

Burlington Infant and Nursery School

POLICY TITLE: Safeguarding and Child Protection Policy

Persons with Responsibility:

Senior Designated Safeguarding Lead: Michelle Docwra Inclusion Leader

Deputy Designated Safeguarding leads: Su Yay-Walker, Terri-Ann Easty, Claire McEvoy

Safeguarding Governors: Roshan Sivapalan and Matt Martin (contact via the school office)

LADO Service: 07774 332 675 or Email:LADO@achievingforchildren.org.uk

Key Legislation:

Children Act 2011, Children Act 2004, Safeguarding Vulnerable Groups Act 2006, Education Act 2002, Counter Terrorism and Security Act 2015 (The Prevent Duty) , Female Genital Mutilation Act 2003, London Child Protection Procedure and Practice Guidance, Children Act 1989 Care Planning, Placement and Case Review

Disqualification under the Childcare Act (2006) (as amended, 2018)

Documents consulted:

DfES Working Together to Safeguard Children 2024, London Child Protection (Safeguarding) Procedures and Practice Guidance, Use of Reasonable Force 2013, What to do if You're Worried a Child is Being Abused, Keeping Children Safe in Education (2023)

Key System Documents:

- Single Central Record
- EYFS Welfare Policy (2014)
- Staff Code of Conduct
- Visitors Guidelines
- Disqualification by Association under the Childcare Act 2006 (as amended)

Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
6	Sep 2020	MD	Legislation and Key Documents updated	Autumn 2021
7	Sep 2021	MD	Legislation and Key Documents updated	Autumn 2022
8	Sep 2022	MD	Legislation and Key Documents updated	Autumn 2023
9	Sep 2023	MD	Legislation and Key Documents updated	Autumn 2024
10	Sep 2024	MD	Legislation and Key Documents updated	Autumn 2025

Approved by Governors at a meeting on: Please refer to signed minutes of this meeting

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for our stakeholders with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations in our community.

Introduction and purpose

Burlington Infant and Nursery School (BINS) fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults and an ethos of protection.

Definition of safeguarding

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

- Providing help and support to meet the needs of children as soon as problems emerge.
- Taking action to ensure that children have the best outcomes
- Making sure that the way children grow up is consistent with providing safe and acceptable care.
- Preventing barriers to children's mental and physical health or the way they develop.

Policy aims

1. To ensure that all staff, governors and volunteers working in the school understand their role and responsibility in reporting possible cases of abuse.
2. To ensure that all staff working with children are suitable persons and have appropriate supervision.
3. To explain the correct procedures for those who encounter an issue of child protection
4. To ensure effective communication between all staff when dealing with safeguarding issues, to work in cooperation with parents and other agencies on behalf of the child and to share information appropriately.
5. To ensure that children are protected and safe when on school premises.

Staff Induction

As part of our school induction we ensure that all staff, students and volunteers are trained and informed of school safeguarding procedures. We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties.

We will ensure that all staff, students and volunteers read, understand and are aware of:

- BINS Safeguarding and Child Protection policy
- Keeping Children Safe in Education (2024) [Part One] and school leaders and staff that work directly with children will also read Annex A
- BINS code of conduct
- BINS's Physical Intervention Policy
- The Childcare Disqualifications Regulations Document
- BINS Behaviour Policy
- The safeguarding response to children who go missing from education
- The role of the Designated Safeguarding Lead
- The identity of BINS Designated Safeguarding Lead and Deputies

BINS will publish our Safeguarding and Child Protection policy on our website and hard copies will be available on request from the school office.

The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will be explicit in their job descriptions and we will ensure that they have the time and resources to fulfil their duties.

Roles and responsibilities

The Governing Body

The Governing Body of BINS understands and fulfils its responsibilities, namely to ensure:

- the school's leadership team are held to account for the school's safeguarding arrangements
- safeguarding is a standing item on the agenda for governor meetings
- all members of the Governing Body receive Level 2 safeguarding training at induction and that this is updated annually
- the reviewing and monitoring of the Safeguarding Policy together with a Staff Code of Conduct
- safeguarding, recruitment and managing allegations policies and procedures, including the staff code of conduct, are consistent with Kingston's and Richmond's Safeguarding Children's Board and statutory requirements.
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and disqualification by association regulations where applicable) and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- the school has procedures for dealing with allegations of abuse against staff (including the Head Teacher), volunteers and students
- there is a nominated governor responsible for safeguarding who has undertaken appropriate training for the role. The chair of governors is responsible in the event of an allegation of abuse made against the Head Teacher
- an annual audit of BINS safeguarding policies, procedures and practices is undertaken and that this is submitted to Kingston's and Richmond's LSCB
- a member of the senior leadership team has been appointed as the designated safeguarding lead and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description
- DSL's and their deputies undertake multi-agency (Level 3) safeguarding training which is updated every two years
- that there is a designated teacher to promote the educational achievement of children looked after who are on the school roll
- that all other staff have level 2 safeguarding training updated annually
- that at least one member of the Governing Board has completed safer recruitment training to be repeated every three years
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE)
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future
- appropriate online filtering and monitoring systems are in place and their effectiveness is regularly reviewed
- enhanced Disclosure and Barring Service (DBS) checks are in place for all governors
- the school adds to multi-agency working and shares information appropriately and in a timely manner

The Safeguarding Governors:

- meet with the DSL and visit the school regularly asking questions that allow them to monitor how the school's safeguarding policies and procedures are being put into practice.
- are part of the annual safeguarding audit, led by the DSL and headteacher, and make sure it is submitted to the KRSCP
- feed back their findings following school visits and meetings with the DSL and DDSLs at Governing Body meeting
- attend appropriate training that guides them in how to monitor and progress any areas of weakness in the school's safeguarding arrangement.
- keep up to date with the KRSCP's safeguarding arrangements and guidance

The Head Teacher:

- ensures that the Safeguarding Policy and related policies and procedures are implemented and followed by all staff
- ensures that all staff understand their responsibility to report misconduct or raise any concerns in accordance with the Whistle-Blowing Policy
- ensures that as part of the curriculum, children are supported at an age-appropriate level, to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them (Ofsted Inspecting safeguarding in early years, education and skills settings, September 2019)
- will liaise with the local authority designated officer service (LADO Service) within 24 hours, before taking any action, where an allegation is made against a member of staff or volunteer
- ensures at least one member of every recruitment panel has completed safer recruitment training in the last three years
- ensures safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken

The Designated Safeguarding Lead (DSL):

- holds ultimate responsibility for safeguarding and child protection in BINS. This responsibility will not be delegated.
- acts as a source of support and expertise for the whole school community in regards to our safeguarding duties.
- undertakes Level 3 Safeguarding Training with updates every two years and Safer Recruitment training every 3 years.
- will contact SPA or MASH if there are any safeguarding concerns about a child.
- will keep detailed records of all concerns about a child even if there is no need to make an immediate referral.
- will ensure that all safeguarding records are kept confidential and stored securely, ensuring a link to the pupil file. These records will also be logged and stored using CPOMS.
- will retain the file until such a time that the new school acknowledges receipt of the original file.
- will liaise with the local authority and work with other agencies and professionals in line with WTSC.
- will attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required.
- notifies Children's Social Care if a child subject to a child protection plan is absent from school without explanation.
- promotes the educational outcomes of children who have or had a social worker, by sharing appropriate child protection information with staff as appropriate.
- will ensure that all staff have read and agree to work within the school's Safeguarding Policy, Code of Conduct and Keeping Children Safe in Education 2024 Part 1 and Annex A.

- will organise safeguarding induction for new staff, training annually for all staff and updates through the year as appropriate.
- making sure that all adults who work in or for the school have an adequate and appropriate safeguarding induction, regularly updated safeguarding training and annually sign to say they have read the relevant part of KCSIE 24.
- will take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might have on childrens' attendance, engagement and achievement in school.
- will oversee an annual audit of the school's Safeguarding policies, procedures and practices and ensure that this is submitted to KRSCP.
- upholds a close relationship with the Kingston and Richmond Safeguarding Children Partnership (KRSCP), such as through attendance at KRSCP termly DSL forums
- will ensure that Early Help and intervention is put in place.
- will ensure that the name of the designated safeguarding lead and deputies are clearly advertised in the school and on the website.
- will ensure that child protection information is transferred to the pupil's new school
- will ensure the suitability of adults working with children on school sites for all lettings, ensuring safeguarding procedures are carried out and concerns are reported back to the Deputy Safeguarding Leads
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#). The DSL is responsible for ensuring all staff are aware of this requirement.

