police and/or social workers. At Barnes Primary School, we know how important it is that a child's first experience of talking to a trusted adult about a worry they have is a positive one.

Handling a disclosure:

- listen to them carefully and believe in what they are saying. Do not be afraid of silent moments
- be careful not to express your own views or feelings and stay calm
- do not investigate. Only ask enough questions to work out if you need to share this matter with the DSL or a deputy. Only ask open questions, such as: "How?" "When?" "Who?" "Where?" and open statements, such as: "Tell me", "Describe" and "Explain". Otherwise, you may invalidate your evidence (and the child's) in any later court proceedings
- if there are injuries or marks on the child, do not examine the child intimately or take pictures
- reassure them that they have done the right thing by telling you. Do not say to the child that you wish they had told you sooner
- do not automatically offer physical touch to comfort the child. Consider what may be comforting for the child, rather than how you prefer to be comforted
- tell the child it is not their fault and you are taking them seriously
- explain what you will do next. Tell the child that you cannot keep what they have told you a secret and that you will pass this information onto someone who can help.

After a child has made a disclosure:



- write up the conversation as soon as possible using CPOMS and alerting the relevant safeguarding leads
- make sure the DSL or a deputy is aware of the disclosure. If appropriate, contact children's services and/or the police directly and tell the DSL as soon as possible
- do not share the disclosure with anyone else unless children's services, the police or another relevant agency involved in the safeguarding process tells you to
- get support for yourself if you need it.

Recording a disclosure or safeguarding concern:

- record the date, time, place and persons present
- use the child's own words, verbatim where possible, and stick to the facts. Avoid making assumptions and do not put your own judgement on it
- record any noticeable non-verbal behaviour. Detail any visible marks or injuries and record them on a body map
- keep any original notes you have made on file on CPOMS
- do not ask children to make written statements themselves or sign records.

Concerns about a child who is not in immediate danger, or is suffering or likely to suffer significant harm:

The flowchart above explains what you should do if you have concerns about a child. First, speak to the DSL or a deputy. If in exceptional circumstances, the DSL or a deputy are not available, this will not delay you from taking appropriate action. Instead, you will speak to a member of the senior leadership team or take advice from children's services, if necessary.

The DSL and deputy are aware of the [London safeguarding children partnership's threshold document](#), which will be used to inform their response to any safeguarding concern. If you are dissatisfied with the response from the DSL or children's services, you should ask for the decision to be reconsidered, giving your reasons for this. If you remain dissatisfied, follow the local escalation procedure [resolving professional differences - Kingston and Richmond Safeguarding Children Partnership](#)

Early help:

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. At Barnes Primary School, we are keen to work with families to provide support as soon as a problem becomes visible at any point in a child's life. If an early help assessment is appropriate, the DSL or a deputy will lead on working together with other agencies and set 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.

Our DSL and/or deputy(ies) use the Early Help Partnership Tool to explore emerging needs and – with consent from the child or family - discuss with the relevant Early Help Resilience Network to ensure all identified needs are supported effectively and they get multi-agency support.

Achieving for Children's early help assessment tools can be found [here](#) and plans found [here](#).

The partnership's [Early Help Strategy](#) sets out their aims for how professionals work effectively together to provide early help.



If early help support is appropriate, it will be kept under constant review. A referral to children's services may be required if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures.

We are aware any child may benefit from early help. At Barnes Primary School, we are keen to provide support to families as soon as a problem becomes visible. As detailed in KCSiE Part 1, paragraph 18, staff who work directly with children will be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the day.

Referral to children's services:

Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's services is appropriate. If a referral is needed then the DSL or a deputy DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If you have not had any feedback from children's services within 72 hours of making the referral, this must be followed up. If after a referral the child's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, the child's situation improves. The [Resolving professional differences - Kingston and Richmond Safeguarding Children Partnership procedure](#) will be used, where necessary.

If a child is at risk of female genital mutilation or it has taken place:

Female genital mutilation (FGM) is illegal in England. It involves removal, part removal or injury to the female genital internal or external organs for non-medical reasons. It is sometimes known as 'cutting' or female 'circumcision'.

Teachers:

For this section only, teachers mean qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions. All staff should speak to the DSL (or a deputy) when a concern about female genital mutilation (FGM) arises. If a teacher suspects that FGM has been carried out on a child or believes that the child is at risk of FGM, they will follow their internal safeguarding procedures. There is a specific legal duty on teachers. Teachers who come to know, in the course of their work, that FGM has been carried out on a child **must directly** report



this to the police. Failure to do so will result in disciplinary sanctions. The teacher should tell the DSL or a deputy who will support them in making a direct report to the police. The teacher may need to support a referral to children's services. Staff will never examine children.

Other members of staff:

Other members of staff who establish that an act of FGM appears to have been carried out on a child or suspect a child is at risk of FGM, will follow the same procedures as with any other concern, i.e. staff will speak to the DSL or a deputy and follow local safeguarding procedures.

Concerns about nudes or semi-nudes:

Responding to any incident that comes to your attention:

- Report it to your designated safeguarding lead (DSL) or equivalent immediately using the school's reporting procedures set out in this policy
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download - this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support
- Do not delete the imagery or ask the young person to delete it
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL or a deputy
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL or a deputy.

Staff reserve the right to confiscate a device in the possession of a child if they have concerns about sharing nudes or semi-nudes in relation to the device. This is consistent with the government's [Searching, screening and confiscation: advice for schools](#)

The DSL will follow the government's [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) guidance. Once they are aware of an incident, the DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

The initial review meeting will consider the initial evidence and aim to establish

- whether there is an immediate risk to any child or young person
- if a referral should be made to the police and/or children's social care
- if it is necessary to view the image(s) in order to safeguard the child or young person - in most cases, images or videos should not be viewed
- what further information is required to decide on the best response
- whether the image(s) 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 or videos from devices or online services
- any relevant facts about the children or young people involved that would influence risk assessment
- if there is a need to contact another education setting or individual
- whether to contact parents or carers of the children or young people involved - in most cases they should be involved.



The DSL will make an immediate referral to the police and/or children's services if

- they become aware of a computer-generated indecent image of a child, commonly called 'deep fakes' and 'deep nudes' i.e. a digitally manipulated or artificial intelligence-generated nude and semi-nude.
- the incident involves an adult.
- there is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- what they know about the images or videos suggests the content depicts sexual acts that are unusual for the young person's developmental stage, or are violent.
- the images involve sexual acts and any child in the images or videos is under 13.
- they have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, if they are presenting as suicidal or self-harming.

If none of the above applies, we can decide to respond to the incident without involving the police or children's services. We may escalate the incident at any time if further information/concerns are disclosed at a later date. First, the DSL will be confident that they have enough information to assess the risks to any child involved and the risks can be managed within our school's pastoral support, behaviour procedures and, if appropriate, the local network of support.

The DSL or a deputy will contact children's services if any child or young person involved is already known to them. If, because of the investigation, the DSL (or equivalent) believes there are wider issues that meet the threshold for children's services' involvement, they will make a referral in line with this policy and local safeguarding procedures.

Viewing the imagery:

The decision to view any imagery will be based on the professional judgement of the DSL or a deputy and will comply with this policy. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a child. If a decision is made to view imagery, the DSL will be satisfied that viewing

- is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
- is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child, parent or carer in making a report
- is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on a school device or network

Deletion of images:

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online to limit any further sharing. This decision will be based on the DSL's or a deputy's judgement in line with the guidance.

