



## **Koinonia Federation Safeguarding and Child Protection Policy**

<b>Date of Last Review:</b>	September 2020 April 2021
<b>Date agreed by Governors:</b>	29 <sup>th</sup> September 2020
<b>Names of Designated Safeguarding Lead for Child Protection:</b>	Victoria Wainwright, Morayo Amao, Zoe Pett, Kyla Butterworth, Alex Ermellino
<b>Name(s) of Deputy Designated Safeguarding Leads for Child Protection:</b>	Tainia Thomas, Sonya Williams, Anita Hinds, Amanda Hughes, Brenda Lamont, Sam Reid
<b>Name of Designated Teacher for Looked after Children:</b>	Julia Hoon, Amanda Hughes, Morayo Amao, Alexander Ermellino, Kyla Butterworth
<b>Name of person in charge of E-Safety:</b>	Garcia Nicholson-Wright
<b>Name of Governor for Safeguarding/Child Protection:</b>	Pauline Sheath
<b>Date policy was shared with all staff:</b>	September 2020
<b>Date of next review of the policy:</b>	September 2021

**“Do unto others, as you would have them do unto you.”**

**Luke 6:31**

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

## Policy statement

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

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

We maintain an attitude of '**it could happen here**' where safeguarding is concerned and promote a culture of openness where children and adults are able to talk and are listened to. This policy will provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our Federation. It will be used to inform parents and carers of how we will safeguard their children whilst they are in our care.

The policy provides information regarding different types of abuse, links to statutory and non-statutory documentation and outlines our procedures which ensure our children receive effective support, protection and justice.

## Definition of safeguarding <sup>1</sup>

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

## Introduction

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

The Koinonia Federation takes seriously its responsibility to protect and safeguard the children in its care and has updated this policy to meet the requirements within updated statutory guidance documents. These documents outline the responsibilities of schools, colleges, independent schools, academies and free schools (by virtual of their funding agreement) in carrying out their duties to safeguard and promote the welfare of children by ensuring that "mechanisms are in place to assist staff to understand and discharge their role and responsibilities".

The Koinonia Federation will support the pupils in their understanding of staying safe when using new technology (in accordance with the DfE guidance published in June 2019 'Teaching online safety in schools' and any additional relevant guidance.<sup>2</sup>

Pupils will be supported in their understanding of personal safety through the broad curricular offer and the teaching of Relationships Education (primary), Relationships and Sex Education (RSE) and Health Education.

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<sup>1</sup> Keeping Children safe in Education (KCSIE) – Statutory guidance for schools and colleges September 2020

<sup>2</sup> Additional advice to support schools can be found in [safeguarding-in-schools-colleges-and-otherproviders](#) and [safeguarding-and-remote-education](#) April 2020. Also, in KCSIE 2020 annex C

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## 1 Aims and principles

1.1 The Koinonia Federation fully recognises its responsibilities for safeguarding children including those in need of protection.

### 1.2 Aims

- To provide staff, volunteers and governors with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the Federation. □ To demonstrate our commitment to protecting children.

### 1.3 Principles and values

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

### 1.4 The Koinonia Federation will

- Ensure safer recruitment procedures are robust and in line with national legislation and a strict staff code of conduct is promoted.
- Ensure a suitably trained workforce who are confident to implement the outlined procedures for identifying and reporting cases (or suspected cases), of abuse and responding to reports of sexual violence and harassment between children.

1.5 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The Koinonia Federation will therefore:

- Raise awareness of child protection issues and equip children with the skill needed to keep themselves safe and support their mental well-being;
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;

- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Promote opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

## 2 Statutory Framework

2.1 In order to safeguard and promote the welfare of children, the Koinonia Federation will act in accordance with Keeping Children Safe in Education (September 2020) and other legislation, guidance<sup>3</sup> and advice detailed in Appendix 2

2.2 More specifically, we will:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection, and deputy safeguarding lead (DDSL) for child protection, who have received appropriate training and support for their roles;
- Ensure we have a nominated governor responsible for child protection;
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the DSL;
- Have a comprehensive induction policy in place specifically outlining the school Safeguarding/CP policy; the staff code of conduct; acceptable use (ICT including mobile phones and cameras); school behaviour policy; the safeguarding response to children who go missing from education and identity and role of the DSL;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL and have signed that they have read Keeping Children Safe in Education (September 2020) Annex A and Part 1;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the Federation prospectus or website;
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**;
- Contact the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This may then trigger actions identified in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care";
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;

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<sup>3</sup> Including any safeguarding guidance issued by Public Health England or Department for Education in response to required changes to the normal functioning or provision of education in the school.

- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately;
- Have procedures in place to re-assess concerns when a child's situation fails to improve;
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (This could be electronic secure storage);
- Follow the procedures set out in section 14 of this document, if an allegation is made against an employed member of staff, supply staff or volunteer;
- Ensure safe recruitment practices are always followed.
- Ensure clear protocols are in place for the appropriate supervision of visitors (including visiting speakers/educators) and that the Federation's values and British Values are upheld.
- Have procedures in place to gather and respond to the views and/or concerns of pupils
- Seek to hold more than one emergency contact number for each pupil

### **3 Safeguarding Training**

3.1 All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will 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.

3.2 The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

3.4 Any newly appointed DSL will attend the DSL one-day training provided by the Royal Borough of Greenwich Direct services to schools or another accredited training provider, followed by the GSCP Working Together course before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.

3.5 The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training annually.

3.6 The DSL will retain a training record indicating the attendance at safeguarding training so that absent staff can receive an update on their return. Additionally, the DSL will retain a record showing staff have read Keeping Children Safe in Education (September 2020) Annex A and Part 1.

3.7 All new members of staff will receive child protection training as part of their induction programme.

3.8 Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy or in the national guidance materials as they occur.

3.9 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff and governors in post. (The Royal Borough of Greenwich recommends this is updated every 5 years.)