This list is not exhaustive: please see Annex C of Keeping Children Safe in Education 2024

The Deputy Designated Safeguarding Leads (DDSLs):

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

All staff, students and volunteers:

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- know how to respond to a pupil who discloses abuse.
- sign to say they have read the relevant part of KCSIE annually.
- will follow the school's procedures for identifying and reporting any concerns and issues about the school's online filtering and monitoring systems.
- will follow the school's safeguarding and child protection processes and procedures, sharing information quickly when they have a concern about a child's safety and wellbeing, even when they are unsure.
- will provide a safe environment where children can learn.
- ensure and follow risk assessments for off-site activities.
- fully understand their responsibility to report misconduct in line with the Whistleblowing Policy
- understand and adhere to the school's safeguarding arrangements, Staff Code of Conduct, Safeguarding Policy, Confidentiality Policy and Keeping Children Safe in Education (2024) part 1 and Annex A on induction

- attend Level 2 Safeguarding training at induction which is updated annually. In addition, they complete Anti-Radicalisation training, eSafety training, Restraint training (as appropriate) and receive safeguarding and child protection updates
- Supply staff agencies must provide a copy of their safeguarding policy statement, and details of the DBS clearance number for each supply staff. Agency staff read and sign the Safe Working Practice and Code for all Visitors and Volunteers document.

External Visitors

Contractors:

- will adhere to the school safeguarding requirements with these being made clear through the agreed contract
- will be provided with the school Code of Conduct
- will be accompanied by a member of school staff at all times unless able to provide full DBS clearance

Visiting Professionals:

- will provide proof of ID and DBS clearance (for those having access to children) before entering the school
- will be provided with and read a synopsis of the school's safeguarding procedures on arrival at reception
- will be provided with the appropriate lanyard to indicate their status in school

Extended school and off-site arrangements

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply and the LADO will be informed as appropriate.
- Providers are expected to meet the guidance in [Keeping Children Safe in Out of School Settings](#)
- If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures. This expectation will be outlined in the hire agreement as a condition of use and occupation of the premises and failure to comply with this will lead to the termination of the agreement.
- When pupils attend off-site activities, we will ensure that effective child protection arrangements are in place.
- When pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.
- Where a parent/carer expresses their intention to educate their child at home (also known as elected home education), we will work together with the parent/carer and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant for children who have SEND, are vulnerable and/or have a social worker.
- There will be no use of alcohol by staff or students on school trips or at residential units. No use of alcohol will be permitted on site for any events during school hours, whether involving staff, students, parents or governors. Any alcohol used for any events on site outside of school hours, will only be handled by staff and only permitted for the safe consumption of adults.

Photography and images

As part of our safeguarding procedures, staff, governors, parents, visitors, volunteers and students are not permitted to take photographs or make a digital recording, using personal mobile phones, smart watches, tablets or personal cameras anywhere on our school premises, or when accompanying school trips. Staff must use school devices to record children's work and store photographs of children on the shared Teacher drive. Stored photographs should be deleted one year after the child has left the school. Photographs of children should not be kept on mobile storage devices or removed from the school premises, unless in exceptional circumstances. Parents are asked to sign Photograph permission slips in starter packs, for staff to take photographs and videos to record children's work and progress. When displaying children's work, we will not display a child's name and photo together on the website or in newsletters.

For school productions and concerts held in the school, parents will be permitted to take photographs. However, in order to safeguard all our children we ask that images of children are not posted on the internet on social media websites at any time. Parents are reminded of this at the start of any school event where photographs or videos may be taken. In the event that this is not adhered to, the parent is contacted immediately and brought into a meeting with the HT and DSL.

Filtering and Monitoring

To limit children's exposure to online risks from BINS IT systems, we have strong and effective filtering and monitoring systems. We will make sure that:

- Specific staff have assigned roles and responsibilities to manage systems.
- Staff know about the systems in place and how to escalate concerns.
- There are annual reviews of the systems, or more frequently if there is a significant change or issue.
- Our Governing Body reviews the systems with the DSL, IT staff and service providers, to find out what more can be done to keep children safe.
- The systems are effective for the age range of children and consider children potentially at greater risk of harm.
- When we block online content, it does not impact teaching and learning.
- Filtering works across all devices including mobile devices and smart technology.