Child-on-child abuse, including sexual violence and sexual harassment:

Responding to allegations of child-on-child abuse:

- Follow the 'handling a disclosure' procedure set out above. You must make a record of the allegation and inform the DSL or a deputy. If the DSL and a deputy are not available due to emergency circumstances, the staff member will speak to a member of the senior leadership team and/or contact the relevant children's services e.g. the Single Point of Access in Kingston and Richmond.



The DSL or a deputy will make a decision from the following options depending on the level of risk or harm:

1. Manage the concern internally providing pastoral support to all those involved.
2. Complete an early help assessment.
3. Make a referral to children's services and/or, where necessary, the police. The DSL may choose to consult children's services to assist them with making a decision.
4. The police will still be informed of any criminal offences, even if the child is aged under the criminal age of responsibility. The police will take a welfare approach.

The DSL or a deputy will contact the parents or carers of the children involved at the earliest opportunity and where appropriate. Records will be kept of all concerns, any discussions had and any outcomes reached. If a criminal offence has been committed or is being investigated, the DSL will work closely with the police to avoid impacting the criminal process while protecting children or following disciplinary procedures.

Where the DSL, children's services or the police decide the concern should be handled by the school internally, we will thoroughly investigate the concern using our Positive Behaviour Policy and processes. A risk assessment and prevention plan will be completed when a safeguarding risk has been identified. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned. We will support all children involved in the incident, including the child/ren who displayed the behaviour and the children who experienced it. All concerned will receive individual time with a wellbeing mentor where a programme of support and intervention will be decided. Parents will be kept informed of the support their child will receive and feedback will be given. This support will be bespoke and may include further sessions with our wellbeing mentor, inclusion in our internal resilience groups, recommendation for inclusion in external support groups or organisations (e.g. 'Man and Boy').

Responding to allegations of sexual harassment and sexual violence:

Using the DSL's or a deputy's professional judgement, the school will make decisions about and address the incident based on the Hackett tool (diagram below). We will request the support of other agencies, such as children's services and the police, if necessary.

We follow the local safeguarding arrangements below when an allegation of sexual violence and/or sexual harassment has been made.

1. Hackett Inappropriate: Manage internally using the behaviour policy and pastoral support.
2. Hackett Problematic: Early help response used for non-violent harmful sexual behaviour to prevent escalation.
3. Hackett Abusive: Refer to children's services when a child has been harmed, is at risk of harm or in immediate danger.
4. Hackett Violent: Report to the police if a crime has been committed, such as rape, assault by penetration or sexual assault, following the [When to call the police guidance](#).



Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

The management of children and young people with sexually harmful behaviour is complex. Barnes Primary School will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect the person impacted by the behaviours, any witnesses and the alleged instigator of the behaviours. A written record will be made and next steps discussed, taking into account the views of those impacted by the behaviour.

A risk and needs assessment will be completed for all reports of sexual violence and on a case by case basis for reports of sexual harassment. The assessment, which will be kept under review, will consider

- whether there may have been other people impacted by the behaviour
- the person known to be impacted by the behaviour, especially their protection and support
- the alleged instigator of the behaviour
- all children (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them from the alleged instigator or from future harm
- the time and location of the incident and any action that can make the school safer.

Unsubstantiated, unfounded, false or malicious reports:

If a report is found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's services may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate according to our behaviour policy.

If a child who has experienced sexual violence or sexual harassment asks the school not to make a referral:

If the child does not give consent to share information, the DSL or a deputy will balance the victim's wishes against the DSL's or a deputy's duty to protect them and other children on a case by case basis. If a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and as rape, assault by penetration or sexual assault



are crimes, reports should be referred to the police. Although the age of criminal responsibility is ten, if the child accused is under ten, a referral to the police will still be made. The police will take a welfare, rather than a criminal justice approach, in these cases.

We will do all we reasonably can to protect the anonymity of any children involved in any report, including weighing up which staff need to know and any support which will be put in place. Further, we will take into account the potential impact of social media in facilitating the spreading of rumours and exposing the child's identity.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, our DSL and a deputy will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. They will be guided by the [CPS: Safeguarding Children as Victims and Witnesses](#) advice.

Concerns about mental health:

If you have a mental health concern about a child that is also a safeguarding concern, you will speak to the DSL or a deputy immediately, unless the child is in immediate danger, in which case you will call the police first.

Although you may be 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, only appropriately trained professionals should attempt to diagnose a mental health illness. Where necessary, the DSL or a deputy will make a referral to the Child and Adolescent Mental Health Service's (CAMHS) single point of access for Kingston and Richmond [here](#).

Concerns about extremism and radicalisation:

Extremism is the vocal or active opposition to our fundamental British values. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

If you have a concern that a child may be at risk of radicalisation or involvement in terrorism and they are in immediate danger or there is risk to life, contact the police on 999. If the child is not in immediate danger, speak with the DSL or a deputy in the first instance.

The DSL will respond in line with the local referral pathway. They may decide to discuss their concerns with the Council Prevent lead and/or children's services and will make referrals to the police Prevent team and/or the Channel programme where appropriate. The DSL will need to seek the individual's consent when referring to the Channel programme. The DSL will report any online material they become aware of that promotes terrorism or extremism via [the Government's online service](#).

All staff and governors can also raise concerns by emailing counter.extremism@education.gsi.gov.uk, but this is not to be used in emergency situations. If you believe you have information relating to terrorism, you can call the anti-terrorist hotline on 0800 789 321. To report extremism in education, including allegations against staff and institutions, use [this](#) link.

The Prevent lead in Richmond is:

[Naheem Bashir](#), Hate Crime and Prevent Coordinator

[Richmond and Wandsworth Prevent referral pathway](#)

See [radicalisation and extremism](#) in Appendix 1 for wider information.

How children can report concerns:



In our school, it is essential that children can tell us how they are feeling and know we will take seriously anything they share with us. We aim to create an environment full of 'reachable moments' which encourages children to feel safe enough to open up if they are concerned about something. Children can confidently report any worries they have about their lives, both in and out of school, by

- speaking to an adult they trust, including the wellbeing mentor, Polly Kelynack
- putting a written or an anonymous disclosure in the worry box or emailing worrybox@barnes.richmond.sch.uk

We know children try to get their voice heard not just through what they say but how they behave, as pointed out in the NSPCC's [voice of the child briefing](#). When there are behavioural issues or changes in a child's behaviour we take a safeguarding first approach, including considering if the child is communicating an unmet need and/or abuse. For children who are pre-verbal or non-verbal, observing behaviour and presentation is even more important for understanding the child's lived experience.

Safeguarding is intertwined in all areas of teaching and learning and school life. Posters of the safeguarding team are accessible to children across the school.

Children are explicitly taught what safeguarding is and a child friendly, and age appropriate, version of safeguarding is shared with the children on a termly basis as part of our guided reading. In addition, different aspects of safeguarding are explicitly covered in assemblies including visits from our attached PC for safeguarding.

Safeguarding is taught through: PSHE (personal, social, health education), RSE (relationship and sex education), computing and phase assemblies.

Areas covered include:

- consent
- personal safety
- who to talk to
- stranger danger
- road safety
- fire safety
- online safety
- sharing of nude and semi-nude images
- bullying (including online bullying)
- positive relationships
- Child Sexual Exploitation
- self-esteem, body confidence
- drugs and alcohol.

7. Confidentiality

Barnes Primary School has a separate Data Protection Policy, reviewed annually.