3.10 Record of training (summary):

	Staff/governor name/role	Date training completed
Designated Safeguarding lead training	Victoria Wainwright, Morayo Amao, Zoe Pett, Kyla Butterworth, Alex Ermellino	July 2019
Prevent awareness	Whole school	March 2019 October 2020
Governor safeguarding training	Safeguarding governor	Autumn 2019
Safer Recruitment	Emma Clark, Aaron Flanagan, Sue Eden, Claire Harrison, Sue Hall, Victoria Wainwright, Zoe Pett, Razwan Hussain, Sam Reid, Morayo Amao, Dayo Ajay, Kyla Butterworth	2018 2019
Safer Recruitment	Catherine Booth, Linda McCullough	2020
Annual safeguarding/CP training for all staff to include information on		
Honour Based Abuse (FGM, forced marriage etc)	Whole school	Autumn 2020
Child Sexual Exploitation (CSE)	Whole school	Autumn 2020
Peer to peer abuse	Whole school	Autumn 2020
Child criminal exploitation and County lines	Whole school	Autumn 2020
Prevent and extremism	Whole school	Autumn 2020
E-Safety training	Kyla Butterworth	2019
First Aid	Primary whole school	Annually
LAC Designated Teacher	Kyla Butterworth, Alex Ermellino, Morayo Amao	2020

#### 4. The Head Teacher's Roles and Responsibilities re: Safeguarding

- 4.1 In line with the statutory guidance (2020), the Executive Co-Headteachers, will ensure that systems and procedures to ensure all staff understand their role in safeguarding and promoting the welfare of children. The Executive Co-Headteachers will ensure:
- The policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
  - A clear and concise job description is in place for the DSL and that the DSL is a senior member of the School Leadership Team;
  - Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
  - All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies, where appropriate.

- Induction procedures are robust and meet the requirements outlined in KCSIE 2020
- A barred list check is completed and a risk assessment is in place ensure any individual who starts before a DBS certificate is received, is appropriately supervised.
- There are arrangements in place for DSL availability to cover any out of hours or out of term time activities taking place.
- Procedures are in place to refer to DBS any person dismissed or removed due to safeguarding concerns.
- The Koinonia Federation will take the lead role in the investigation of any allegation concerning a supply teacher in post and will keep the supply agency informed throughout.
- The Koinonia Federation is satisfied that any alternative provider used by the school has appropriate safeguarding procedures in place.

## **5 The Designated Safeguarding Lead for Child Protection's Roles & Responsibilities**

### **5.1 Broad areas of responsibility proposed for the DSL for child protection.**

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies;
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police);
- Act as a source of support, advice and expertise to staff within the educational establishment;
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services **unless** this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. (Consideration will be given that by alerting parents or carers about a referral could potentially jeopardise a police or criminal investigation, DSLs should seek advice if this is the case.) Liaise with the head teacher or principal (where the role is not carried out by the Executive Co-Headteachers, or Principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role;
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

- To ensure that where a child needs a social worker, this should help inform decisions about safeguarding and the promotion of welfare and support within the school setting.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have robust induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise;
- Ensure all staff are aware of the guidance 'What to do if you're worried a Child is being Abused';
- Ensure staff are aware of contextual safeguarding and the influence of factors outside the school/college or the child's own family including vulnerability to possible abuse, exploitation and youth violence.
- Feedback and reassure staff who have raised a child protection concern;
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns;
- Maintain an up-to-date awareness of safeguarding developments and distribute these as appropriate to all staff in line with advice from the Greenwich Safeguarding Children's Partnership (GSCP);
- Have attended Prevent Awareness training (Heather Hutchings Prevent Education Officer RBG 0208 921 8325)
- Ensure the Federation's child protection policy and procedures are updated and reviewed annually and work with the governing body, management committee or proprietor regarding this;
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this.
- Where children leave the establishment ensure their child protection file is provided (with a receipt obtained) for any new establishment as soon as possible but transferred separately and securely from the main pupil file;

5.2 The designated safeguarding lead will also help to promote educational outcomes of vulnerable children and those with a social worker. They will encourage staff to maintain a culture of high aspirations for this cohort and support teachers to identify any specific challenges or additional academic support required.

## **6 The Governing Body's Roles & Responsibilities re Safeguarding**

6.1 Keeping Children Safe in Education (September 2020) provides the following statutory guidance:

## **Safeguarding arrangements that schools and FE colleges should have in place**

Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.

6.2 In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSL on matters relating to Safeguarding and Child Protection.

6.3 The Governing Body will ensure that:

- The Federation has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request;
- The Federation operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The Federation has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- A senior member of the Federation's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies;
- In addition to GSCP training (every two years) the Designated Safeguarding Lead will undertake training to support inter-agency working.
- There is annual training for all staff to equip them to carry out their responsibilities for child protection effectively. Also, that all temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- There are clear systems and processes in place for identifying possible mental health concerns, including routes to escalate and clear accountability systems.
- An appropriate whistleblowing policy/procedure is in place and is reflected in staff training and staff behaviour policies (code of conduct) to encourage any staff member or volunteer to report concerns regarding safeguarding practice in the schools.
- All allegations or safeguarding complaints are appropriately investigated by a senior leader from within the school and if necessary, by an independent investigator provided by RBG or externally sourced;
- The Executive Co-Headteachers remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention;

- A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Executive Co -headteachers (Contact details of the LADO are given in section 14.7);
- The Governing Body reviews the child protection policy and the effectiveness of safeguarding procedures (at least) annually.
- With staff welfare in mind, the Governing Body will consider the necessity and appropriateness of arranging for 'Safeguarding Supervision' for the DSL and or Deputy DSLs within the Federation.

## **7 The Role & Responsibilities of all Staff within the Federation**

- 7.1 All Federation staff members should read Keeping Children Safe in Education (2020) Part 1 and Annex A. They should be aware of the signs of abuse and neglect (Appendix 1 attached) so that they are able to identify cases of children who may be in need of help or protection.
- 7.2 Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- 7.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff are aware of the additional barriers in identifying possible abuse and neglect in these children. They recognise the need to
- explore the reasons for changes in behaviour, mood and injury rather than assume it is related to the child's disability;
  - understand that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
  - overcome the barriers and difficulties in communication with these children.
- 7.4 All staff will be aware that mental health problems can be an indicator that a child has suffered abuse, neglect or exploitation. They are well placed to observe the children and their behaviours. All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of signs, symptoms and knowledge of possible indicators of abuse;
  - Recognise that peer-on-peer abuse (all forms, including physical and sexual violence and harassment, sexting, 'up skirting' and bullying) must be taken seriously and appropriately reported;
  - Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour (without promising they will not tell anyone);

- Read carefully any documentation provided by the DSL to update their safeguarding training.

7.5 It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that **all** the staff are aware of the signs and behaviour which **may** indicate abuse (see section 9 and Appendix 1).

7.6 All staff and volunteers have a duty to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- *The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).*

## 8 Royal Greenwich Early Help Guidance

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

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- is showing early signs of abuse and/or neglect.

Further information can be found from:

[www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)

Early Help consultation line 0208 921 4590 1- 4pm

[Early-help-refer@royalgreenwich.gov.uk](mailto:Early-help-refer@royalgreenwich.gov.uk)

Early Help preventions directory available on the GSCP website

## **9 When to be concerned**

9.1 All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

9.2 All staff and volunteers must act in accordance with this policy if a child presents with indicators of abuse (see Appendix 1 for details).

