



School Safeguarding and Child Protection Policy

Reviewed September 2025

This policy was agreed by the Full Governing Body on: to be arranged
(and supersedes all previous policies relating to this area)

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Key contacts:

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Nominated Child Protection Governor can be contacted via the main office or by e-mail: kilmoriegovernors@kilmorie.lewisham.sch.uk marked FAO Chair of Governors	
Designated Teacher for Children Looked After	Dennis Irwin
Headteacher	Dennis Irwin
LOCAL AUTHORITY CONTACTS	
Single Point of Access	Family First Contact Point 0208 314 6660 (out of hours 0208 314 6000 - ask for emergency duty team)
Local Authority Designated Officer	Eleanor Hargadon-Lowe Eleanor.hargadon-lowe@lewisham.gov.uk <hr/>
Lewisham Local Safeguarding Children's Partnership	Nicky Pace - Independent Chair safeguarding@lewisham.gov.uk

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. In addition, it can increasingly happen online.

We estimate that over half a million children are abused in the UK each year.

NSPCC 2021/22

Safeguarding (....) is defined as

- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children’s mental and physical health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcome

Keeping Children Safe in Education 2024

Throughout this document for Designated Safeguarding Lead (DSL) read Designated Safeguarding Lead (DSL) and Deputies (DDSL).

INTRODUCTION

At Kilmorie School we are committed to providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing impairment of children’s mental and physical health or development and ensuring that children grow up in circumstances consistent with the provision of safe and effective care (Working Together to Safeguard Children (2023)). All staff are advised and reminded the need 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 interest of the child.

Practitioners who work with children in this school will read this policy within the framework of the following guidance and legislation:

Legal Framework	Children Act 1989 (as amended 2004 Section 52) Education Act 2002 s175/s157 The Teachers Standards’ 2021 The Counter Terrorism and Security Act 2015 (section 26 The Prevent Duty)
Statutory Guidance	Keeping Children Safe in Education (September 2025) Working Together to Safeguard Children (2023) Children Missing Education (September 2016) Child Sexual Exploitation Guidance for Practitioners (February 2017) Sexual Violence and Sexual Harassment between Children in Schools & Colleges (September 2021) London Child Protection Procedures (September 2021)
Department of Education and Local Advice and Guidance	What to do if you’re worried a child is being abused (March 2015) Information Sharing Advice for Safeguarding Practitioners (July 2018) Guidance for Safer Working Practices (May 2019 v2)

We are committed to a child-centred and coordinated approach to safeguarding and aim to create and ensure a culture of vigilance. We are fully supportive of the key child safeguarding principle set out in statutory guidance:

Safeguarding is everyone's responsibility - *Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.*

(Para 16, Working Together to Safeguard Children 2018)

The following associated policies also provide guidance on matters which may relate to safeguarding and should be read in conjunction with this policy:

- Staff Code of Conduct
- Whistle Blowing Policy
- Behaviour Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Intimate Care
- Anti-Radicalisation Policy
- Visits and Trips Policy
- Attendance and Lateness Policy
- Managing Medical Conditions in School
- Health and Safety Policy
- Lewisham Safeguarding Children Panel policies
- SEND Policy
- E-Safety Policy
- Data Protection
- Privacy Notice

AIMS

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff, paid and unpaid, working in the school including governors. It is consistent with local safeguarding children's partnership (LSCP) procedures.

The policy aims to:

- inform staff, parents, volunteers, visitors and governors about the school's responsibilities for safeguarding children;
- enable everyone to have a clear understanding of how these responsibilities should be carried out.

Kilmorie Primary School is committed to keeping children safe, and to every child's right to feel safe and to be protected from harm. We expect all staff and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare. Adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We will always act in the best interest of the child.

We encourage a culture in which all staff believe safeguarding to be of the highest importance and understand that their vigilance is critical. We want all staff to feel confident to discuss their concerns with designated staff/Governors and have clear lines of protocol in place for how to do this.

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse and exploitation and any member of staff can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to communicate, and are listened to;

- ensure children and parents know that they can approach any adult in the school if they are worried;
- ensure information about the safeguarding team and how the members can be contacted is displayed around the school;
- include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse

We will follow the local multi-agency procedures set out by Lewisham Safeguarding Children Partnership and adhere to statutory guidance to:

- ensure we have a designated safeguarding lead and deputy safeguarding lead responsible for child protection who have received appropriate training and support for this role
- ensure we have a nominated governor responsible for child protection;
- ensure every member of staff (including temporary and supply staff and volunteers) and every member of the governing body knows the name of the designated child protection lead responsible for child protection and their role;
- ensure all staff have regular training in, and are familiar with, the categories and possible signs of abuse and neglect;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated child protection lead responsible for child protection;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school's website
- notify Children's Social Care if there is an unexplained absence of a pupil who has a child protection plan;
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters;
- attend and take part in child protection core groups and conferences as and when required;
- keep written records of concerns about children, whether or not there is a need to refer the matter immediately;
- ensure all records are kept securely, separate from the main pupil file, and in locked and/or password protected locations;
- develop and then follow procedures where an allegation is made against a member of staff or volunteer (see whistle-blowing policy, policy on managing allegations against staff and volunteers, LSCP guidance, school disciplinary procedures and policy on care, control and restraint,);
- ensure safer recruitment practices are always followed;
- ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 1998 and the GDPR 2018.

The three key elements to our policy are:

- **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
- **PROTECTION** by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people.
- **SUPPORT** to victims of abuse and to staff in identifying signs and symptoms of abuse.

Adultification

At Kilmore we recognise that 'Adultification bias' is a form of racial prejudice where children of minority groups, typically Black children, are treated by adults as being more mature than they actually are. Actions committed by these children that would be deemed normal for child development are more likely to be treated as opportunities for discipline and children are more likely to be seen as having malicious intentions. A clear example of this bias in action is when a Black child is assumed to be older than their actual age. These perceptions could in turn perpetuate the maturity of Black children and the assumptions of adults can lead to these students experiencing harm and can lead to Black children are not receiving the safeguarding responses they need.

This can inadvertently send a clear message in terms of worth and value to children as to who is and is not perceived as worthy of support. This can then impact on how Black children view themselves and

what they then identify and understand to be harmful. Ultimately, this type of behaviour normalises harm and feeds into the narrative that Black people can withstand any form of abuse.'

Lewisham Embedding Race Equality – Pledge

Kilmorie School has signed the Lewisham's pledge to tackle race inequalities in school. We pledge to take actions that will address access and opportunity for all pupils, by highlighting inequalities and increasing awareness.

We commit to:

- Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils
- Reducing exclusions of Black Caribbean heritage pupils of all ages
- Leaders and governors taking a whole school approach to tackling race inequality
- Transparent reporting and sharing of borough-wide data trends
- Working together in new ways and sharing good practice to tackle race inequality in our school cultures and curriculum
- Actively developing high quality relationships with Black Caribbean heritage and Black and Minority Ethnic pupils and their parents
- Improving Black representation in school leadership and governing bodies.

This Safeguarding Policy applies to all staff, governors and volunteers working in school.