Barnes Primary School takes our responsibility to protect and look after the data (information) we hold about children and our families seriously. The Data Protection Act (DPA) 2018 and General Data Protection Regulation (GDPR) guide us in how to do so. Under the DPA 2018, we will share information without consent if 'the safeguarding of children and individuals at risk' is our reason for doing so, and

- it is not possible to gain consent
- it cannot be reasonably expected that a practitioner (for example, teacher) gains consent, or



- to gain consent would place a child at risk

The government's [information sharing advice for safeguarding practitioners](#), which includes the seven 'golden rules' for sharing information, supports staff who have to make decisions about sharing information. The seven golden rules:

1. Protecting a child from such harm takes priority over protecting their privacy.
2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).
3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.
4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information.
5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.
6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support and only share the information they need to support the provision of their services.
7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.

Staff are also aware they can look at the [data protection in schools toolkit](#) or speak to a member of the safeguarding team if they are unsure about sharing information. Government guidance emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

We will share information in a timely manner to keep children safe, which will include sharing information with agencies and professionals in line with the Working Together to Safeguard Children 2023 guidance. Both this and the [DRAFT Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers](#) are being consulted on currently. The school should update the links when the new guidance has been finalised. We respect that safeguarding matters are personal to families, so the DSL, deputy and headteacher will only share information about a child to members of staff and professionals on a need to know basis.

All staff are aware that they cannot make a promise to a child to keep secrets that might impact on the child's safety or wellbeing. Instead, staff should tell the child that they may need to pass information on to others who can help and protect them.

Notifying parents or carers:

At Barnes Primary School, working alongside and supporting families is a key priority. This involves being open and transparent with parents and carers when we have concerns about their child's welfare, and/or we need to request support from other services to make sure the child's situation improves. If we believe notifying parents or carers could increase the risk to the child or cause



further harm, we will seek advice from children's services about how and when parents or carers should be updated.

It is legitimate to share concerns without a parent's or carer's consent when there is good reason to do so and that sharing the information would improve the safeguarding of the child in a timely manner.

8. Record Keeping

Children's safeguarding and child protection records will be stored securely on CPOMs and access to them will be appropriately limited. Each child has a safeguarding file where all safeguarding concerns and referrals are stored. The designated safeguarding lead is responsible for keeping written records of all concerns, discussions and decisions, including the rationale for those decisions. Records reflect the reason why referrals are or are not made to another agency, such as children's services or the Prevent program. Safeguarding files will be stored securely and access will only be given to those who need it.

When children leave Barnes Primary School, the school will make sure that their safeguarding file is transferred to the new education setting within 5 days of an in-year transfer or within 5 days of the start of a new term. This will be securely transferred separately from their main pupil file and a confirmation of receipt will be requested and kept. Where appropriate, the DSL will share information in advance of the child transferring so support can be put in place ready for when the child starts. When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible.

If Barnes Primary School is the last school that the child attends, their safeguarding file will be securely stored by the school until at least their 26th birthday is reached (taking as per legislation), when it will be securely disposed of.

9. Concerns or allegations about adults in our school

If you have a concern, or an allegation is made, about a member of staff (see the definition for staff in section 1 of this policy) presenting a risk to children, speak to the headteacher as soon as practically possible. This includes any concerns in school, out of school, online and/or offline. If the concern or allegation is about the headteacher, contact a chair of governors, whose details are on page 14. If you are unable to report to the headteacher or chair of governors, either because they are not available or because you believe that there is a conflict of interest, share your concerns with the local authority designated officer (LADO), whose details are on page 15.

The 'dealing with allegations of abuse against staff' policy sets out what steps the headteacher or chair of governors will then follow if appropriate.

10. Whistleblowing

A whistle-blower is a worker who reports certain types of wrongdoing and all staff have a duty to do so. We aim to create an environment where staff feel able to raise concerns about poor or unsafe practice and potential failures in how we manage safeguarding. Any concerns should be raised with the senior leadership team and will be taken seriously. Barnes Primary School has a separate whistleblowing statement, which lists the procedures for raising concerns.

Where staff feel unable to raise a concern with our senior leadership team, or feel that their genuine safeguarding concerns are not being addressed, there are other options available to them, such as the NSPCC (National Society for the Prevention of Cruelty to Children) whistleblowing advice line. Staff can call: **0800 028 0285** from 8am-8pm or email: help@nspcc.org.uk



11. Online safety and the use of smart devices

This section summarises Barnes Primary School's whole school approach to online safety and the use of all electronic devices with imaging and sharing capabilities (e.g. mobile phones, smart watches, tablets etc). Our detailed approach is covered in our ICT and Internet Acceptable Use Statement, KS1 and KS2 Online Safety Agreements, Social Media Statement and Staff Code of Conduct and Safer Working Practice Statement. Barnes Primary School understands the significant and essential role that we have in making sure children are protected from potentially harmful and inappropriate online material. We consider online safety in every aspect of school life. Barnes Primary School has a whole school approach to online safety, which protects and educates children and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is reflected as required in all relevant policies and is considered when planning the curriculum in all subjects.

Our aim is to:

- ensuring appropriate filtering and monitoring systems are in place on the school's network and devices
- have in place processes that protect our children and staff, including how we identify, intervene in and escalate any online concerns where appropriate
- make sure technology is used responsibly and safely through education
- set clear expectations for the use of mobile phones and smart technology

We fulfil our aims by:

- educating children to learn how to keep themselves safe when online (using the government's Teaching online safety in school's guidance), what to do if they are harmed or spot a risk and what the consequences are if they break the school rules about online safety
- engaging with parents and carers about what online safety looks like
- making sure our whole school approach is reflected in all relevant policies
- regularly training staff on online safeguarding risks and how to be online safely
- making sure children, staff, parents/carers, governors and volunteers sign an understandable acceptable use agreement, which covers how they should use the school's IT systems and their mobile and smart technology
- not allowing children to bring smart phones or any watches, except analogue, into school
- making parents, carers, children and staff aware that staff can search an electronic device they have confiscated, as explained in [Searching, Screening and Confiscation - GOV.UK](#)

Due to the constant changes to online technology and the related harms, we will carry out an annual review and risk assessment of our online safety policies, procedures and systems.

The 4Cs:

Being online can be a great source of fun, entertainment, communication and education. Some people's online behaviour places others at risk. The number of issues covered under online safety is large and constantly growing. They are categorised into these four areas of risk:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.



Contact: being subjected to harmful online interaction with other users, for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If children or members of staff report any issues, we will report it to the Anti-Phishing Working Group <https://apwg.org>.

Mobile phones and smart technology (including smart watches):

Many children have unlimited and unrestricted access to the internet via mobile phone networks, therefore children could be harmed or harm others online when at school. This may include sexually harassing, bullying and sharing indecent images (often via large chat groups). To protect children from these risks while they are at our school, our approach to mobile and smart technology is:

- seek their consent and/or parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- ensure that children do not take photographs or video images of other students without their express permission and the permission of a member of staff

Staff are permitted to make media recordings to support educational aims but must follow our policies in respect of sharing, distribution and publication. Media images must be taken, edited, stored or archived on to school systems using school equipment.

Staff are permitted to use their personal devices (such as mobile phones or tablets) only in line with the school's ICT and internet acceptable use statement.

Staff should be aware that personal use of ICT (even when not using school ICT facilities) can impact on their employment by, for instance putting personal details in the public domain, where children and parents could see them.

Staff should take care to follow the school's guidelines on social media (see Social Media Statement) and use of email to protect themselves online and avoid compromising their professional integrity.

For further information, see [Safeguarding children and protecting professionals in early years settings: online safety considerations](#).