## **10 Dealing with a Disclosure/Reporting concerns See (Appendix 3 flowchart)**

10.1 If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. Staff must provide the DSL with a signed and dated written (or electronic) record of their concerns.

10.2 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow referral, along with the role they might be expected to play in such assessment.

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

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me, and How did that happen"
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not their fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed

- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
  - Sign and date the record of disclosure
  - Speak with the Designated Safeguarding Lead for Child Protection, and provide him/her with the signed, dated written record, using the agreed school procedures, without delay.
- 10.3 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- 10.4 Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- 10.5 When the DSL for Child Protection, or in his/her absence, the Deputy DSL for Child Protection, has been informed, he/she will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

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

- 10.6 Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time.** Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (**MASH**) Tel 0208 921 3172 (see contact details below)

**Multi Agency Safeguarding Hub  
Children's Services'  
Safeguarding and Social Care, 1<sup>st</sup> Floor  
The Woolwich Centre,  
Wellington Street,  
Woolwich, London  
SE18 6HQ**

- 10.7 If the DSL has raised a safeguarding concern but does not feel that appropriate action has been taken by Children's Services, he/she should use the Greenwich Safeguarding Children's Partnership escalation policy to take this further. (This is available on the GSCP website, click on the professional's tab)
- 10.8 Additional referral guidance is provided in Appendix 3

## **11 Confidentiality**

- 11.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers in the Federation. All staff/volunteers in the Federation have a responsibility to share relevant information about the protection of children with other professionals. This sharing of information is outlined in the guidance 'Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers' (July 2018). It identifies seven golden rules for sharing information. It reminds practitioners that the General Data Protection Regulation (GDPR), Data Protection Act 2018 (and 2020 update) and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- 11.2 If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.
- 11.3 Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

## **12 Communication with Parents**

- 12.1 Parents and carers will be made aware of the Federation safeguarding/child protection policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.
- 12.2 The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

## **13 Record Keeping**

- 13.1 The Federation uses the program CPOMs to record all concerns. They should together provide an accurate factual account of the concern and action taken by the school.
- 13.2 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link Teacher at the receiving school. The Federation will retain a receipt for the records signed by the receiving school.
- 13.3 The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Partnership Agencies (e.g. Solicitor, investigating agent) will be referred to the Executive Co-Headteacher/Child Protection Designated Safeguarding Lead who is advised to seek legal advice before acting.
- 13.4 Record keeping in the Federation

- All records of concern and multi-agency involvement should be kept separate from the child's academic records. They must be kept securely with access only for the DSL, Deputy DSLs, Campus Leaders and Executive Co-Headteachers.
- The procedures outline above (Section 10.1) should be followed

#### **14 Dealing with Allegations against School Staff (see also Keeping Children Safe in Education September 2020 part 4 for further details also flowchart in Appendix 3)**

14.1 An allegation is any information which indicates that a member of staff (including supply staff) or a volunteer may have:

- behaved in a way that has, or may have harmed a child;
- possibly committed a criminal offence against or in relation to a child;
- behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children;
- behaved in a way contrary to the Staff code of conduct

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

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

14.4 Any concern or allegation should be reported immediately to the DSL or the Executive Co-Headteachers (unless the allegation relates to Executive Co-Headteachers see 14.10 below). Campus Leaders will also be informed. S/he should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a 'need to know' basis only.

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

14.6 The recipient of a concern or allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

14.7 The Executive Co-Headteachers in conjunction with the DSLs and Campus Leaders, will assess whether it is necessary to refer to the Local Authority Designated Officer (LADO) to determine the next step. The Children Safeguarding Officers in the LADO Team in RBG are **Rachel Walker (0208 921 2206)** and **Laura Lumbis (0208 921 2247)**.

The LADO number is **0208 921 3930** and the email address is

[Childrens-LADO@royalgreenwich.gov.uk](mailto:Childrens-LADO@royalgreenwich.gov.uk)

- 14.8 If the concern or allegation meets any of the four criteria set out in section 14.1 then the Executive Co-Headteachers or the appointed person shall contact the **LADO (Education)** without delay, and provide the LADO with written confirmation of the allegation.
- 14.9 Executive Co-Headteachers, shall, as soon as possible, **following briefing** from the LADO inform the subject of the concern or allegation. (If the concern or allegation involves a supply teacher/staff, the agency will be informed and invited to share any information relating to previous concerns or allegations)
- 14.10 If there is an allegation or concern raised against the Executive Co-Headteachers, then the Co -Chairs of Governors will be contacted.  
The Co-Chairs of Governors for the Federation are: Mrs **Judith Eastaugh** and Dr **Peter Gregory**.
- 14.11 In the event of allegations or concerns against the Executive Co - Headteachers the Co -Chairs of Governors (or the Vice Chair) will contact the LADO, whose contact details are given in 14.7 above.

## **15 Allegations concerning other children**

- 15.1 This policy recognises that children are capable of abusing their peers. Staff are aware that any allegations will be investigated appropriately by reporting concerns to the DSL and will never be tolerated or passed off as “banter” or “part of growing up”. Any form of inappropriate touching, physical abuse such as hitting, kicking, shaking, biting and hair pulling, or evidence of 'initiation procedures, sexting, up-skirting (or other inappropriate use of new technology) will be robustly followed up.
- 15.2 Victims of abuse (bullying, sexual, peer on peer) will be supported as for any other form of abuse and in their best interests. Interventions can include: counselling, Children and Young Person Youth Advocate for Greenwich, Victim Support, CSE support, school police officer, mentoring and family support such as Early Help/MASH.
- 15.3 Peer-on-peer abuse can manifest itself in many ways. The curriculum provides opportunity for the school to help children safeguarding themselves from new technology and through learning about personal safety. (See also ICT policy, curriculum policy, antibullying policy and equalities policy.)
- 15.4 The children have E-safety training annually and are given along with parents/carers key information from CEOP and other online safety sites.

## **16 Monitoring & Evaluation**

The responsibility for ensuring that the Safeguarding/Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover.