ROLES AND RESPONSIBILITIES

Governors

The Board of Governors have the overall responsibility for ensuring that all arrangements are in place at school for safeguarding children and promoting their welfare. The Governing Body at Kilmorie will ensure:

- the school has a safeguarding policy in place and that procedures are in accordance with local, regional and national guidance;
- there is an appointed Designated Safeguarding Lead and Deputy Lead, who are members of the senior leadership team, employed in school with clear responsibilities written into the job description;
- that the DSL is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings and/or to support other staff to do so, and to contribute to the assessment of children's needs;
- that there is a lead governor for safeguarding with responsibility for liaising with the DSL, the LA and partner agencies as appropriate and reporting to the Board of Governors;
- ensure adherence to safer recruitment procedures at all times, and that all appropriate checks are carried out on staff and volunteers who work with children including that all members of the governing body will have a current DBS check;
- all staff have undertaken the appropriate safeguarding training.
- that procedures for dealing with allegations of abuse against staff and volunteers comply with guidance from the LA and locally agreed inter-agency procedures
- policies and procedures are reviewed annually, providing information to the LA about them and about how the above duties have been discharged.

Designated Safeguarding Lead and Deputies

The DSL and the DDSs are responsible for safeguarding and child protection at Kilmorie. They are the people most likely to have a complete safeguarding picture of the context within the family, school and wider community, and be the most appropriate person to advise on the response to safeguarding concerns. Their key roles are to:

- manage referrals from school staff or any others from outside the school;
- meet half termly as a safeguarding team to discuss new referrals, monitor concerns, review CLA and PCLA and children on CP plans and CIN. In addition to this DSL and Headteacher meet weekly to look at incidents recorded on CPOMS
- work with children and families;
- liaise with class teachers and other relevant staff to provide support for the child in school.
- work with external agencies and professionals on matters of safety and safeguarding;
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference, a child protection review conference, and a child protection core group meeting and be able to attend and contribute to these effectively when required to do so;
- lead/attend TAF meetings as necessary
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- undertake training to provide them with the knowledge and skills required to carry out the role - updated at least every two years;
- deliver annual staff safeguarding training, updates to KCSIE and half termly quizzes to keep knowledge refreshed;
- raise awareness of safeguarding and child protection amongst the staff and parents;
 - ensure that child protection information is transferred to the pupil's new school;
- ensure all staff are kept updated with information;
- ensure the school's child protection policies are known, understood and used appropriately;
- be available for staff in the school to discuss any safeguarding concerns
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, including monitoring of the designated safeguarding e-mail address
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse, neglect and exploitation may be made and the role and responsibility of the of the school in this; See appendix 1 – Information sheet provided in new parent pack
- link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Induct volunteers and work experience students
- the DSL will be responsible when a school places a pupil with an alternative provision provider. They will remain accountable for the safeguarding of that pupil and must ensure that the provider meets the pupil's needs.

The Headteacher will:

- Ensure that all policies and procedures adopted by the Governing Body are fully implemented, and followed by the staff.
- Work towards establishing and maintaining a culture in school where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. These concerns will be treated sensitively and proactively in line with the school's Whistle-blowing policy.
- Ensure that all relevant training for all staff and governors is up-to-date and reviewed annually.
- Ensure that all staff have received 'Section 1' and 'Annex A' of Keeping Children Safe in Education and have signed to acknowledge they have read and understood its contents.
- Heads will take on the following responsibilities. A designated Governor (Chair of Governors) is also identified.

All staff and volunteers

All staff and volunteers, including governors must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any concerns about an individual child that may arise. In addition to this Safeguarding Policy, all staff must have read:

- [Keeping Children Safe in Education 2024](#) ADD NEW LINK PLEASE
- The Staff Code of Conduct

(Copies of the above documents and other safeguarding information can be found in the Staff Handbook on Teams.)

- All staff will receive training during their induction period. Thereafter they will receive regular safeguarding and child protection updates as required throughout the year and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All members of the governing body to receive Safeguarding and Child protection (including online safety) training as part of their induction.

Where there are concerns about the way that safeguarding is carried out in the school, staff should raise this with their line manager in the first instance and/or with the Head Teacher and can refer to the School Whistle-blowing Policy. Whistleblowing disclosures relate to concerns about dangerous or illegal activities, breaches of trust and lack of compliance, and wrong doing within the organisation including:

- a criminal offence has been committed, is being committed or is likely to be committed;
- a legal obligation has been breached;
- a miscarriage of justice;
- the health or safety of any individual has been endangered;
- the environment has been damaged;
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is: 0808 800 5000.

Where there are issues related to the contribution and/or conduct of another agency in the local safeguarding partnership, the Designated Safeguarding Lead will follow the principles of appropriate escalation and refer to Lewisham Safeguarding Partnership's "[Resolving Professional Differences Protocol](#)".

PREVENTION

Providing a Safe Environment

All parents and carers must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the school;
- identifying children who may benefit from early help, i.e. providing support as soon as a problem emerges at any point in a child's life;
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken;
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not;
- Working in partnership with all other services and agencies involved in the safeguarding of children;
- Displaying appropriate posters that detail contact numbers for child protection help-lines;
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school;
- Welcoming visitors in a safe and secure manner;
- Undertaking risk assessments when planning out of school activities or trips;

- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

Building Resilience

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Kilmorie Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. We explicitly teach pupils about safeguarding themselves in and outside of school, including online, through a broad and balanced curriculum. We establish and maintain a culture in which children feel secure, are encouraged to talk and are listened to.

This is largely, but not exclusively taught through our PSHE and RSE curriculum. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. The children are supported to develop key qualities (see our SMSC policy).

As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly;
- To judge what kinds of physical contact are acceptable and unacceptable;
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- To use assertiveness techniques to resist unhelpful pressure
- Emotional literacy
- How to keep safe and behave on the Internet
- To be aware of the '[Underwear Rule](#)' (NSPCC)

All computer equipment and Internet access within the School will be subject to appropriate "parental controls" and Internet safety rules. (For more details on online safety, see the school internet safety policy). Online safety is covered in every year group through PSHE/RSHE and Computing. The school also runs online safety workshops for parents and has links on the school website to direct families to.

We recognise that children who are abused, neglected or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to provide support through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social care, the Child and Adolescent Mental Health Service (CAMHS), the Attendance and Welfare Service and the Educational Psychology Service.

PROTECTION - RESPONDING TO CONCERNS ABOUT INDIVIDUAL CHILDREN

All children at Kilmorie Primary School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if they have a concern about a child's welfare or if a child chooses to talk to them about any matter that raises child protection concerns. (See App 2 – Guidelines for dealing with disclosures)

All staff must:

- be aware of systems within school which support safeguarding;
- record any causes of concern using the 'CPOMS' safeguarding recording tracker. If staff are unable to access a computer complete a cause for concern form and give it to the DSL or DDSL (See App 3 for the CFC form).

- know what to do if a child tells them he/she (or another child) is being abused or neglected;

If a child discloses information, staff will:

- listen to what the child is saying without interruption and without asking leading questions - clarification should be sought using open-ended questions;
- respect the child's right to privacy but not promise confidentiality;
- reassure the child that he/she has done the right thing in telling;
- explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on;
- report what has been disclosed to the Designated Safeguarding Lead in the school;
- record, as soon as is practicable, what was said using the child's actual words;
- sign and date the written record.