Filming and photography by parents is discouraged at school events, except at permitted times and with the restriction that images must not be shared on social media.

Children are not allowed to bring mobile phones, smart watches or any other personal devices which can be connected to the internet onto the school site.

Filtering and monitoring:

To limit children's exposure to these categories of risk from Barnes Primary School's IT systems, we have strong and effective filtering and monitoring systems, following the government's [Meeting digital and technology standards in schools and colleges](#) guidance. We will make sure that



- specific staff will be assigned roles and responsibilities to manage systems
- staff know about the systems in place and how to escalate concerns
- there are annual reviews of the systems, or more frequently if there is a significant change or issue
- our governing body review the systems with the DSL, IT staff and service providers, to find out what more can be done to keep children safe
- the systems are effective for the age range of children and consider children potentially at greater risk of harm
- when we block online content, it does not impact on teaching and learning
- filtering works across all devices including mobile phones and smart technology.

Generative Artificial Intelligence

Generative artificial intelligence (Gen AI) refers to technology that can be used to create new content (e.g. text, code and images) based on the data the models have been trained on. Our school is aware of the potential benefits of using Gen AI, such as for reducing staff workload and freeing up teachers' time. At the same time, our school is aware of the risks and dangers associated with using Gen AI. We will use the Department for Education's advice and guidance on using Gen AI in education to ensure we integrate Gen AI tools safely and with children's best interests at the centre. Safeguarding concerns that arise through an individual's use of artificial intelligence will be responded to in line with our safeguarding policies. Our school's approach to using Gen AI is detailed in our online safety statement and use of AI policy (available on request)

Information security and access systems:

We have procedures in place to protect our IT systems, staff and learners from cyber-crime, i.e. when criminals seek to exploit human or security vulnerabilities online to steal passwords, data or money directly. We will follow the government's [Cyber security standards guidance](#). Our procedures and systems are reviewed regularly to keep up with the constant changes to cyber crime technologies.

Staff will be trained annually on their part in IT security and know how to exercise vigilance when visiting websites or clicking on links or attachments.

Remote education:

When our children are being taught remotely e.g. at home, we will be in regular contact with parents and carers. We will make sure parents and carers are aware of

- what their child/ren are being asked to do online, including the sites they will be accessing and who from the school will interact with their child/ren
- the importance of children being safe online and offer advice and workshops on how to do so
- what systems our school uses to filter and monitor online use

12. Children potentially at greater risk of harm

At Barnes Primary School, we know that all children need to be protected from harm. In addition, we recognise that some groups of children are potentially at greater risk of harm. The information below highlights some of those groups of children this applies to; however, there are several other groups not listed.

**Children who have a social worker:**

Children may need a social worker due to safeguarding or welfare needs. Children may need help due to abuse and/or neglect and/or complex family circumstances. Barnes Primary School recognises that a child's difficult experiences and trauma can leave them vulnerable to further harm, as well as disadvantage them educationally.

Children's services share with us which children have a social worker. Once we are aware of this information, we will use it to make decisions in the child's best interest, i.e. their safety, welfare and educational outcomes. When a child has a social worker, safeguarding is at the heart of every decision we make, such as how we react to unauthorised absence or children missing education, which themselves carry additional risks. When necessary, we offer extra in-school support to our children who have a social worker, for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.

The **Virtual School** is a statutory service that exists to provide advice and support for children who have a social worker, children placed in care and previously looked after, such that they have the opportunity to meet their full educational potential. Where needed, our school works with the Virtual School to support these children.

Children looked after and previously looked after:

These children are particularly vulnerable. The most common reasons for children becoming looked after is as a result of abuse and/or neglect. Barnes Primary School will ensure that staff have the necessary skills and knowledge to keep children looked after, and previously looked after, safe. All staff will have the skills and knowledge to keep these children safe. Appropriate staff will have the information they need in relation to a looked after child's legal status. For example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated, and the level of decision-making power the local authority has given the carer. The designated teacher for children looked after is Heather Smith.

The statutory guidance [Designated teacher for looked-after and previously looked after children](#) contains further information on the role and responsibilities of the designated teacher. The designated teacher ensures that the school has the up-to-date details of the allocated social worker and the Virtual School headteacher in the local authority that looks after the child. The Virtual School has an additional role of managing extra funding which is used to support children looked after. The designated teacher will work with the Virtual School Head to discuss how the funding can be used to best support the child.

We are aware that some children are looked after by individuals other than their parents. The charity [Kinship](#) describes kinship carers as 'family or friends who step up, often during an unexpected crisis, to care for a child when their parents aren't able to'. We will seek and follow the advice from the Virtual School on how to best support children and their families who are under formal or informal kinship arrangements.

Children with special educational needs, disabilities and health issues:

Our Special Educational Needs Co-ordinator and DSL work closely together to safeguard and support children who have special educational needs and disabilities (SEND), in particular when there are any reports of abuse. Our safeguarding curriculum, i.e. the ways we teach children to keep themselves and others safe, is adapted to meet the needs of children with SEND. We achieve this in a number of ways.



Barnes Primary School is aware that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and the communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools, or the consequences of doing so.

We offer additional pastoral support for these children, which includes

- Wellbeing mentor
- Worry box and email
- Pupil wellbeing champions
- A safeguarding team with different skills sets, rather than one individual, to keep children safe
- Use of CPOMS to record and share information and concerns related to children's wellbeing
- Discrete PSHE lessons and embedding of PSHE across the curriculum, including through assemblies

Children who are lesbian, gay, bisexual, transgender or gender questioning:

We recognise that children may be targeted by other children if they are, or are perceived to be, part of the LGBT+ community. Our school strives to create and maintain a culture of inclusivity and a sense of belonging for all children. We aim to create a safe and open space where children feel comfortable speaking out and sharing their concerns. Any discrimination we become aware of is firmly addressed in line with this policy and the behaviour policy. The school will also educate the child who has discriminated, providing them with the support they need to reduce the risk of this behaviour happening again.

When children are questioning their gender, we will provide in-school support and engage external agencies for additional advice, always considering the child's individual needs. Unless it is unsafe to do so, we will work together with the child's parents and carers to ensure decisions are made with the child's input where possible, and always in their best interest.

13. Identified areas of particular risk for our school

Barnes Primary School has identified areas as particular risk areas or areas on the school site where children feel unsafe or at risk of abuse. Barnes Primary School is a split site school situated on either side of a road, near two railway lines, a level crossing and local brooks and the River Thames. The school has a high number of SEND children including several with physical disabilities and those with English as an additional language. Children move between the sites for: assemblies, sports lessons, music lessons, computer lessons and for various other reasons as needed.

In addition, we carefully consider the risks presented in our local context. For example, we make our neighbourhood police aware of any information of concern we receive about the local area via our school safety officer.



14. Lettings and off-site arrangements

Our school lettings statement seeks to ensure the suitability of adults working with children on school sites at any time and they have appropriate child protection and safeguarding policies regardless of whether or not the children attending are on the school roll.

When services or activities are provided by the governing body, under the direct supervision or management of our school staff, the safeguarding procedures listed in this policy will apply. This may not be the case when we hire or rent out our school to other organisations or individuals, such as community groups, sport associations and extra-curricular activities providers. We will make sure there are arrangements in place to keep children safe, regardless of whether they are children at our school.

To make sure the provider has the appropriate safeguarding arrangements in place, we will follow the government's [Keeping children safe during community activities, after-school clubs and tuition](#) non-statutory guidance. This includes checking that they complete the essential pre-employment checks on their staff and that their staff are suitable to be around children. Where appropriate, we will seek assurance and check their safeguarding policies and procedures, as well as establish what the arrangements are for the provider to liaise with our school on safeguarding matters. We will terminate our agreement with the provider if they do not follow the safeguarding requirements listed in the agreement.