## **17 List of related policies/procedures**

Anti-bullying policy  
Child Protection  
Medical policy  
Safer Recruitment in schools  
Staff Code of Conduct (staff behaviour policy)  
Equalities policy  
Whistleblowing  
Health and Safety  
Curriculum policy

Intimate care policy  
Positive handling/ Physical restraint  
Relationships Education Policy (RE)  
Relationships and Sex Education (RSE)  
Health Education  
Attendance  
Acceptable use agreements  
Behaviour policy  
E-safety policy  
ICT policy

## **APPENDIX 1: Types and Indicators of Abuse (to be read in conjunction with Keeping Children Safe in Education Part 1)**

**NB.** This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in-depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

### **Definitions of child abuse**

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health (physical or mental) or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

### **1. Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

**Possible indicators of Physical Abuse - Some** of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

## **2. Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It may involve

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another (including witnessing domestic violence)
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**Possible indicators of Emotional Abuse** - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

## **3. Sexual Abuse**

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

**Possible indicators of Sexual Abuse** - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child/adult is being abused:

- Sudden changes in behaviour or in school performance
- Displays of attention/affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD \* Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

#### **4. Neglect**

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

**Possible indicators of Neglect** - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

## Additional safeguarding issues<sup>4</sup>

### Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

#### □ FGM mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases.

Mandatory reporting of female genital mutilation procedural information can be found at:

*<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>*

#### □ Possible indicators of Female genital mutilation (FGM)

- Holiday requests made to school for significant lengths of time (Pre warning)
- Long periods of time away from the classroom during the day with bladder or menstrual problems □ Avoidance of P.E.
- Difficulty walking, sitting or standing
- Prolonged absences from school
- Noticeable behaviour changes
- Withdrawal
- Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

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<sup>4</sup> Further detail to be found in KCSIE 2020 Annex A

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk). See also Royal Borough of Greenwich Safeguarding Children Partnership website: [www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)

## **Domestic Abuse**

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

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

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. The manipulation or '**grooming**' process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

### **Possible indicators of Child Sexual Exploitation (CSE)**

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime

- Injuries from physical assault, positive handling (physical restraint), sexual assault

### **Children missing from Education**

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect which may include sexual abuse or exploitation and child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. The law requires all schools to have an admission register and with the exception of schools where pupils are boarders, an attendance register. All pupils must be placed on both registers. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures

#### **Children are considered to be missing education if they:**

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer is unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she know his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, □ have been permanently excluded.

The school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

### **Private fostering**

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

### **Preventing Radicalisation Extremist ideology, radicalisation and terrorism**

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways

and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Terrorism is defined as an 'action that endangers or causes serious violence to a person; causes serious damage to property or seriously disrupts an electronic system'. A terrorist threat is one that is designed to influence government or intimidate the public to advance a political, religious or ideological cause.

**PREVENT DUTY** - Section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales<sup>5</sup> is specifically concerned with schools (but also covers childcare)

The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes: Risk assessment, working in partnership, staff training and IT policies

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Partnership. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the DSL lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

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<sup>5</sup> Revised Prevent Duty guidance for England and Wales (April 2019)

- If the Prevent referral is passed to a multi-agency Channel panel, then a member of school staff will attend (if asked) to help with any assessment of vulnerability.

### **Child Criminal exploitation (CCE)**

Child Criminal exploitation takes place when an individual or group uses an imbalance of power to coerce, control, manipulate or deceive a child into carrying out criminal activity. This may be for a reward or due to a threat of violence. The child may be criminally exploited even if the activity appears to be consensual. Activity could include being forced to work in a cannabis factory, forced to shoplift or involvement in county lines.

#### **Possible indicators of Child Criminal Exploitation (CCE)**

- Having unexplained gifts or new possessions
- Involvement with other children involved in exploitation
- Children going missing from home for periods of time or who return late
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Drug or alcohol misuse

### **County lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are periods of absence from school, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>6</sup> should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Peer-on-peer/ child on child abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); abuse within intimate partner relationships; sexual violence and sexual harassment including up-skirting; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. All peer on peer abuse must be reported using CPOMs and the DSLs informed.

*Information regarding the definition and signs of further safeguarding issues including homelessness, children with family members in prison and children and the court system etc can be found in Annex A of Keeping Children Safe in Education 2020.*

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<sup>6</sup> National Crime Agency – Modern slavery and human-trafficking  
28 of 52

## Appendix 2:

### Statutory Guidance, legislation and advice includes:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (September 2020)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (2019)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Searching, screening and confiscation (January 2018)
- What to do if you're worried a child is being abused (March 2015)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Designated teacher for looked-after and previously looked-after children (February 2018)
- UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)
- Procedures set out by the Greenwich Safeguarding Children Partnership. □ Children Missing Education, September 2016
- London Child Protection Procedures and Practice Guidance March 2020
- Children & Families Act, 2014
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, April 2019
- COVID-19: safeguarding in schools, colleges and other providers April 2020
- NSPCC – When to call the police

**Note: All staff** must read and be assisted to understand and discharge their roles and responsibilities set out in **Part one** of Keeping Children Safe in Education. Additionally, Annex A provides further information which also should be read by school staff and governors.

Other useful documents include:

*Ofsted: Inspecting safeguarding in early years education and skills*

## **APPENDIX 3: Record Keeping and Referral Guidance**

It is essential that our schools keeps clear records based on observation and evidence, which separate fact, allegation, hearsay, opinion or unsubstantiated evidence and which clearly indicate decisions and actions taken.

Child protection information will be kept in separate files (these may be electronic) by the designated teacher and will only be discussed with staff on a need to know basis. Staff need to know when a child is at risk and what plan has been decided by case conference, but may not need to know all the confidential details.

All records, notes and observations made by class staff as part of ongoing monitoring of children on the child protection register or causing concern, must be completed on the appropriate incident/concern form and immediately handed/forwarded to the DSL. Documents (paper copy and electronic) must be dated and an indication of the person completing the form recorded.

All child protection conference minutes must be stored in the confidential files kept by the Designated Safeguarding Lead. They are scanned in and kept on CPOMs.

### **Initial Concerns**

Initial concerns, incidents or disclosure by a child must be reported to the DSL using CPOMs. We use the form and body map that is on the CPOMs program.

The following information must be recorded:

- time, date, place and people who were present
- exact details of what was said the by the child and/or others (no interpretation or opinion)
- the child's emotional or physical condition
- details of the behaviour(s) causing concern and the context in which it occurred

Details of injuries, marks or bruises - the position of these must be marked on the appropriate body drawing and suitably annotated to provide further detail (number, length of marks, description of marks, colour of marks/bruises etc.). Other relevant details - including information about previous incidents which may not have been reported but now seem relevant

### **Ongoing Concerns/Monitoring**

- A chronology should be maintained
- Staff in regular contact with a child may be required to keep a running record noting information about particular aspects of a child's behaviour, physical and/or emotional condition or remarks they may make - either because concerns are ongoing or as part of a child protection plan. These will be written on CPOMs.

### **Referrals**

The DSL must keep detailed, contemporaneous notes of:

- discussions with staff
- discussions with the child
- discussion with parents
- information provided to social services
- decisions taken (with times, dates and signed)

The designated teacher will confirm verbal and telephone referrals to social services in writing within 48 hours of the referral.