The Designated Safeguarding Lead will make decisions as to next steps using information held and Lewisham's '[Continuum of Need](#)' document to help ascertain the level of need for children and families. A referral to the child's Local Authority Children Services might be made to 'request help and support' or to 'request child protection'. If a referral is not considered appropriate at that stage, a full written record will be made of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority. A 'Team around the Family' meeting may be called. See Appendix 6 for Action Flowchart

Protection: Allegations against staff and volunteers

At Kilmore we recognise the possibility that adults working in the school may harm children and we take seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought immediately to the attention of the Headteacher (or Deputy Headteacher), in order that they may activate the appropriate procedures.

Police need to be contacted at the earliest opportunity when a victim of a crime makes an allegation of serious sexual assault. Any delay will be likely to have a serious impact upon safeguarding/the reassurance of the victim and the securing all available evidence. Criminal procedures and considerations must be placed above internal disciplinary/suspension protocols in such instances.

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

- Behaved in a way that has or may have harmed a child
- Possibly committed a criminal offence related to a child
- Behaved towards a child in a way that indicates that she/he may pose a risk of harm to children and/or
- Behaved or may behave in a way that indicates they may be unsuitable to work with children (this also includes behaviour outside the school)

All allegations should be reported to the Headteacher immediately unless that person is the subject of the allegation in which case it should be reported to the Chair of Governors via the main school office.

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. They should not:

- Investigate or ask leading questions if seeking clarification
- Make assumptions or offer alternative explanations
- Promise confidentiality, but they can give assurance that the information will only be shared on a 'need to know basis'

They should:

- Make a written record of the information (where possible in the child's own words), including the time, date and place of incident/s, persons present and what was said;
- Sign and date the written record and immediately report the matter to the designated safeguard lead

The procedures for dealing with allegations need to be applied with common sense and judgment. When informed of a concern or allegation, the designated lead should not initially investigate the matter or

interview the member of staff, child concerned or potential witnesses. They should:

- Obtain written details of the concern / allegation, signed and dated by the person receiving (not the child / adult making the allegation)
- Record any information about times, dates and location of incident/s and names of any potential witnesses

The Local Authority Designated Officer (LADO) should be informed within one working day when allegations appear to meet the criteria listed above. Referrals should not be delayed in order to gather information.

The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. It also alerts the LADO about cases that may also reach them via another route for example if the parent goes straight to the police or social care – allowing the LADO to have as full a picture as possible. To gain an overview the LADO may also want to know details of any previous complaints, any adult witnesses, any child witnesses, and noted injuries, any tensions between staff and parents and a clear idea of the time and location of when issues may have occurred.

This initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded, by both the manager and the LADO, and agreement reached as to what information should be put in writing to the individual concerned and by whom. The manager should then consider with the LADO what action, including possible disciplinary action, should follow in respect of the individual and those who made the initial allegation.

The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted.

If the allegation is not false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the LADO will immediately refer to children's social care and ask for a strategy discussion to be convened in accordance with the [Working Together to Safeguard Children 2023](#). The [Lewisham Safeguarding Children's Partnership Protocol for Managing Allegations](#) is available on their website

If the complaint concerns alleged abuse by the head teacher, this should be brought to the attention of the Designated Person, who will inform the Chair of Governors and the LA's Lead Officer.

Allegations that concern colleagues are extremely challenging to the other staff and to the school, but in spite of our commitment to colleagues, we must allow ourselves to think the unthinkable and keep an open mind to the possibility that a staff member may be implicated.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise pose a risk of harm to a child.

Low-level Concerns - KCSIE 2024 recommends guidance in dealing with low level concerns. At Kilmoree this is covered by our Staff Code of Conduct, which all staff read and acknowledge at the beginning of each academic year.

PROTECTION: Safer Recruitment

Kilmoree School is committed to safe recruitment. Safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)' DfE (2024). The head teacher, deputy head teacher and a nominated member of the governing body have undertaken the on-line safe recruitment training through the NSPCC. At least one member of every appointment panel will have completed accredited safer recruitment training.

At Kilmorie we use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. Job offers are subject to satisfactory references, we do not accept testimonials. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. Those candidates that have been short listed will be informed that we may make online searches to support safer recruitment.

All pre-appointment checks carried out are outlined in KCSIE 2025. DBS checks are carried out using the guidance on the KCSIE flow chart (page 70).

For staff appointments, an enhanced DBS check with barred list information is carried out. DBS certificates are sent to the LA HR representative in order that the candidate can be cleared for recruitment. Sometimes certificates for NQTs or students are not ready by the time they are expected to be in post. Where this is the case, the school will ensure the individual is appropriately supervised and all other checks, including a separate barred list check, have been completed. In these cases, a risk assessment is written and shared with the individual.

If an applicant has subscribed to the DBS Update Service, the school or college may undertake an online update check. With the individual's consent, the local authority (LA) can go online and carry out a free, instant check to see if a new certificate is required.

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

The prohibition from teaching check is completed for everyone engaged in teaching work and recorded on the single central register.

This school will only use employment agencies that can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Supply staff are required to present identification at the school office when they arrive.

Staff joining the School on a permanent or temporary basis will be given a copy of this policy. Additionally, the staff handbook confirms CP procedures in the school and these are discussed at staff induction.

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. The school may also make any further appropriate checks so that any relevant events that occurred outside the UK can be considered. New staff are asked to complete a form confirming whether or not they have ever lived or worked abroad. Where staff have lived or worked outside the UK for a period of 12 months or more (when over the age of 18) the school will ask the member of staff to obtain a Certificate of Good Conduct from the relevant embassy. School will cover the cost. Where this is not possible the member of staff will put in writing the reason why.

PROTECTION: Volunteers

A range of people volunteer in the school for a variety of purposes, the school uses guidelines from KCSIE 2025 to decide whether the activity is regulated and thus whether an enhanced DBS check is required. Volunteers, without an enhanced DBS, will wear red lanyards to identify that they have not got at DBS in place.

Under no circumstances should a volunteer for whom no checks have been obtained be left unsupervised or work in a regulated activity.

Anyone who wishes to volunteer in the school must be inducted by the DSL **before** they work with children. This does not include adults who volunteer on school trips; they will be briefed by the class teacher prior to the trip. Volunteers (including parents and carers) who do not adhere to class teacher instructions will be spoken to and it is likely they will not be asked to accompany other trips

All volunteers will be asked to give two references before they can start.

The induction includes safeguarding, expectations of professionalism and confidentiality and fire safety. These are covered in the 'Volunteers Code of Conduct'. Emergency contact details are requested and, where appropriate, proof of identity. These are kept securely. A risk assessment is carried out for every volunteer and a decision made whether an enhanced DBS is required (see KCSIE 2024 for further advice and recommendations).

Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the school. Volunteers will at no time be given responsibility for the personal care of pupils. If working outside the classroom the volunteer will remain in a communal area and be under the supervision of the class teacher.