Teaching and Learning

- Children are taught who the safeguarding officers are and what their role is in the school, through assemblies.
- Children are taught what to do if they encounter an adult who should not be on the premises.
- All staff and helpers wear lanyards and these indicate to the children that these adults are safe to be in school.
- Through PSHE and Circle Time sessions and assemblies children are given strategies to use to keep themselves safe and maintain positive relationships.
- The KS1 Computing curriculum teaches children about how to stay safe online.
- Through weekly Good Deed assemblies the children are taught about kindness, positive relationships and the importance of taking care of themselves and others.
- Through risk assessments and local school visits, the children are taught about road safety.
- Regular preparation for and discussion around practice fire drills ensures that children have an awareness of fire safety.
- The annual whole school NSPCC assembly highlights ways that the children can keep themselves safe.
- The NSPCC 'underpants rule' is followed in all classes and children are made aware of which parts of their bodies are private. This is available on the school website.
- Children are taught about safeguarding and how to recognise when they are at risk. They are taught how to get help when they need it.

The four categories of abuse

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

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

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

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

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

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

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

Neglect: is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment - it may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Definitions taken from Keeping Children Safe in Education ([2024](#))

Indicators of abuse

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 those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected 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 and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

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

Impact of Abuse

The sustained abuse or neglect of children physically, emotionally or sexually can have long term effects on the child's health, development and wellbeing. It is important to consider the impact on any siblings as well. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The more Adverse Childhood Experiences (ACEs) a child has, the more likely they are to suffer long term. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability.

[ACEs video](#)

Children potentially at greater risk of harm

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including: prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- children who have a social worker

- disabled, have special educational needs and/or mental health conditions which may cause barriers to reporting concerns
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already viewed as a 'problem'
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of being drawn into extremism

At BINs staff are aware that children with special educational needs can face additional safeguarding challenges. Extra pastoral support and attention is considered for these children along with support in communicating as appropriate.

Children looked after and previously looked after

The most common reasons for children becoming looked after is as a result of abuse and/or neglect. BINs will ensure that staff have the necessary skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a child looked after's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

The designated teacher for children looked after is Michelle Docwra. The designated governor for children looked after is Mary Arbuthnot.

The designated teacher will:

- promote a culture of high expectations and aspirations for how children looked after and previously looked after learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- have lead responsibility for the development and implementation of all children looked after's personal education plans (PEPs) within the school
- attend appropriate training and ensure that the school has the up to date details of the allocated social worker/personal adviser (care leavers) and the virtual school headteacher in the local authority that looks after the child.

Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

Identified areas of particular risk in our school

It is important to note that there are particular areas of risk for our school. These include:

- Children and parents not using the pedestrian crossing on Burlington Road
- Outside the Great Hall - nursery parents dropping off and picking up nursery children clashing with lunchtime
- Burlington Infants and Nursery, and Junior schools sharing the same site

Children with a Social Worker

At BINS, 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.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Being absent from school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who are absent from education especially on repeat occasions or for prolonged periods.
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 1. leave school to be home educated
 2. move away from the school's location
 3. remain medically unfit beyond compulsory school age
 4. are in custody for four months or more (and will not return to school afterwards); or
 5. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Our attendance policy is set out in a separate document and is reviewed regularly by the Governing Board. The school operates in accordance with statutory guidance 'Children Missing Education' (DfE 2016) Children Missing Education Statutory Guidance and Working Together to Improve School Attendance (DfE 2022)

Elective Home Education

Where a parent has expressed their intention to remove a child from school with a view to educating at home, we will:

- work with the LA and key professionals to coordinate a meeting with parents to discuss this intention
- ensure that parents are fully informed and been given the opportunity to consider what is in the best interests of their child before a final decision is made

Child on child abuse

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. We ensure that any form of harmful behaviour whether physical or verbal is dealt with immediately and in line with our Behaviour Policy. This ensures that there is absolute consistency in the response to inappropriate behaviour. All staff are trained to reassure victims that they are being taken seriously and that they will be supported and kept safe. Please see school Behaviour Policy and Equality Policy.

Examples of safeguarding issues against a pupil under this category could include:

- **physical abuse:** violence, particularly pre-planned
- **emotional abuse:** blackmail or threats and intimidation
- **sexual abuse:** indecent exposure, indecent touching or serious sexual assaults

What to do:

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

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; emotional abuse and coercive and controlling behaviour.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

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

BINs recognises that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Homelessness

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

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

Sexual harassment

Sexual harassment is not acceptable. Behaviours such as making inappropriate remarks, touching bottoms and genitalia is not appropriate play and is not tolerated.

Sexual harassment is 'unwanted conduct of a sexual nature'. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- physical behaviour, such as: deliberately touching someone inappropriately and/or interfering with someone's clothes

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. A useful tool is: [Brook Traffic Light Tool](#)

The RSE curriculum covers the following issues according to the age and stage of development of the pupils:

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

Children with family members in prison

BINS recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

Upskirting

BINS will ensure that all staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as: "a term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission.