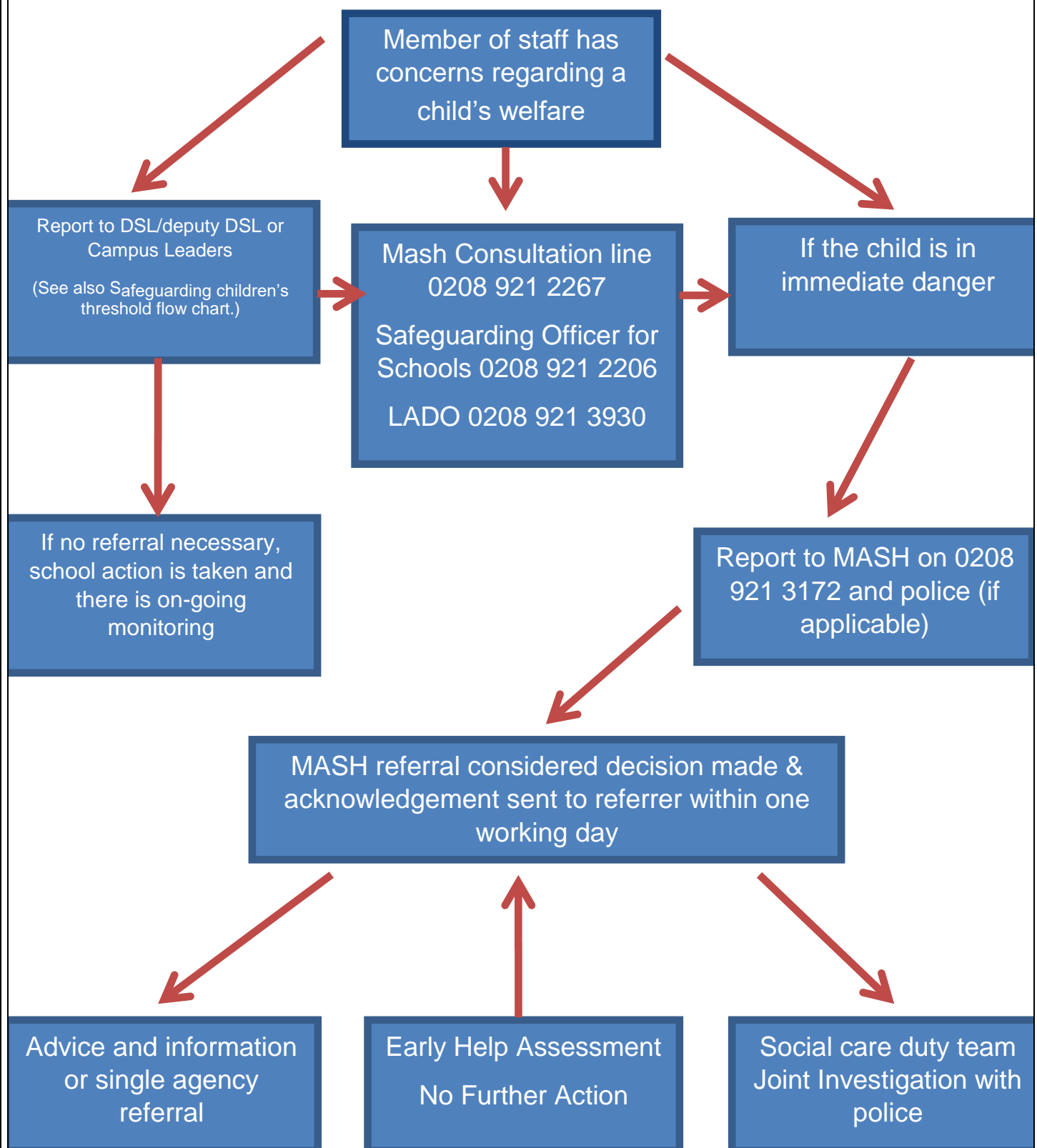
**Reports for Child Protection Conferences/Core Group Meetings**

Reports for child protection conferences must be written on the agreed pro-forma. They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

They should provide clear factual information. Staff should be aware that these reports will be made available to parents at the child protection conference.