Voluntary sector groups that operate within this school, provide off-site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy that is compliant with the procedures adopted by the Lewisham Safeguarding Children Partnership. Premises lettings and loans are subject to acceptance of this requirement.

Any allegations will be dealt with by following our safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).

PROTECTION: Disqualification Under the Childcare Act 2006 (as amended 2018)

Previously, people working in schools could be disqualified by association if they lived with someone who was disqualified. Since 31 August 2018, disqualification by association **no longer applies** to schools. Any member of staff who completed a disqualification by association declaration form will now have these records destroyed.

Disqualification under the Childcare Act 2006, still applies to staff who work with children who work in a childcare capacity, whether paid, volunteer or are on work placements. Whilst a majority of checks for this come under the enhanced DBS check, there are some that do not and staff who work in this capacity will be asked to sign a self-declaration form to cover these.

Who the regulations apply to

The regulations apply to staff who work in, or are directly concerned with managing:

- Early years provision
 - Covers staff who provide any care for a child up to and including reception age
 - Includes education in nursery and reception classes, and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after-school care provided by the school) both during and outside school hours for children in the early years age range
- Later years provision (for children under 8)
 - Covers staff who work in childcare provided by a school outside school hours for children under 8, including before-school settings such as breakfast clubs, and after-school provision
 - Does **not** include education or supervision during school hours, or extended school hours for co-curricular learning activities, such as the school's choir or sports teams

The regulations also apply to:

- Volunteers and casual workers who regularly work in, or manage, these settings, whether they are supervised or not
- Any self-employed contractors (such as music teachers or sports coaches) in relevant settings
- Any salaried trainee teachers (it's the training provider's responsibility for unsalaried trainees)

For further details please see

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

PROTECTION: Safety in the School

No internal doors to classrooms will be locked whilst pupils are present in these areas.

Entry to School premises will be controlled by doors that are secured physically. Authorised visitors to the School will be logged into and out of the premises using an electronic system and will be asked to wear school visitor badges with the relevant coloured lanyard; Blue a member of Kilmorie staff, Green a

member of the Safeguarding team, Orange visitors that have a DBS, Red visitors without a DBS. Unidentified visitors will be challenged by staff or reported to the head teacher or school office. Carelessness in closing any controlled entrance will be challenged.

All visitors will be given a copy of the school's 'Safeguarding for Visitors' and where appropriate guidance about using computers and the internet.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the police and the LA with a view to alerting other local schools through appropriate systems.

PROTECTION: Staff Code of Conduct

For more details see our [Staff Code of Conduct 2024 IS THERE AN UPDATED ONE FOR 2025?](#)

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur, which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head teacher and parents. (Please refer to the school's Positive Handling Policy 2023).

A qualified first aider will be asked to examine a child when necessary, however, there may be cases that are first triaged by another member of staff who is not first aid trained. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. If a male member of staff is providing any form of intimate care, a female colleague will be present.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations (musical instrument tuition, for example), the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils must be carried out in pairs and risk assessed. Childcare or private tuition of pupils should only take place with the knowledge and approval of the Headteacher and should be risk assessed. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the headteacher. Staff will not disclose their personal telephone numbers and email addresses to pupils or parents nor befriend them on Facebook or other social networks. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

PROTECTION: Contractors

The school will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be

required.

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. The school will determine the appropriate level of supervision depending on the circumstances.

If a contractor working at a school or college is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

As with all visitors, the school will always check the identity of contractors and their staff on arrival at the school or college.

Individuals and organisations that are contracted by the school to work with, or provide services to, pupils will be expected to adhere to this policy and their compliance will be monitored. (For further details see the school's Health and Safety policy (2024) and Keeping Children Safe in Education September 2025.

RECOGNITION AND RESPONSE TO SUSPECTED ABUSE, NEGLECT AND EXPLOITATION

Abuse, neglect, and exploitation are all forms of maltreatment that can severely impact a child's well-being. Abuse involves actively causing harm, such as hitting a child, while neglect refers to failing to protect a child from harm, such as leaving a small child home alone or placing dangerous objects like knives or matches within reach of an unattended toddler. Exploitation, another serious form of maltreatment, involves taking advantage of a child for personal gain, which can include forcing them into labour, engaging them in illegal activities, or subjecting them to sexual abuse. Each of these forms of maltreatment can have devastating effects on a child's physical, emotional, and psychological health.

Owing to the nature of the day-to-day relationship children at Kilmorie Primary School have with staff, all staff working in the school are well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm and identify those that are more vulnerable to risk and harm including those with SEN and disabilities. We understand that harm means the ill-treatment or impairment of a child's mental and physical health and/or development, including that caused as a result of witnessing the ill-treatment of another person. This includes online harm.

All staff must be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Safeguarding Lead. All staff at Kilmorie Primary School must recognise that it is a statutory duty to ensure that children are protected from harm. We recognise that there are four definitions of child abuse, including neglect, as defined in Chapter 4 of the London Child Protection Procedures and as précised in this policy, which should be consulted as a reference document for full details of the definitions and recognition & response.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Definitions of Child Abuse and Neglect

Physical abuse (Part A para 1.3.1 LSBCP procedures 2016)

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failure to prevent physical injury or suffering. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. (Fabricated or induced illness was previously known as Munchausen's syndrome by proxy.)

Emotional abuse

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

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another e.g. where there is domestic violence and abuse;
- Serious bullying, causing children frequently to feel frightened or in danger;
- Exploiting and corrupting children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of pornographic materials, watching sexual activities or 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.

In addition, sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003.

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 misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected. Once a child is born, neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- Self-harm or suicidal tendencies

Specific Safeguarding Issues with particular relevance to Primary age pupils

- Child Missing from Education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence

- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Trafficking

Child Missing from Education

- Children absent from education are on the school roll, but are regularly not attending
- Children missing education aren't on any school roll or being educated elsewhere

All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child being absent from education as well as missing from education is a potential safeguarding concern and can be an indicator of abuse, including sexual abuse, sexual exploitation or child criminal exploitation.

School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. We recognise that poor attendance can be an indicator that a child is experiencing abuse. The senior leadership team monitor attendance weekly and report concerns to the Attendance & Welfare Officer at regular meetings. In response to the guidance in Keeping Children Safe in Education (2020) the school has:

- Staff who understand what to do when children do not attend regularly;
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions);
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - are permanently excluded

We 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 up to 10 school days. If no reason has been given for a child's absence and no contact has been made then a home visit will be carried later on the same day or within 3 days at the latest by the safeguarding team. A note will be posted through the door asking the parents to make contact with school as soon as possible and notifying them of the next steps.

If a visit takes place and there is no one home the school will seek advice from the Local Authority Multi Agency Safeguarding Hub (MASH) to discuss our concerns and we may need to contact the police welfare team.

If the family have moved and no new school has contacted Kilmorrie, a referral will be made to the CME team within 10 days.

We inform the local authority of any pupil who is missing and only delete them from our register once the LA has sanctioned this action. It is essential that we comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Child Missing from Home or Care

See 'Statutory guidance on children who run away or go missing from home or care' published January 2014

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

Exploitation

Child exploitation encompasses various forms of abuse and maltreatment, including sexual exploitation, forced labour, trafficking, and the use of children in illicit activities such as drug trafficking (County Lines). It also involves the manipulation or coercion of children into performing activities that are harmful to their physical, mental, or emotional development.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

It is the responsibility of all staff members, volunteers and contractors to *report* their concerns. It is *not their responsibility to investigate* or decide whether a child has been harmed or abused.