Extended school and off-site arrangements:

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. When our children attend off-site activities, we will ensure that effective child protection arrangements, informed by thorough risk assessments, are in place.

When our children attend an alternative provision provider, we continue to be responsible for their safety and wellbeing, we will satisfy ourselves that the placement can meet the child's needs and obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform on our own staff. We follow the [statutory guidance for alternative provision](#) and [Achieving for Children's alternative provision policy](#).

The written agreement between the school and the provider will be clear that the provider must inform us of any arrangements that may put the child at risk, and where the child is at all times during school hours (including addresses). We will regularly review the placement to satisfy ourselves that it can meet the child's needs. We will carry out an immediate review of the placement where safeguarding concerns arise and reserve the right to terminate the arrangement if concerns are not adequately addressed.

Where a parent/carer expresses their intention to educate their child at home (also known as elected home education), we will work together with the parent/carer and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant for children who have SEND, are vulnerable and/or have a social worker.

Although it is not possible to obtain criminality information from the DBS about adults who provide homestays abroad, we will liaise with partner schools abroad to establish a shared understanding of, and agreement to the arrangements in place for the visit. We may consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK. We will make parents aware of the agreed arrangements.



15. Training

Designated safeguarding lead:

The designated safeguarding lead will attend regular training to prepare and assist them in leading the school's safeguarding response and approach. Additional training or research may be required as local or school specific safeguarding issues arise. Minimally, the designated safeguarding lead (and deputies) will:

- attend the level 3 multi-agency local safeguarding children partnership training within 12 weeks of starting this role and refresh this every two years
- stay up to date with safeguarding knowledge, resources and changes
- have a good understanding of, and form a good relationship with, the Kingston and Richmond safeguarding children partnership by attending the termly DSL forums, sharing the learning with staff as appropriate and making sure staff are aware of any safeguarding training on offer
- attend Prevent awareness and safer recruitment training, and ensure they have a good understanding of harmful sexual behaviour
- receive and share safeguarding (including online safety) updates (for example, via email, e-bulletins, and staff meetings, MMM) with staff
- make sure staff have regularly updated safeguarding training, updating staff who miss training at the earliest opportunity
- gain an understanding of how the school's filtering and monitoring systems work and how they can be best used to keep children safe at Barnes Primary School

Governors:

All governors receive safeguarding and child protection training (including online safety) at induction, which prepares them for testing and challenging the school's procedures and policies, making sure they are working as they should. The training will be regularly updated. Further,

- The governing body will make sure the designated safeguarding lead has the time and resources to attend training
- The chair of governors will receive training about managing allegations against the headteacher to assist them in the eventuality that an allegation is made
- The governing body will make sure that online safety is a theme in all staff training
- Senior members of the board will make sure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.
- The link safeguarding governor (Alexandra Redpath) will make sure that staff and governors attend safeguarding training at induction and regularly after that. The link safeguarding governor will attend regular training and receive e-bulletins or equivalent to stay up to date with the latest statutory guidance
- The nominated safeguarding Governor(s) undergo(es) appropriate safeguarding training prior to or as soon as appointment to the role and at regular intervals thereafter. All governors receive safeguarding training as part of their induction and the local expectation is that it is refreshed every 3 years.

The governing body will make sure at least one member of every recruitment panel has completed safer recruitment training within the last five years. Barnes Primary School has a separate safer recruitment statement, which explains what safeguarding checks are completed before employment to make sure those who work with children are suitable.

All staff:



Governors recognise the expertise that staff build up by managing safeguarding concerns on a daily basis and, as a result, have the opportunity to contribute to and shape staff training and this policy. All staff receive core safeguarding and child protection training (including online safety) at induction that is minimally renewed every two years or sooner if required. The training is regularly updated and reflects the whole school approach to keeping children safe. In addition, staff receive safeguarding inset annually (to address changes to KCSIE and to the local context) and receive regular, safeguarding updates (for example, via email, e-bulletins and staff meetings, MMM) to provide them with what they need to keep children safe.

Our training ensures that staff

- understand the types of abuse and neglect
- can spot the signs of possible abuse, neglect and exploitation
- know the school's safeguarding policies and procedures and feel supported and confident to carry them out within their role
- have awareness of and understand their role in the early help process and the process for making a referral to the local authority's children's services, including what may follow after a referral
- know what to do if a child tells them they are being harmed, including how to manage this information confidentially
- understand the reasons why children may not feel ready or know how to tell someone that they are being harmed
- receive Prevent training, which will prepare them for identifying children at risk of being radicalised into terrorism and how to challenge extremist ideas
- understand what cyber security the school has in place to keep children and staff safe when online at school and how to report any issues
- understand what ineffective filtering and monitoring systems look like and how to report any concerns or issues
- know that children who identify as or are perceived be LGBT can be targeted by other children
- responsible for children in early years have received paediatric first aid training to be counted within staff-children ratios

We make sure that staff members provided by other agencies and third parties, for example supply teachers and contracted staff (such as catering staff) are aware of this policy, our school's safeguarding procedures, and have received appropriate safeguarding training.

All staff members and volunteers receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This includes training on how to recognise signs of abuse and how to respond to any concerns. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff also receive regular online safety training. A standing item in our MMM notes provides regular updates and recapping on aspects of Safeguarding. This is circulated to all members of staff on a Monday morning. The DSL and/or deputies attends the KRSCP Designated Safeguarding Lead termly forums. The DSL and DDSLs keep abreast of child protection learning and developments through appropriate training, as well as complete Multi Agency Level 3 safeguarding training every 2 years.

The headteacher will receive training about managing allegations against staff to assist them in the eventuality that an allegation is made.

**The designated teacher for children who are looked after (CLA):**

We follow the [role and responsibilities of the designated teacher](#) statutory government guidance. The designated teacher has training to make sure they understand the needs of children looked after/previously looked after and how they can best be supported to have the same opportunities as their peers. They work closely with AfC's [Virtual School](#), accessing their training and forums to stay up to date.

16. Teaching and Learning

At Barnes Primary School we aim to prevent our children from coming to any harm. We recognise how important it is that we teach and model to children how to keep themselves and others safe. Our curriculum meets the needs of all children, such as children with SEND and children who have been abused. Safeguarding is intertwined in all areas of teaching and learning and school life. Children are explicitly taught what safeguarding is and a child friendly, and age appropriate, version of safeguarding is shared with the children on a termly basis as part of our guided reading. In addition, different aspects of safeguarding are explicitly covered in assemblies including visits from our attached PC for safeguarding. Furthermore, the Lead Adviser for Online Services and Safety may lead online safeguarding training for parents alongside our Computing Lead.

Safeguarding is taught through: PSHE (personal, social, health education), RSE (relationship and sex education), computing and phase assemblies. Areas covered include:

- consent
- personal safety
- who to talk to
- stranger danger
- road safety
- fire safety
- online safety
- sharing of nude and semi-nude images
- bullying (including online bullying)
- positive relationships
- Child Sexual Exploitation
- self-esteem, body confidence
- drugs and alcohol

Any disclosures made during a PSHE or RSE lesson will be handled in the same way as detailed previously.