## Appendix 3 continued: Reporting concerns about a child

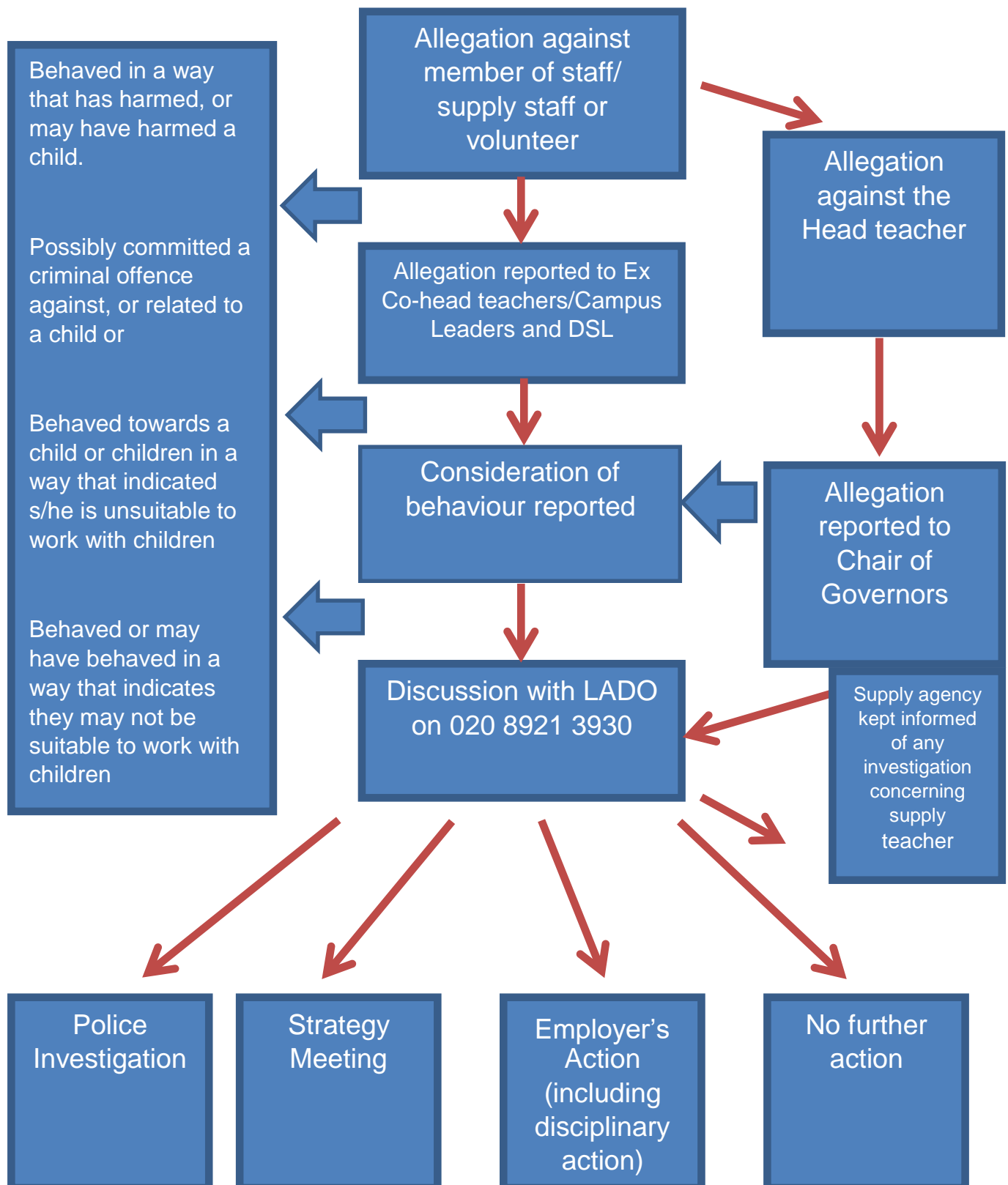
### Flow Chart for Reporting Concerns



## Appendix 3 continued:

### Reporting allegations against school staff, supply staff and volunteers

#### Managing Allegations against staff, supply staff and volunteers



#### Appendix 4 The Koinonia Federation School Concern Form (only to be used if CPOMs cannot be accessed.)

Please complete this form if you have any concerns about a pupil.  
(Pastoral, Medical or Safeguarding)

Pupil Name :	
Date:	Class
Member(s) of staff noting concern:	Job/Role:

<p><b>Concern (Please describe as fully as possible)</b></p>	
<p><b>Body Map attached Yes/ No</b></p>	

Immediate Action Taken		
Date	Person taking action	Action taken

Form passed to Designated Safeguarding Lead Date/time:

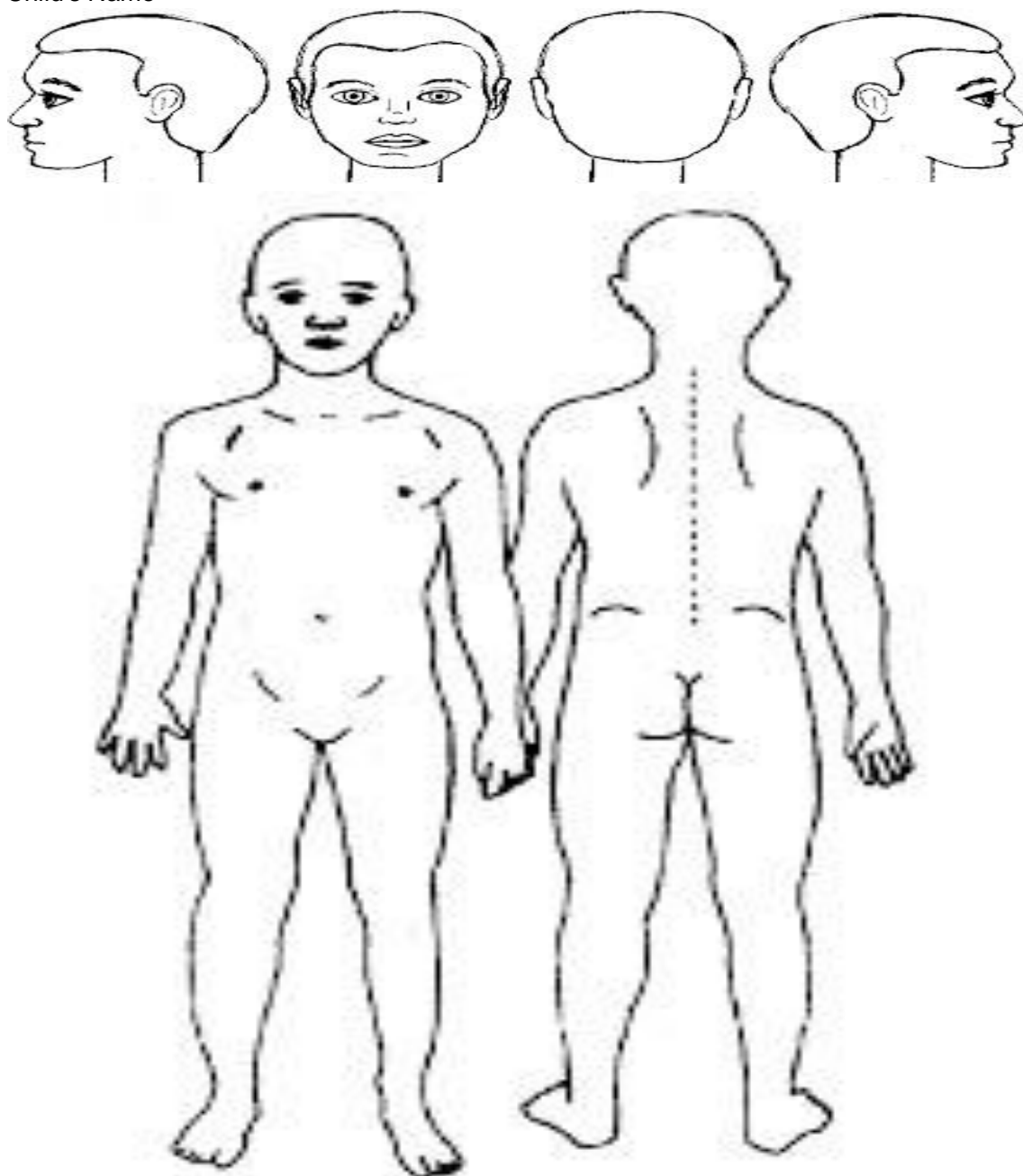
Date	Further Action

## Body Chart

Once completed attach this body chart to the Concern Form

This chart must be used together with the Concern Form Show clearly the location of your concern and label with a number and a brief description, e.g. '1. Burn about 4cm.' On the Concern Form refer to the injury using the same number and description.