A child who is being harmed, abused, neglected **and exploited** may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- Unexplained fear, anxiety, depression, or aggression.
- Unexplained increase in social media activity, especially at odd hours
- Presence of an older boyfriend/girlfriend or adult friend.
- Evidence of expensive gifts, money, or possessions without clear explanation.
- Regularly missing school or unexplained changes in school performance.
- Extreme secrecy or privacy, especially regarding online activities
- Low self-esteem or self-worth.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Perpetrators of child exploitation are found in all parts of the country and are not restricted to particular ethnic groups. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

See Guidance 'What to do if you suspect a child is being sexually exploited.' [Department for Education](#)
First published: 28 June 2012 and reviewed 2015.

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

This step-by-step advice should be read in conjunction with the '[Safeguarding children and young people from sexual exploitation](#)' statutory guidance published in 2017.

Child criminal exploitation (CCE):

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

The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

CCE: County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered.

Children and young people witnessing domestic abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- psychological, emotional or other abuse.

There is an impact on the child when they see, hear or experience the effects of domestic abuse.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

At Kilmore we are part of Project Encompass, which is a partnership between the school, the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household. For more details, see below.

If staff are concerned that a child may have witnessed domestic abuse, they should share these concerns with the DSL.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM and have a duty to report.

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Professionals should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- Victims of FGM are likely to come from a community that is known to practise FGM.

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

See also guidance 'Multi-Agency Statutory Guidance on Female Genital Mutilation (FGM)' published April 2016

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Honour-based Abuse/Forced Marriage

So-called 'honour-based' violence (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.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

It is now a criminal offence for any person to cause a child to enter into marriage before their 18th Birthday, whether or not they used violence, threats or any other form of coercion or deception. A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect), which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

The reasons given by parents who force their children to marry include protecting their children, building stronger families, strengthening family links, protecting family honour (e.g., promiscuity or homosexuality), retaining or acquiring wealth, appeasement etc.

SAFEGUARDING IN SPECIFIC CIRCUMSTANCES

Attendance

We are aware that a pupil's absence from school could be a potential safeguarding concern and may mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day;
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day; (See appendix 5 for protocol)
- We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service;
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day;
- We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.
- We are aware that children being absent from school as well as children being missing from education could be a safeguarding concern and we will investigate and support accordingly.
- We share our attendance data with the Lewisham Local Authority through a system called Study Bugs on a daily basis as well as submitting data each half term. We work closely together to spot early patterns and support families to improve their child's attendance

Children with special educational needs and disabilities

Children with special educational needs and disabilities or certain health conditions can face additional safeguarding challenges because:

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

Staff should always explore reasons for changes in behaviour or appearance and report causes for concern.

Children with social workers

At Kilmore we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker. If the pupil in question is a child looked after (CLA), this will also be brought to the notice of the Designated Teacher (Dennis Irwin) with responsibility for children in public care. Children who return home to their family from care will be closely monitored by the DSL and other school staff.

Children Looked After and children who have returned to their family after care

The school recognises that children who are looked after (CLA), adopted children and children returning to their family after care are particularly vulnerable. Dennis Irwin (Assistant Head) the Designated Teacher for children who are, or who were looked after. They share relevant information with appropriate staff, attend PEPs (in the case of CLA) and monitor the children's progress. Further details of responsibilities are outlined in 'Keeping Children Safe in Education'. The LA also provides guidelines for PEP.

Mental Health:

All Kilmore staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy either directly or via CPOMS.

Vulnerable Children Panel

At Kilmore we identify pupils who might need more support to be kept safe or to keep themselves safe. The school monitors the progress and well-being of vulnerable pupils through regular meetings of the Vulnerable Children Panel, which consists of the Head, Deputy, SENCO, Pastoral Care and Family Support Manager (DSL) and the WRAP Manager. In these meetings we discuss and agree actions for children who may be experiencing difficulties or are vulnerable. The rationale for this can be found in Appendix 4.

Pupil Behaviour

We always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action;
- We will always record any occasion when positive handling has been necessary;
- We will always notify parents or carers of any such incident.

Child on Child Abuse (including bullying)

At Kilmore we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Our school behaviour policy describes our expectations of children's behaviour and systems in place to encourage and promote positive behaviour. Children are encouraged to be independent, caring individuals.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. Child on Child abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities). At Kilmore, we are committed to supporting

victims of child-on-child abuse by adhering to the DfE guidance in KCSIE 2025. In addition, we use the [Brook Traffic Light Tool](#) to help staff identify, understand and respond appropriately to sexual behaviours in children and young people (appendix 8) .

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Staff should be aware that external influences (relationships older children may build up outside the home and school) can be abusive.

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

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk or indicates that other pupils have been affected
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting or sharing nudes)

If a pupil makes an allegation of abuse against another pupil the member of staff to whom this is being disclosed needs to follow the same protocols as for any disclosure.

- The DSL must be informed and will record the allegation
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

The school will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Dealing with any bullying behaviour swiftly, monitoring and supporting both the victim and the alleged perpetrator
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring the curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing. Supporting both the victim and the alleged perpetrator requires careful management. We need to safeguard the victim (and all other children, adult students and staff at the school) and provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions. In order to achieve the best outcomes for all concerned advice will be sought from specialist professionals on a case-by-case basis.

At Kilmore we understand bullying is harmful to children. We understand that bullying may take different forms and may include racist, sexist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy and [incident flow chart](#). Our anti-bullying policy sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We

will always take seriously any reports of bullying and respond appropriately. Kilmorie we will support the victims of bullying peer on peer abuse with the use of restorative justice.

Sharing nudes or semi-nudes (also referred to as Sexting) - In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: '**Sexting in schools and colleges, responding to incidents, and safeguarding young people**'.

E-Safety

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school. In line with KCSIE 25 we have ensured that there is a continued emphasis on filtering & monitoring to help keep children safe. **Children from year 1-6 will agree an AUP with their class teacher before using a computer or ipad. A record of this will be kept.**

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme.

Children do not have access to their own devices during school hours. Requests for upper KS2 children to bring mobile phones to school must be sought by parents and agreed by the Head. All phones are passed to the class teacher and are securely stored until collection at the end of the day.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

Filtering and Monitoring Systems

Filtering and monitoring systems protect pupils and staff from harmful and inappropriate content online

- Harmful content may be legal or illegal, and could include:
- Pornography
- Promotion of self-harm and/or suicide
- Misogyny/Misandry
- Racism
- Fake news
- Extremist views

All staff should follow policies and procedures, report any problems, and monitor what's happening on screens in school.

Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by

abuse and neglect, or may be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

The Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Channel, a key element of the Home Office's "Prevent" strategy, is a multi-agency approach to protect people at risk from radicalisation. As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation, and to stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Shows empathy for extremist causes
- Glorifying violence, especially other faiths or cultures
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues
- Secretive behaviour
- Advocating messages similar to illegal organisations or other extremist groups

Children being drawn into extremism is a safeguarding issue. We will always take allegations and concerns of radicalisation and/or terrorism seriously. We play an important part in allowing children and young people a safe space to explore their concerns and ideas, and to challenge prejudicial, discriminatory or extremist views and also ensure that they are promoting fundamental British values within their ethos and curriculum.

We will help pupils channel their desire for excitement and adventure into suitable and healthy activities. We will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

In line with KCSIE 2023, we have appropriate filters, which are regularly reviewed, to protect children from terrorist and extremist material online. Our school is stronger thanks to our open, multi-cultural and multi-faith community. We will always aim to integrate and engage every child within the school community, and in the wider community.

We will celebrate a range of different religious and cultural festivals across the year, giving every child the opportunity to take part.

We will monitor and assess incidents that suggest pupils are engaging, or are at risk of engaging in, extremist activity and/or radicalisation.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. Where staff are concerned that children and young people are vulnerable to extremist views or becoming radicalised, they should discuss concerns with the Designated Safeguarding Lead.

Contextual Safeguarding

Contextual safeguarding looks at the additional extra-familial risks that children in our school face outside of the school context. Working Together to Safeguard Children, 2018 states that, "These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines;
- trafficking;
- online abuse;
- teenage relationship abuse;
- sexual exploitation and
- the influences of extremism leading to radicalisation,".

At Kilmorie we take contextual safeguarding very seriously and we assess the risks and issues in the wider community when considering the well-being and safety of its pupils. Staffs' knowledge of the children helps recognise those that may be at more risk of harm. If colleagues have concerns or become aware of circumstances within school where children are currently experiencing or are at risk of harm, please report to the DSL via My Concern. A decision will then be made by the Senior Leadership Team about the potential need to carry out a school assessment.

WORKING TOGETHER WITH PARENTS/CARERS

Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact details of G.P.
- any other factors which may impact on the safety and welfare of the child

The School will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. When a child transfers mid-year into the school, the office will send a written request for any child protection concerns or documentation.

Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a "need to know" basis in order to support the child if that is necessary and appropriate.

We are under a duty to share with Children's Services and any other specific agencies e.g. the police, any information that is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing i.e. Data Protection Act 2018 and the General Data Protection Regulation.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. They are not open to pupils or parents. We also have a duty to keep a copy of these records as well as send copies to any school to which the pupil transfers.

When a pupil transfers to a new school, where child protection records exist this will be transferred separately from the main pupil file under a confidential cover and a receipt requested. This can also be transferred electronically via CPOMS if compatible with the new school. Hard copies of records received by a new school will be scanned, added to CPOMS and kept in a secure file and scanned and added to CPOMS. Safeguarding files need to be transferred within 5 days.

If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to that school. If the parent/carer fails to provide this information, an urgent referral will be made to the Education Welfare & Attendance Service in order that they might make further enquiries (for further information see our Attendance and Lateness policy). If educational records are sent to this school concerning a child who is not registered by the parent, the records will be returned to the sending school with a note, advising them to refer to their LA's Education Welfare Service. A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Education Welfare & Attendance Service.

All additions to or deletions from the school roll will trigger the completion of a Common Transfer Form (CTF) which will be downloaded to the appropriate database via the S2S system. Where an onward destination cannot be determined and the pupil is of compulsory school age, the school safeguarding lead will make a referral to the LA Children Missing in Education Team.

Referrals to partner agencies

Kilmorie follows Lewisham's multi-agency threshold guidance document which informs agencies in Lewisham on how to assess and identify a child's level of need and how to access the right level support. If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. At times we may need to seek further advice from the FFCP (Family First Contact Point previously known as MASH) who advise on the next steps. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

Early Help and Family Thrive

See Appendix 7.

Parents/carers will always be contacted to discuss our concerns prior to making a referral for Early Help. Family Thrive is a consent based Targeted Early Help Service. Family Thrive provides intensive family support by working closely with partners to support the most vulnerable children, young people and families with complex needs who require additional and intensive support with a focus on delivering better outcomes.

Operation Encompass

At Kilmorie Primary School, we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household: this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or have witnessed a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and/or emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Multi-Agency Safeguarding Hub will share police information on all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Leads. On receipt of any information, the DSL will decide on the appropriate support the child requires and which staff need to be made aware of it (information will be shared in strictest confidence). All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, are detailed as part of the school's Safeguarding policy and published on our school website.

Sharing our Policy

This policy is available to all parents and parents of prospective pupils.

COMPLAINTS & MONITORING

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA's Lead Officer as necessary.

The Governing Body of the School will consider safeguarding issues and their implications for this policy on an annual basis. For this item, the Head teacher will report upon levels of child protection referrals made by the school during the past year, training undertaken by school staff and Governors and any changes in legislation or national/local guidance.

Otherwise, this policy will be reviewed and updated in September 2024 (to be ratified by Governing Body in Oct 2024)

Anita Gibbons	Chair of Governors
Dennis Irwin	Headteacher
Nicola Cann	Designated Person



“Safeguarding is everybody’s responsibility”

Children have a right to be cared for and protected, protecting them is everyone’s responsibility. Here at Kilmorie Primary School we have a duty of care to ensure that all users of the school are kept safe from harm. We are committed to provide a secure and supportive environment in which children can develop and grow into mature and responsible people. Safeguarding children is an essential part of our holistic approach to ensure that children are protected from abuse and neglect and that every child reaches their full potential.

The school’s staff, volunteers and service providers have a duty to safeguard and promote the welfare of children as a shared responsibility with parents and other carers. To support this statement, the school may signpost to services that are specialised to promote opportunity, prevent problems, act early and act effectively if and when concerns arise. **Therefore, whilst we do not want to worry you, we will report to Children’s Social Care if we have any reason to believe that a child may be at risk of suffering abuse or neglect.**

Parents/carers are normally our first point of contact, and if a suspicion of abuse is recorded, parents/carers will be informed at the same time that the record is made; we will support parents/carers and ensure we work in collaboration with them to protect children. Working with parents/carers to prevent abuse is our primary aim and only when that has failed or in emergencies will a referral be made to social care. When a referral is made to social care parents will be notified beforehand, except when guidance from social care or the police does not allow this.

We cannot safeguard children alone. All children’s services agencies work in partnership with each other. There are duties and rules about information sharing but if staff, parents or carers have any concerns about a child, other parent, provider, agency or any person, they have a responsibility to report those concerns and we must record and act on them. We have a ‘Kilmorie Primary School safeguarding /child protection policy’ which is underpinned by the Lewisham Safeguarding Children Board Procedures and the document “Working Together to Safeguard Children” and Safer Recruitment guidance. The policy applies to all children and young people regardless of gender, ethnicity, disability, sexuality or religion. It is a requirement that all users are informed of these policies and practice guidance and what they should do if they have concerns. The safeguarding policy is available from the school office.

If you have any concerns about the practice of our staff team please speak to the Designated Child Protection Officer (Nicola Cann, Pastoral Care and Family Support Manager) or the Headteacher (Dennis Irwin).