17. Linked policies and statements

This policy is one of a range of documents that set out what our responsibilities are and how we should carry them out. Other relevant documents (available on request) include:

- Positive Behaviour Policy
- Healthy Relationships Statements
- Staff Code of Conduct and Safer Working Practice
- Whistleblowing Policy
- Health and Safety Policy
- Dealing with Allegations of Abuse Against Staff Policy
- Pupil Attendance & Punctuality Policy



- Safeguarding Curriculum Policy
- The Staff Handbook
- Healthcare, Medicines, First Aid and Accident Management and Reporting Policy
- Relationship and Sex Education Policy
- PSHE statement
- Using Physical Restraint & Handling advice
- Online Safety Charters
- ICT and Internet Acceptable Use Policy
- Risk Assessment Statement
- Safer Recruitment Statement
- Intimate Care Statement



Appendix 1: Types of abuse and specific safeguarding concerns:

These appendices are based on the Department for Education's KCSiE guidance.

Abuse is where somebody fails to prevent harm (neglect) or causes harm (abuse). It can take place anywhere, including online and outside of the home. Harm can include witnessing ill treatment of others, for example seeing, hearing, or experiencing the effects of domestic abuse. We are aware that safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. Our staff will be aware that technology is a significant part of many safeguarding issues. **Physical abuse** is a form of abuse that 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 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

- communicating to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 participating in normal social interaction
- seeing or hearing the ill-treatment of another, such as in situations of domestic abuse
- serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve

- physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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
- 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



We use the following guidance to help identify and address cases of neglect.

[Handling Cases of Affluent Neglect in Schools](#)

[Local partnership guidance](#)

Indicators of abuse:

The following list, provided by the NSPCC, covers some common indicators of abuse and neglect.

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body
- patterns of repeated lateness or absence

It is important that staff report all of their concerns, however minor or insignificant they may think they are - they do not need 'absolute proof' that the child is at risk.

Specific safeguarding concerns:

This section is based on Annex B of KCSIE. Annex B includes further information about other safeguarding issues to be aware of. **All concerns under this section should be addressed in line with section 6 of this document, unless stated otherwise.**

Children absent from education:

All staff will be aware that children missing from education or absent persistently, without explanation and/or for prolonged periods can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Further, it may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. We are also aware that absence can increase any existing safeguarding risks. Only the headteacher or deputy head can authorise a child's absence for reasons other than illness.

Attendance is closely monitored at Barnes Primary School to support us in identifying abuse and acting early. Teachers will take a register first thing in the morning and straight after the lunch break. Our staff will be aware of our school's unauthorised absence procedures and children missing education procedures. We notify children's services if a child who has a social worker is absent from school without a suitable explanation. We make sure we have more than one emergency contact number for each child, which supports the school's procedure for addressing children missing and absent from education. We work in partnership with Achieving for Children when patterns of absence give rise to concern, including notifying them when a child leaves our school without a new school being named.

In line with the EYFS, attendance will also be monitored for children attending our setting who are not of statutory school age. We will follow the school's safeguarding procedures if we have any concerns about prolonged absences or if a child is absent without notification from the child's



parent or carer despite the school making attempts to contact them. This may include a referral to children's services and/or requesting a police welfare check.

Our attendance policy and procedures are set out in a separate document. The school follows the government's [Working together to improve school attendance](#) guidance.

Useful links:

[Local partnership guidance](#)

[Children Missing Education statutory government guidance](#)

Contextual safeguarding:

Contextual safeguarding, also known as 'risk outside the home', is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Barnes Primary School will maintain records of concerns about contextual safeguarding in accordance with our safeguarding procedures. We know the importance of information sharing, therefore if we identify contextual safeguarding concerns about the local area we will share this information with the contextual safeguarding team for Achieving for Children contextualsafeguarding.exploitation@achievingforchildren.org.uk. If there is a specific concern about a child, we will consult with the relevant children's services.

Useful links:

[Local partnership guidance](#)

[Achieving for Children's Risk Outside the Home page](#)

[Tackling Child Exploitation multi-agency Practice Principles](#)

Child sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Both can occur online. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim. Our staff will be aware of a range of factors that could make a child more vulnerable to exploitation. We will provide additional support to children who have been exploited to help keep them in education.

Some of the following can be indicators of both child criminal and sexual exploitation where children

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being



- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Child sexual exploitation (CSE):

CSE is a form of child sexual abuse which can affect any child. 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.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example 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, for example believing they are in a genuine romantic relationship.

CSE can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

See the sharing nudes and semi-nudes section below for details about 'sextortion'.

Barnes Primary School follows the London Child Protection Procedures regarding [sexual exploitation](#). Further information on signs of a child's involvement in sexual exploitation is available on [The Children's Society's website](#) and [Home Office's Child sexual exploitation: definition and guide for practitioners](#).

Child criminal exploitation (CCE):

At Barnes Primary School, we recognise children involved in CCE are victims, despite their engagement in crime. A child may still have been criminally exploited even if the activity appears to be consensual. Staff will be aware that girls are at risk of criminal exploitation too, and that both boys and girls who are being criminally exploited may be at higher risk of sexual exploitation.

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.

CCE can include children being forced and/or manipulated

- to work in cannabis factories
- into moving drugs or money across the country (county lines)
- to shoplift or pickpocket
- to threaten serious violence to others
- into committing vehicle crime

**Serious violence:**

Staff at Barnes Primary School will 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
- 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 are aware of the range of risk factors increasing the likelihood of involvement in serious violence, such as

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

Being the victim of, carrying out or allegedly carrying out serious violence (e.g. knife crime) may indicate that a child is involved in county lines.

Useful links:

[Preventing youth violence and gang involvement government guidance](#)

[Criminal exploitation of children and vulnerable adults: county lines government guidance](#)

[London Child Protection Procedures on gang activity and serious youth violence](#)

School-related weapons incidents:

Barnes Primary School follows the AfC [School Related Weapons or Potential Weapons Incidents Protocol](#). We will inform children's services and the police of any incident involving a weapon or potential weapon. Our teachers have the legal power to search children without consent for a number of 'prohibited items', including weapons covered in the government's [Searching, screening and confiscation](#) guidance.

Barnes Primary School recognises that children and young people involved in school-related weapons incidents, including the person displaying the behaviour, are vulnerable. Barnes Primary School will provide support, protection and education to develop a full understanding of the implications of carrying, and/or using, weapons.

Children who run away or go missing from home, care or education:

Barnes Primary School recognises that children who run away, go missing or are absent from their normal residence or from education are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm. The statutory guidance [Children Who Run Away or go Missing from Home or Care](#) requires that every child or young person



who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with Achieving for Children or other relevant local authority, Barnes Primary School will facilitate RHIs, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school site for the interview to take place. We will follow the [Kingston and Richmond Safeguarding Children Partnership's Missing children procedure](#) when required.

Mental health:

With mental health problems, a child might find the ways they are frequently thinking, feeling or reacting becoming difficult, or even impossible, to cope with. Mental health problems affect around 1 in 6 children. Barnes Primary School recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be trained to recognise the signs of a child who may be experiencing a mental health problem. Barnes Primary School aims to promote positive mental health for all staff and children. To do so, we take into account the government's [Mental health and behaviour in schools guidance](#).

Our mental health lead is **Polly Kelynack**.

Children across KS2 (and where needed in KS1) have access to wellbeing mentor support and can be self-referred (through the worry box, worry box email or direct communication) or referred by any member of staff. There is a wellbeing dog.

There is a staff wellbeing group, led by the staff governor, who provides feedback to the SLT (Senior Leadership Team) and FGB (Full Governing Body) on staff wellbeing. The school carries out annual staff questionnaires to assess wellbeing and signs up to a confidential counselling service to provide staff with support when needed.