Child's Name -----



Observations made by----- Signed-----Date

Signs and symptoms of physical injury can be indicators of abuse, however there may be other reasons they are not fail safe mechanisms. **Red indicates a possible non-accidental injury.** **Green is the more usual sites for accidental injuries.**

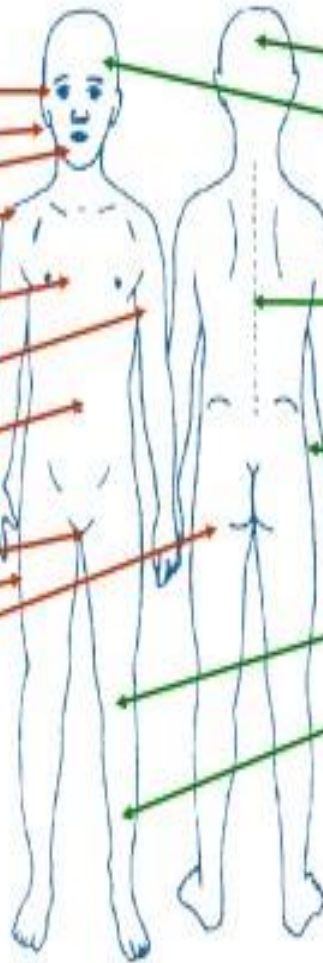
## Common Sites

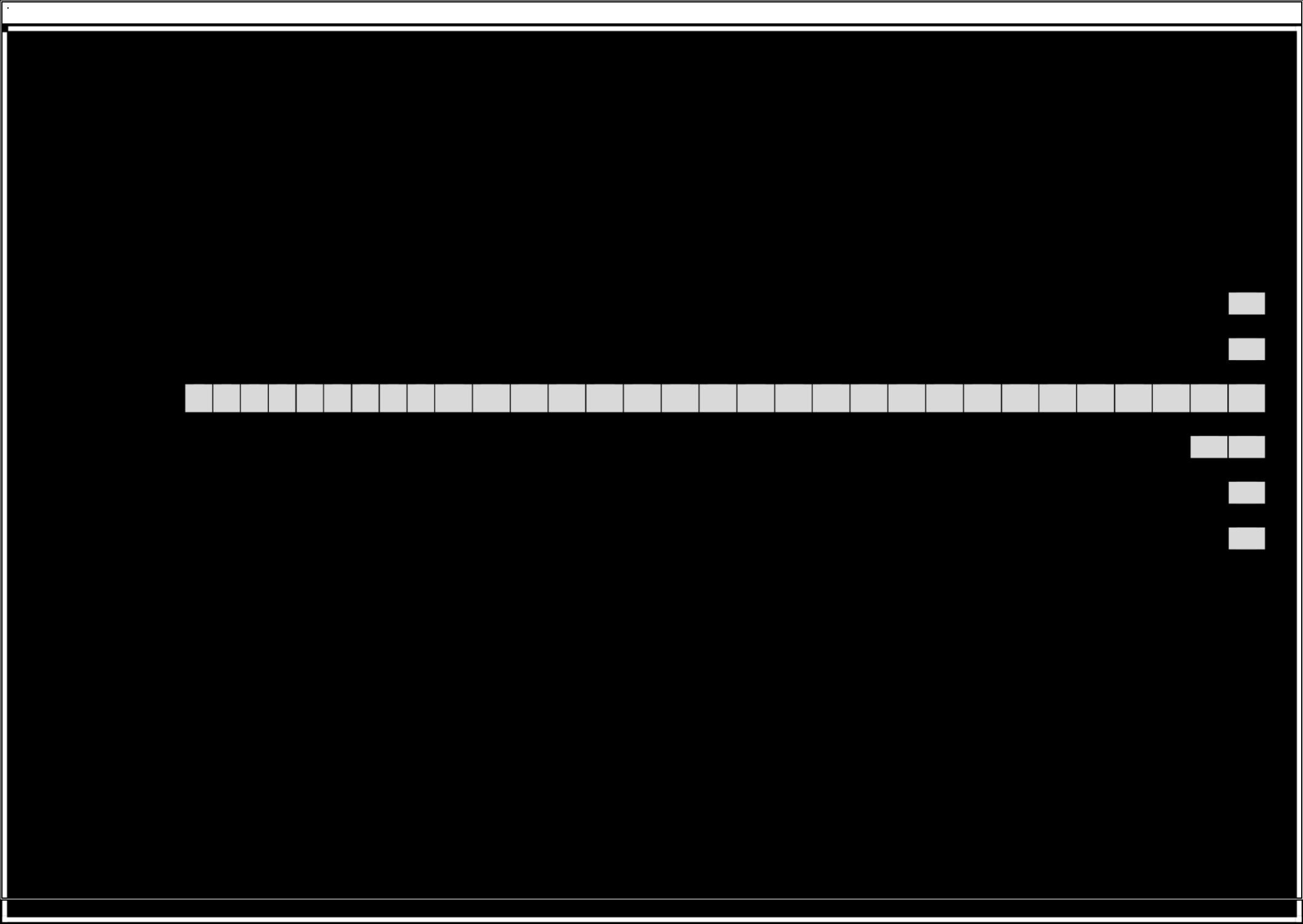
### Non-accidental

eyes  
ears  
mouth  
neck  
shoulder  
chest  
upper arms  
inner arms  
stomach  
hands (backs)  
genitals  
thighs  
buttocks

### Accidental

crown  
forehead  
bony spinal  
protuberances  
elbow  
iliac crest (hip)  
hands (palms)  
knees  
shins





## APPENDIX 5: Royal Borough of Greenwich Referral Form



### Inter-Agency Referral Form for Early Help or Children Social Care Services

This form is to be used to make a referral about a child or young person for either Early Help or Children Social Care Services. Before contacting the Multi Agency Safeguarding Hub (MASH) you need to consider whether the child or young person's needs can be met by services from within your own agency, referring to a specific service, or by other professionals already involved with the family

- Is the child at immediate risk of serious harm or injury? If so call 999 and ask for police
- If you have an urgent safeguarding concern, please contact us by telephone (020 8921 3172) immediately, do not wait to send the form.
- All telephone referrals should be followed up in writing within 24 hours by completion of this form.