What you can do

Parents and carers play a role in safeguarding children in their community. If you have any concerns, no matter how small, you should report them to someone who you trust will listen. The school is required to have a designated child protection officer for this purpose. Parents and children should speak to the safeguarding officer if they have any concerns about a child or staff member.

If you think a child or young person may be in immediate danger, call 999. Otherwise, contact Lewisham Children’s Social Care on 020 8314 6660.

For the Children’s Social Care Duty Team call 020 8314 6660.
Out of hours call 020 8314 6000.

Appendix 2

Child Protection - Dealing with disclosures in school

Children experiencing distress or abuse may seek to 'tell' in school, often because this is the place where they feel most safe, secure and listened to. It is not unusual for them to choose members of staff seen to be on the periphery of the staff team such as midday supervisors, caretakers or classroom support staff because they may be perceived as having less authority and less intimidating. It is important to make sure therefore that ALL staff know how to respond to a disclosure from a child.

If a child discloses harm to any staff member it must be remembered that the school role is **to recognise and refer abuse, not to investigate**. This is to avoid contamination of evidence gained in any subsequent investigation undertaken by Police &/or Social Services and to ensure that the child is not placed in the stressful position of having to repeat their story over and over again.

'Not investigating' does not mean that the staff member receiving the concern cannot ask any questions. However, careful thought needs to be given to how and what questions are asked, avoiding anything that can be interpreted as 'leading' the child. The basic rule of thumb is that staff should ONLY ask enough questions of the child to clarify whether there is a child protection concern. Once the child has clarified that they are being harmed or are at risk (or the staff member is reassured that the child is safe), no further questions are required.

If a child presents with an injury accompanied by a clear disclosure that they have been harmed, or makes a clear sexual disclosure it should not be necessary to question the child other than perhaps to clarify who was involved and when an incident took place. The child should be listened to actively and their story carefully recorded. In this situation the staff member should ensure **immediate** information sharing with the Designated Safeguarding Lead (or alternative senior contact point in DSL's absence). It is likely that such a scenario will require **immediate** consultation about action to be taken and an urgent referral to Specialist Children's Services will be necessary.

In other situations, where the child appears to be making a possible disclosure or has a suspicious injury, it is reasonable to ask open, non-leading questions in order to establish the child's story. Examples of questions are: "That's a nasty bruise, how did it happen? Tell me about what happened? You seem a bit upset and I'm worried about you, is anything troubling you? Can you tell me more about that?"

You may wish to use the acronym 'TED' as a reminder that the child can be encouraged to 'Tell', 'Explain' and 'Describe' the concern. If it is necessary to seek further clarification, staff should keep to open questions such as What? When? Who? How? Where? It is important to remember that questions should only be asked to help clarify whether the child is at risk of harm. Once clarification is achieved, no further questions should be asked.

Sometimes children choose to disclose concerns through a third party such as a friend 'telling' on their behalf, or indirectly e.g. sounding out information and reaction by asking 'what if my friend.....?' If such concerns arise they should be taken equally seriously and be followed up with the DSL in the same manner as a direct disclosure.

Children may also seek to disclose and share their experiences through drawings, writing and play. If concerns arise, it is appropriate to talk further with the child to allow wider discussion and clarification. This might involve inviting the child to 'tell me more about what is happening in your picture'/story/game"

If a child discloses abuse, this information requires immediate sharing with the school's Designated Safeguarding Lead.

Basic guidelines for dealing with disclosures

When a child discloses abuse:

1. Stay calm and listen
2. Go slowly
3. Reassure them that they have not done anything wrong
4. Be supportive
5. Gather essential facts
6. Tell them what will happen next
7. Report

8. Make notes

1. Stay calm

- An abused or neglected child or young person needs to know that you are available to help them.
- Reactions of shock, outrage, or fear might make them feel more anxious or ashamed.
- A calm response reassures that what has happened is not so bad and can be worked through.

2. Go slowly

It is normal to feel inadequate or unsure about what to do or say when a child or young person tells you about their abuse.

- Proceed slowly.
- Gentle and open-ended questions such as: "Can you tell me more about what happened?" are helpful.
- Avoid questions that begin with "why".

3. Be reassuring

- Reassure the child or young person that they have not done anything wrong.
- Avoid questions that are usually associated with getting into trouble. Avoid using "why" questions.

4. Be supportive

Let the child or young person know:

- they are not in trouble
- they are safe with you
- you are glad that they have chosen to tell you about this
- they have done the right thing telling about this
- you are sorry that they have been hurt or that this has happened to them
- you will do everything you can to make sure they are not hurt again
- you know others who can be trusted to help solve this problem

5. Get only the essential facts

- Be brief.
- Limit your discussion to finding out generally what took place.
- When you have sufficient information and reason to believe that abuse and/or neglect has occurred, gently stop gathering facts and be supportive.

6. Tell what will happen next

- Don't make promises to the child about what may or may not happen next.
- Provide only reassurance that is realistic and achievable.
- Discuss with the child what you think will happen next and who will be involved.

7. Report to the Designated child protection coordinator

- Report disclosures of abuse or neglect immediately to the DCPC for follow-up and referral.
- Express your willingness to help the child through the steps which will follow, if appropriate.

8. Make notes

- Tell them you are making notes so you can remember things
- Make notes of all comments. Use the child's or young person's exact words where possible.
- Save all drawings and artwork. This information may need to be shared with Children's Social Services and the police.

NOTE: Disclosures relating to allegations against colleagues and members of staff should be treated in the same way. This information must be passed immediately to the Head Teacher or DSL who will contact the LADO and ensure the appropriate procedures are followed.

DRAFT

Appendix 3



Concerns about a child	
If you are unable to access CPOMS, please record details of the event and pass to Nicola or Dennis as soon as possible. If Nicola or Dennis are not available, pass on to Philippa, Martha or Maria	
Date	
Name of child	
Name of person completing form	
Child's class	
Have the child's parents been informed of the concern?	
Description of event or disclosure (if a disclosure please record exactly what the child has said, do not ask leading questions)	
Record of action taken - including any action taken by referrer	
Record of any follow up work	

Appendix 4

Vulnerable Children's Panel

The panel consists of

Dennis Irwin Headteacher

Nicola Cann - Pastoral Care & Family Support Manager/Designated Safeguarding Lead

Martha McEwan – Assistant Head

Maria Andreou - Assistant Head

Ashleigh Blackwell Sendco as of October 25

The panel meets every term to monitor and review vulnerable children.