Barnes Primary School will ensure that staff, children and parents are made aware of the support available in school and in the local community. This is done via the weekly MMM, newsletter and website.

Useful links:

[Local partnership guidance](#)

[Mind](#)

[NSPCC: Child mental health](#)

Drugs and alcohol

Through our RSHE curriculum, we provide age-appropriate education on the risks and effects of drug, alcohol, tobacco and vapes. The school prioritises the safety and wellbeing of children who use, or are at risk of using, drugs or alcohol by adopting a safeguarding-first approach. We understand that drug and alcohol use can be an indicator of underlying vulnerabilities or harm. Staff are trained to recognise the signs of drug and alcohol use and its potential links to other safeguarding concerns. We will work together with external agencies, such as children's services, health professionals and the police, to ensure children receive appropriate early help and interventions. Where there is concern that a pupil is under the influence or that drugs, alcohol, tobacco or vapes are present on school premises, we will act in line with our first aid procedures, behaviour policy and, where applicable, the [When to call the police](#) guidance.



Useful information: [Local partnership guidance](#)

Domestic abuse:

Domestic abuse can include a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional, and includes coercive or controlling behaviour. It can take place inside and outside the home. The [Domestic Abuse Act 2021](#) states that children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

These experiences can have a serious and long-term impact on a child's health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Act states that domestic abuse occurs between at least two people over the age of 16. Therefore, legally, some older children can also commit domestic abuse either in their own intimate relationships or against their parents/carers.

Barnes Primary School has signed up to the police initiative [Operation Encompass](#), a system which ensures that when police are called to an incident of domestic abuse and a child/children in the household experienced the incident, the police will inform the DSL in school before the child or children arrive at school the following day. Once informed, the DSL or a deputy will provide silent support according to the child's needs and update records about their circumstances.

Useful link:

[Local partnership guidance](#)

Homelessness:

Barnes Primary School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputy are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include: household debt, including new poverty induced by the pandemic; rent arrears; domestic abuse and antisocial behaviour; and/or the family being asked to leave a property. If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

Child-on-child abuse:

We recognise that children can abuse other children, often referred to as child-on-child abuse. It can happen inside and outside school and online. This can include, but is not limited to

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- abuse between children in an intimate relationship
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including when a child encourages or threatens physical abuse online)
- sexual violence, such as rape and sexual assault (including when a child encourages or threatens this online)
- sexual harassment, such as sexual comments, jokes and online sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos



- 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
- up-skirting and initiation/hazing type violence and rituals

Older children may use any of these types of child-on-child abuse to 'recruit' younger children into gangs, especially in areas where gangs are prevalent. Young people experiencing child sexual exploitation first hand may be forced to recruit other young people using types of child-on-child abuse. We are aware that boys are more likely to carry out child-on-child abuse and girls are more likely to be impacted by it, but all child-on-child abuse is unacceptable and will be taken seriously.

Barnes Primary School does not tolerate child-on-child abuse. We know that even when there are no reported cases of child-on-child abuse, it could still be happening but yet to be reported. We do not downplay child-on-child abuse, especially sexual violence and sexual harassment, as "banter", "just having a laugh", "part of growing up" or "boys being boys". For children to feel safe at our school, we make sure they know child-on-child abuse is not acceptable behaviour and how to report it to a trusted adult if they are experiencing or witnessing it.

It is our duty to minimise the risk of child-on-child abuse. We do this in the following ways:

- Our staff read this policy
- Our staff are trained to spot the signs that a child is, or may be experiencing, child-on-child abuse and how to report it. They maintain an attitude that 'it could happen here'
- Our staff challenge any inappropriate behaviour between children, including the use of derogatory language
- The behaviour policy, which includes our whole school response to abuse, makes sure everyone knows how to behave and how to respond consistently when children show unacceptable or abusive behaviour
- In all areas of school life, such as lessons, assemblies and in the playground, we teach children how to act and to treat other people, including when they are online
- We have effective systems in place for children to report child-on-child incidents.

What to do:

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the designated safeguarding lead should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact children's services to discuss the case. It is possible that children's services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both children's files
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged child being impacted by the behaviour)
- It may be appropriate to exclude the child being complained about for a period of time according to Barnes Primary School's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures



- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. Early help may be sought from AfC's Resilience Network meetings
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Child-on-child sexual violence and sexual harassment:

Our school is aware of Ofsted's [Review of sexual abuse in schools and colleges](#). The review was carried out as a result of the large amount of testimonies shared on the [Everyone's Invited](#) website, which highlighted the prevalence of sexual harassment and sexual violence.

We know that sexual violence and sexual harassment can happen between two children of any age or sex, from a group of children to a single child or group of children, online and face to face. It is more likely that girls will be impacted by sexual violence and more likely that sexual harassment will be instigated by boys. Sexual violence and sexual harassment exists on a continuum and may overlap. They are never acceptable and we will not tolerate them.

National and local research has made us aware of the prevalence and normalisation of harassment and abuse in school-aged children. No reports does not mean it is not happening here at Barnes Primary School.

Alongside girls, these groups are at higher risk of sexual violence and sexual harassment:

- children with SEND
- children who are LGBT or who are perceived to be LGBT+ by their peers

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, negatively affect their educational attainment and be worsened if the alleged perpetrator(s) attends the same school. If a child reports an incident, they will be reassured that they have done the right thing by telling a trusted adult, will be taken seriously, supported and kept safe. We will further reassure those affected that the law is there to protect them, not criminalise them.

We are aware that when a child reports sexual violence or harassment, this may only be the start of a larger disclosure that could transpire over time. When there are reports, we will always consider the effectiveness of our policies and procedures and whether any changes are necessary to reduce the risk of it happening again. This will be in line with the school maintaining a culture of safeguarding.

Barnes Primary School follows Part 5 of KCSiE when considering our response to sexual violence and sexual harassment. These are mainly captured in the child-on-child abuse section of this policy.

Harmful sexual behaviours (HSB):

Children's sexual behaviours exist on a continuum. HSB refers to problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. HSB can occur online or face-to-face. We will always consider HSB in a child protection context. Barnes Primary School recognises that children displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

When considering HSB, we will take into account the ages and the stages of development of the children. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age, or if one of the children is



pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Our DSL and deputy DSL will

- have a good understanding of HSB
- assist in planning the curriculum aimed at preventing HSB
- ensure staff spot and report inappropriate behaviour to prevent an escalation
- incorporate our approach to sexual violence and sexual harassment into the whole school approach to safeguarding

Barnes Primary School's curriculum addresses these issues via the following topics according to the age and stage of development of our children:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- consent

Useful links:

[Local partnership guidance](#)

[NSPCC Harmful Sexual Behaviours](#)

[Centre of Expertise on child sexual abuse: Resources for education settings](#)

[Stop it Now](#)

Up-skirting:

Barnes Primary School will ensure that all staff and children are aware that 'up-skirting' is a criminal offence and will not be tolerated. The [Criminal Prosecution Service \(CPS\)](#) defines 'up-skirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission".

Barnes Primary School will decide each incident on a case-by-case basis, with the DSL or a deputy taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police, as required.

Sharing nudes and semi-nudes:

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18 ([UKCIS, 2024](#)). Alternative terms used by children and young people may include 'dick pics' or 'pics'. It is a form of child sexual abuse. All incidents will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. while sharing nudes and semi-nudes of them or their peers breaks the law, we know it is important to avoid criminalising young people unnecessarily.