**CONSENT:** Agencies who are making enquiries and/or making referrals about child(ren) should inform the parents/carers or those with parental responsibility that they are making a referral to Children Services, unless to do so would mean that the child or young person is at greater risk. **Have you sought consent for this referral from the parent or carer with parental responsibility?**

If <b>YES</b> please name the person who has provided consent	
If <b>NO</b> please explain why	

#### Referring agency details:

Name of Referrer		Job Title	
Agency:		Address:	
Tel/Mobile:		Email:	
Date:			

Have you discussed this with your agency safeguarding lead? ☐ Yes ☐ No

*(this should not delay a referral being made)*

Name of Lead:	
Email / Phone:	

#### Child(ren)'s / Young Person's details

Last Name	First Name	DOB/EDD	Gender	Ethnicity	Early Years / Educational Setting / UPN

**Child(ren)'s / Young Person's main carers / significant others**

Last Name	First Name	DOB	Gender	Relationship to child	Tel/Email	Parental Responsibility Yes/No

**Address(es)**

--

GP / Surgery	Address / Tel	NHS No (if known)

<b>Languages spoken</b>	
<b>Is an Interpreter required?</b>	
<b>Family Immigration Status</b>	

Does the child / young person / parent(s) / carer have an additional need or disability ☐ Yes ☐ No ☐ Not known

If yes, is it a long-term need/disability (please indicate) ☐ Yes ☐ No

Details of need/disability (if applicable)
--

Does the child / young person / parent / carer have a special educational need ☐  
Yes ☐ No

Does the child/young person have an Education and Health Care Plan (EHCP) ☐  
Yes ☐ No

**What are your worries regarding this child / family**

**Risks**

Please tell us your opinion of the level of risk to the child and detail explicitly your reasoning for this

☐ **Low**   ☐ **Medium**   ☐ **High**

**What is working well for this child / family?**

**Parent's / child(ren)'s / young person's views**

**What involvement have you and any other agencies had in the support and protection of this child/family?** *Please list names and contact details where possible (YOS, CAMHS, Health Visitor, education settings, other local authority etc).*

**What do you want to be different for this child / young person / family?**

**Please email this form securely to MASH**

**Duty Team:** 020 8921 3172

**Consultation line for professionals:** 020 8921 2267

**Out of hours:** 020 8854 8888

**Email:** [MASH-referrals@royalgreenwich.gov.uk](mailto:MASH-referrals@royalgreenwich.gov.uk) (please only send information to this email address using a secure email system, e.g. Egress)  
[MASH-referrals@royalgreenwich.gov.uk.cjsm.net](mailto:MASH-referrals@royalgreenwich.gov.uk.cjsm.net)

Royal Borough of Greenwich MASH Team, 1st Floor, The Woolwich Centre, 35 Wellington Street, London SE18 6HQ

To help you to determine levels of need when making your own assessment, please refer to the threshold document

[www.proceduresonline.com/greenwich/cs/p\\_threshold.html?zoom\\_highlight=threshold](http://www.proceduresonline.com/greenwich/cs/p_threshold.html?zoom_highlight=threshold)

## APPENDIX 6

### Brook Sexual Behaviours Traffic Light Tool

#### Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

#### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

#### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

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Brook Sexual Behaviours Traffic Light Tool adapted with permission from True Relationships & Reproductive Health. (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

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## Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

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## APPENDIX 7 Addendum covering Exceptional/Emergency procedures

### COVID-19 school closure arrangements for Safeguarding and Child Protection for the Koinonia Federation

This policy is to be read alongside the Safeguarding and Child Protection Policy and the E-Safety Policy.

There have been significant changes within our setting in response to the outbreak. Most of our students are now at home and staff are also now working from home.

Despite the changes, the school's Safeguarding and Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSLs in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

#### **Vulnerable Children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority.

A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The Koinonia Federation will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the Local Authority Virtual School Lead (VSH) for looked-after and previously looked-after children. The lead person for this will be each campus' DSL. There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the campus DSL will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, the DSL and/or Campus Lead or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. The Koinonia Federation will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Attendance Monitoring**

Local authorities and education settings do not need to follow their usual attendance procedures to follow up on non-attendance. DSLs and social workers will agree with parents/carers whether Children in Need should be attending school – Senior Leadership and DSLs will then follow up on any student that they were expecting to attend, who does not. Staff will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, the Koinonia Federation will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, each campus DSL will notify their social worker.

### **Designated Safeguarding Lead**

The Koinonia Federation has a Designated Safeguarding Lead (DSL) and a Deputy DSL for each campus. We also have other trained staff which form part of larger Safeguarding teams at each campus.

The Federation Designated Safeguarding Lead is: Victoria Wainwright

The Designated Safeguarding Lead for Christ Church school is: Alex Ermellino

The Deputy Designated Safeguarding Lead for Christ Church school is: Brenda

Lamont Other members of the SG team include: Sam Reid and Melissa Graham

The Designated Safeguarding Lead for St MM Pri Pen school is: Kyla Butterworth

The Deputy Designated Safeguarding Lead for St MM Pri Pen school is: Sonya

Williams Other members of the SG team include: Dayo Ajayi and Julia Hoon

The Designated Safeguarding Lead for St MM Pri Woolwich school is: Morayo Aamo

The Deputy Designated Safeguarding Lead for St MM Pri Woolwich school is: Tainia

Thomas Other members of the SG team include: Tiffany King, Sarah Ringmo and Julia Hoon

The Designated Safeguarding Lead for St MM Secondary Phase Pen school is: Zoe Pett

The Deputy Designated Safeguarding Leads for St MM Sec Pen Phase are: Anita Hinds and Amanda Hughes

Other members of the SG team include: Razwan Hussain, Tom Hopkins and Tom Greenwood

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **Reporting a Concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school's Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Campus Lead and the Executive Co- Headteacher, Victoria Wainwright. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should report the concern to the Executive Co-Headteacher, Victoria Wainwright. If there is a requirement to make a notification to the Executive Co-Headteacher whilst away from school, this should be done verbally and followed up with an email to the Executive Co-Headteacher. Concerns around the Executive Co-Headteacher should be directed to the Co- Chair of Governors: Peter Gregory or Judith Eastaugh.

### **Safeguarding Training and Induction**

DSL training is unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter the Koinonia Federation, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **Safer Recruitment/Volunteers and Movement of Staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the Koinonia Federation will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in Part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Where the Koinonia Federation is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. The Federation will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Full details can be found at paragraph 163 of KCSIE. The Federation will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) Whilst acknowledging the challenge of the current

National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the Koinonia Federation will continue to keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Online Safety**

The Koinonia Federation will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

### **Children and Online Safety Away From School**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Staff will only use the Purple Mash platform, Show My Homework and C Office 365 OneNote Class Notebook to provide learning resources and activities to children.

The e-safety policy should be adhered to when using these platforms.

### **Supporting Children not in School**

The Koinonia Federation is committed to ensuring the safety and wellbeing of all its children. Where the DSLs have identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on CPOMS, as should a record of contact have made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Federation and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSLs will consider any referrals as appropriate.

The Federation will share safeguarding messages on its website and social media pages. We recognise that our schools are a protective factor for children, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at need to be aware of this in setting expectations of pupils' work where they are at home. Staff will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

### **Supporting Children in School**

The Koinonia Federation is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish. The Executive CoHeadteachers will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The Federation will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS. Where we have concerns about the

impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Governing Body.

### **Peer on Peer Abuse**

The Koinonia Federation recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. If we receive a report of peer on peer abuse, we will follow the principles as set out in Part 5 of KCSIE and of those outlined within of the Child Protection Policy. The Federation will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.