The vulnerable children group consists of

- All pupil premium and pupil premium plus children including CLA, previously in care and adopted
- All children with complex needs
- Children other than the above who were identified at pupil progress meetings as vulnerable for a range of social and emotional reasons
- Children for whom a cause for concern has been raised
- Children with persistent absence and other concerns around absence

The purpose of the panel is to

- Monitor the well-being of vulnerable children and identify where interventions need to be put in place
- Review actions and impact of the above
- Monitor the attainment and progress of vulnerable pupils alongside pupil progress meetings
- Monitor the use of pupil premium spending

Appendix 5

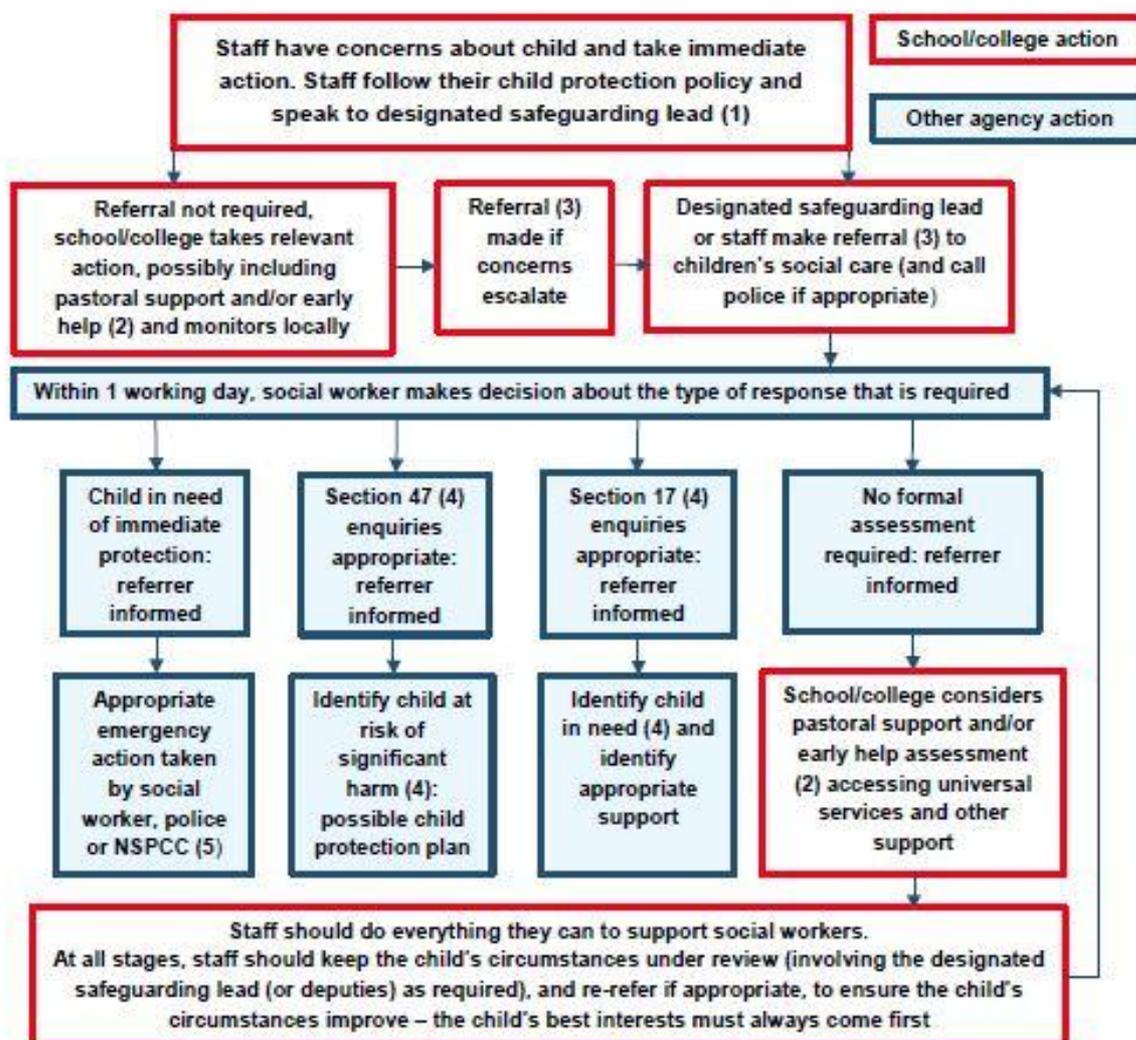
Protocol for contacting children absent from school

* For the purpose of this document the term parents also covers carers

- It is the school's expectation that parents* contact the school before the start of the day if their child is going to be absent. This can be done via the schools attendance email address or by phone
- When they call the school regarding illness, parents are asked to say when they expect their child to return to school (for example in cases of vomiting or diarrhoea the child will return after 48 hours). If the child is still unwell after this time the parent or carer must contact the school again
- It is school policy that if a child is off for more than 3 days then medical evidence must be provided in order to authorise the absence
- If a parent does not contact school when their child is absent the school will send a text asking them to do so
- If a parent does not respond to the text then a phone call will be made to the parent before lunch time
- If it is not possible to contact the parent then the office will phone the emergency contact numbers provided
- If it has not been possible to ascertain the child's whereabouts after all these avenues have been explored then a home visit will be undertaken by the school within a maximum of 3 days. A note will be left asking the parents to make contact with school as soon as possible and informing them of the next steps. If there is no response from the home then the school may contact the police (advice will be sought from the local authority)

Appendix 6

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 7

Early Help and Thrive

Kilmorie follows Lewisham's multi-agency threshold guidance document which informs agencies in Lewisham on how to assess and identify a child's level of need and how to access the right level support.

The threshold guidance is divided into four levels:

- Tier 1 - No Additional Needs
- Tier 2 - Early Help/ Early Support
- Tier 3 - Children with Complex Multiple Needs
- Tier 4 - Children in Acute Need

The thresholds for intervention in Lewisham are based upon the London Continuum of Need. The London Continuum of Need provides descriptors for four levels of need. When there are children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, this is the threshold for a multi-agency early help assessment to begin – Tier 2/Level 2, Early Help/Early Support which is provided by a Family Thrive practitioner.

Family Thrive is part of the wider Early Help offer within Lewisham, which includes a universal offer for all children, young people and families in Lewisham through children's centres, youth hubs and community and voluntary organisations.

Family Thrive is a consent based Targeted Early Help Service. Family Thrive provides intensive family support by working closely with partners to support the most vulnerable children, young people and families with complex needs who require additional and intensive support with a focus on delivering better outcomes. Family Thrive is delivered through a Hub model, organised by four areas with operational delivery managed by two Hub Managers.

If a family is allocated to work with a Family Practitioner, they will receive focused targeted support to improve outcomes, address challenges, reduce risks to children and enable families to sustain change. The Family practitioner will undertake an Early Help Assessment and contribute to outcome-focused plans in line with Signs of Safety and in a way that promotes holistic and family led planning. The Family Practitioner will be the lead professional and work alongside partner agencies as part of the multi-disciplinary Team Around the Family ensuring that each service is contributing to achieving the best outcomes for children, young people and families.

They will:

- Complete an Early Help Assessment with children, young people and families
- Chair a Team Around the Family meeting and develop an outcomes-focused family plan
- Provide targeted parenting support and undertake direct work with children and young people.

Parents/carers will always be contacted to discuss our concerns prior to making a referral for Early Help. However, if consent is not given and we maintain that there remain unmet needs of the child and there are safeguarding concerns of any nature, a TAF may still be held without the parent/carer consent.

During the TAF, an Early Help Assessment (EHA) will be made and this will enable us to make clear decisions about any help/support that may be needed and the next steps that should be taken.

The focus is early intervention for children, young people and their families who have an unmet need but who don't require specialist services; ensuring that early help support is getting to families as early as possible.