Children might share nudes because of threats and/or pressures from relationships. They might also want to send nudes, but this is usually because they believe they will get something in return. Sextortion is when someone threatens to share or distribute nude or semi-nude images of another person if they don't do what is asked. It can happen to anybody, but a large amount of cases involve



teenage boys. The explicit imagery may be used to blackmail the young person into sending more images, money, or in some cases, into recruiting more victims. Images can be both real or generated by artificial intelligence.

We are aware of and in response to incidents will use the [alert guidance](#) and support provided by the National Crime Agency and CEOP.

So-called 'honour'-based abuse, including FGM and forced marriage:

So-called 'honour'-based abuse (HBA) means incidents or 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. We are aware this abuse often involves a wider network of family or community pressure and can include multiple perpetrators. Therefore, we will consult with children's services before taking any form of action to reduce the dynamic and additional risk factors that might be present as a result.

Female genital mutilation (FGM):

Female genital mutilation (FGM) means 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. The DSL will make sure that staff have appropriate training to prepare them for spotting signs that a child has been affected by FGM or is at risk of FGM.

Section 6 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a child is at risk of FGM.

Signs that FGM might happen:

- A relative or someone known as a 'cutter' visiting from abroad
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'
- A female relative, like a mother, sister or aunt has undergone FGM
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays
- A girl has an unexpected or long absence from school
- A girl struggles to keep up in school
- A girl runs away - or plans to run away - from home (NSPCC)

Signs FGM might have taken place:

- having difficulty walking, standing or sitting
- spending longer in the bathroom or toilet
- appearing quiet, anxious or depressed
- acting differently after an absence from school
- reluctance to go to the doctors or have routine medical examinations
- asking for help - though they might not be explicit about the problem because they're scared or embarrassed (NSPCC)

Useful information:

[Female Genital Mutilation Statutory Guidance](#)

[Local partnership guidance](#)



[National FGM Centre](#)

Forced marriage:

A forced marriage is non-consensual. Either person could be forced/pressured in several ways, including physically, psychologically, financially, sexually and emotionally. It is a criminal offence in England and Wales.

An arranged marriage is different. The families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with those who are considered for marriage.

We are aware that the legal age for marriage in the UK has risen to 18, regardless of parental consent. The DSL will follow the local safeguarding procedure and, if necessary, seek advice from the Forced Marriage Unit on 020 7008 0151 if a concern comes to their attention.

Useful information:

[Freedom charity](#)

[Handling cases of forced marriage guidance](#)

Modern slavery:

Modern slavery is a crime whereby a person uses another person, by means of deception or coercion, as a possession for the purposes of exploitation. We are aware modern slavery exists in the UK and that some victims are children.

Common places modern slavery occurs includes

- the sex industry, including brothels
- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and childminding

Victims can be forced into criminal activities such as cannabis production, theft or begging.

The DSL will seek advice and support from children's services who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM). Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.

Useful information:

[Modern slavery: how to identify and support victims](#)

Private fostering:

A private fostering arrangement is when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.



Barnes Primary School is aware that, by law, a parent or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. We have a duty to inform children's services of this arrangement if they have not been notified, but we will encourage parents and private foster carers to do so in the first instance.

Useful links:

[Looking after someone else's child](#)

[Local partnership guidance](#)

Preventing radicalisation and extremism:

We take seriously our statutory duty to protect children from being drawn into terrorism and extremism. While some children are more susceptible, any child can be radicalised into terrorism. We take our [statutory duty](#) to prevent children from becoming terrorists or supporting terrorism seriously.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. It can occur over a period of time or quickly. **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. This includes calling for the death of members of the armed forces.

Terrorism is an action that:

- endangers or causes serious violence to a person/people
- causes serious damage to property, or
- seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

To prevent children from being radicalised, we make sure

- Our filtering and monitoring systems will prevent and protect children from accessing extremist material
- Children are taught about British Values and staying safe online via the curriculum
- Children are provided with a safe space to discuss controversial issues and the skills they need to challenge extremist views
- Staff are trained to spot the indicators of radicalisation and extremism and how to report concerns as soon as possible
- The DSL attends Prevent awareness training and is aware of the latest guidance

We perform a risk assessment which assesses how our learners or staff may be at risk of being radicalised into terrorism (including online) using the counter terrorism local profile and updates from the local partnership. The [educate against hate](#) government website lists signs that could indicate that a child is being radicalised:

- becoming increasingly argumentative
- refusing to listen to different points of view
- unwilling to engage with children who are different
- becoming abusive to children who are different
- embracing conspiracy theories
- feeling persecuted



- changing friends and appearance
- distancing themselves from old friends
- no longer doing things they used to enjoy
- converting to a new religion
- being secretive and reluctant to discuss their whereabouts
- changing online identity
- having more than one online identity
- spending a lot of time online or on the phone
- accessing extremist online content
- joining or trying to join an extremist organisation

If you have concerns that a child may be at risk of radicalisation or involvement in terrorism, go to section 6.

Useful links:

[Local partnership guidance](#)

[Protecting children from radicalisation: the prevent duty](#)

Child abuse linked to faith or belief:

This type of abuse can happen anywhere across any community and/or religion. There are a variety of definitions associated with abuse linked to faith or belief. It can include, but is not limited to, the concept of belief in

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- ritual or multi-murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation

If you suspect a case of child abuse linked to faith or belief, follow the safeguarding procedures in this policy. In addition, the Metropolitan Police's Project Violet team can be contacted on the non-emergency, 24/7 number: 101.

Useful links:

[Metropolitan Police advice](#)

[Short YouTube introduction video](#)

[National FGM Centre](#)

Fabricated or induced illnesses:

Staff at Barnes Primary School are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Our supporting children with medical needs policy details our procedure for ensuring reported medical needs are evidenced by medical professionals.



Useful link:

[The Royal College of Paediatrics and Child Health \(RCPCH\) guidance](#)

Concerns about adults:

Barnes Primary School has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioners and/or volunteers, who work with children in our school.

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

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

This applies to any child that the member of staff, supply staff or volunteer has contact with in their personal, professional or community life, as if they had child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school's code of conduct and the [Guidance for safer working practice for those working with children and young people in education settings February 2022](#)

Guidance for safer working practice for those working with children and young people in education settings February 2022

Guidance about conduct and safe practice, including safe use of mobile phones by staff, will also be given at induction. All staff should be aware of Barnes Primary School's healthy relationships and positive behaviour policies. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

We understand that a child may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or being aware of the information, will immediately inform the headteacher or the DSL.

On all such occasions, the headteacher or the DSL will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the chair of governors who will consult the LADO as above, without notifying the headteacher first. Contact details for the chair of governors can be found in section 2 of this policy.



Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families.

For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home
- the higher standards of conduct demanded by law and regulation of those caring for other people's children
- the position of trust enjoyed by such people

Barnes Primary School will follow the London child protection procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Keeping Children Safe in Education 2024](#).

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the headteacher will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the headteacher, the decision to suspend will be made by the chair of governors in consultation with the LADO and HR.

If the allegation is regarding supply staff, the school will ensure that allegations are dealt with properly. In no circumstances will the school cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply worker, or redeploy them to another part of the school, while they carry out their investigation.

If an allegation pertains to another adult not employed directly by the school, for example catering staff, cleaning staff, peripatetic teachers, sports coaches or a former member of staff, the school will work directly with the employing agency and the LADO as described above.

We will ensure that all external agencies used are provided with details of the school's process for managing information. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, consideration will be given as to whether to refer the case to the Secretary of State via the Teaching Regulation Agency.