Incidents of up skirting in the school will not be tolerated. BINS will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Child sexual exploitation (CSE)

Staff receive information relating to child sexual exploitation as part of the annual Level Two Safeguarding Training. They know that CSE is when people use the power they have over young people to sexually abuse them. They know

that this power may result from a difference in age, gender, intellect, strength, money or other resources. We acknowledge that some of the following may be more relevant to older children but is important for all staff to have a comprehensive understanding of CSE. All staff are trained in eSafety and our curriculum content is carefully planned to ensure the safety of children online.

Signs and Symptoms of CSE may involve children:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

Children are believed to be at greater risk of being affected if they:

- are homeless
- have feelings of low self-esteem
- have had a recent bereavement or loss
- are in care
- are a young carer

At BINS we take advice from the NSPCC on protecting children from CSE. Our staff help children to understand their bodies and relationships in an age appropriate way. We develop open, trusting and appropriate relationships with our children so that they can share their worries. Our RSE curriculum supports children in developing self-respect and the confidence to say no. We stress to our parents the importance of supervising internet, mobile and television use for all children.

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.

Child Criminal Exploitation

CCE 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.. CCE does not always involve physical contact; it can also occur through the use of technology.

Signs and Symptoms of CCE may involve children:

- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- suffering from changes in emotional well-being
- misusing drugs and alcohol
- going missing for periods of time or regularly come home late

- regularly missing school or education or not taking part in education.

Online safety (in and outside school)

Our eSafety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Pupils are not permitted to bring their own electronic devices into school. Parents are invited to attend an annual eSafety parent meeting and information relating to the safe use of technology regularly features in our weekly newsletters and on our website. Staff are aware that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber dependent crime ([Cybercrime](#))

When children use the school's network to access the internet, they are protected by our own filtering and monitoring systems. However, many pupils are able to access the internet via their own and/or their home data plans. BINS recognises the important role parents and carers have in ensuring children and young people are safe, responsible and can flourish online. To support parents to understand online risks and the work of the school in this area we will provide:

- Acceptable Use Agreements to all new parents
- Regular, up to date information in newsletters and on the website and social media, particularly in response to emerging trends
- Face to face sessions in school
- Opportunities to share in their children's eSafety learning (eg assemblies, performances)
- Support and advice on online safety for their children outside of school
- Signposting to further resources and websites
- Annual eSafety parent workshop

All staff receive online safety training annually. Staff are supported to understand how this training should be implemented into their practice. Staff understand that children struggle to separate the online and real life worlds and that technology is a significant component in many safeguarding and wellbeing issues, at an age appropriate level.

The school has a filtering and monitoring system through an outside provider SENSO, which filters internet searches daily. Alerts are sent to the School Business Manager. The School Business Manager and Head Teacher review half termly and report to governors termly.

The school's annual eSafety training includes basic cyber security training. Staff understand that personal devices are not to be used in school. Governors attend this training.

Governors should read the NCSC publication [school cyber security questions for governors](#).

So-called 'honour based' abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of So-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

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.

Forced Marriage

All staff are now aware that it is now a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Female genital mutilation (FGM)

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

Signs and Symptoms of FGM

- Pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan) **and/or**:
- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- A child's academic work suffering.
- Knowledge that the pupil's sibling has undergone FGM.

The child may mention:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

Indicators FGM may have taken place

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. All staff have received FGM training. Any concerns should be reported to the Designated Safeguarding Leads. Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 to report to the DSL where they are concerned that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. Concerns will be reported to the police by the DSL.

Private fostering

Looking after someone else's child

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

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will advise parents and private foster carers of our mandatory duty as a school to inform the local authority of children in such arrangements.

Looking after someone else's child

Modern Slavery and the National Referral Mechanism Modern slavery

This encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Child abduction and community safety incidents

This is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school such as people loitering nearby or unknown adults engaging children in conversation should be reported. At BIS, lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Radicalisation, terrorism and extremism (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'.

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.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

The Governing Body has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

Staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others. Pupils are:

- encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- helped to understand the importance of democracy and freedom of speech, through PSHE assemblies and through the elected School Council members
- taught how to keep themselves safe, in school and when using the internet
- participate in local community events and celebrations so that they appreciate and value their neighbours and friends who may not share their faith background.
- taught the merits of wellbeing, confidence and resilience through our planned curriculum and out of hours learning opportunities.
- are supported in making 'good choices', so they understand the impact and consequences of their actions on others. 'Good Deed' assemblies celebrate good choices and acts of kindness.

Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school. They know that the early indicators of radicalisation and extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The Prevent leads in Kingston are:

The DSL/DDSLs can share information relating to terrorism, by calling the anti-terrorist hotline on 0800 789 321.

Procedures and Referrals

Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns using our yellow **Record of Concerns** forms to a Designated Lead.

Child abuse linked to faith or belief

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

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

Fabricated or Induced Illness

Staff at BINSI are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

Mental Health

With mental health problems, a child might find the ways they are frequently thinking, feeling or reacting becoming difficult, or even impossible, to cope with. Mental health problems affect around 1 in 6 children. All 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.

"If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the Designated Lead or Deputy" (KCSIE 2024)

Our Mental Health Lead is Michelle Docwra.

Teaching and Learning

The role of the curriculum

Our curriculum promotes respect, tolerance and diversity and promotes fundamental British Values. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children learn about other faiths and visit places of worship and are

taught about how to stay safe when using the Internet. They are taught to seek adult help if they are upset or concerned about anything they see or read on the internet.

The curriculum promotes age appropriate learning to develop an understanding of how of how to keep safe through PSHE, SMSC, RHE and assemblies with these following the following areas:

- consent
- personal safety
- who to talk to
- stranger danger
- road safety
- fire safety
- online safety
- bullying (including online bullying)
- positive relationships
- radicalisation and extremism (tolerance and acceptance)
- self-esteem, body confidence

If specific safeguarding issues arise during the school year, the headteacher will make sure the curriculum is adapted to cover current issues.

Training

Induction Training is mandatory for all staff and ensures that they have read BINS;

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Staff Code of Conduct;
- Keeping Children Safe in Education (2024) [Part One];
- Whistleblowing Policy

DSLs attend Level 3 training every two years and Level 2 training and updates annually.

All other staff receive regular safeguarding and child protection updates as required and Level 2 safeguarding training annually.

All staff attend online safety training annually. Please see section on 'Online Safety'.

The nominated safeguarding governor undergoes appropriate safeguarding training prior to or as soon as appointment to the role and at regular intervals thereafter. All governors receive Level 2 safeguarding training as part of their induction and annually.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process and is updated every 3 years.

BINS demonstrates their engagement with the KRSCP by ensuring that its DSL and/or deputies attend the KRSCP Designated Safeguarding Lead termly forums. The DSL and DDSLs keep abreast of child protection learning and developments through appropriate training, as well as complete Multi Agency Level 3 safeguarding training every two years.

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

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

[Educate against hate](#)

Self-harm

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves can cover a wide range of life events such as: bereavement, bullying, cyber bullying, mental health problems including eating disorders, family problems such as domestic violence, any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:

- cutting
- biting self
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching
- hair pulling
- head banging

Fabricated or induced illnesses

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

Early help and interagency working

At BINS we are keen to provide support to families as soon as a problem becomes visible. Staff are aware of the importance of considering the wider environmental factors in a child's life that may be a threat to their safety and/or welfare, and seek to provide support as soon as a problem emerges at any point in a child's life. If an early help assessment is appropriate, the DSL or a deputy will lead on working together with other agencies and set up an inter-agency assessment, as appropriate. Staff are aware of the importance of considering the wider environmental factors in a child's life that may be a threat to their safety and/or welfare, and seek to provide support as soon as a problem emerges at any point in a child's life.

We are aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is frequently missing/goes missing from education, care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- Has a parent or carer in custody or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child (a child who is looked after by adults other than their parents for 28 days or more)

Early Help Strategy

Procedures for staff when there is a disclosure and/or concern (yellow Record of Concerns):

Do:

- take what you are being told or what you have seen seriously
- listen carefully and acknowledge what you have been told
- remain calm, reassure and explain what you will do with the information
- make a record of what has been seen and/or said
- all verbal conversations **must** be promptly recorded in writing on a record of concern form
- pass the information on to a DSL immediately even if this means interrupting an ongoing meeting

Do not:

- ask questions, investigate or probe yourself
- look shocked, distasteful or make negative comments
- hold onto information and not pass it on
- speculate or form an opinion about the alleged perpetrator
- make promises you can't keep
- delay in getting help

In the event of a DSL not being contactable, the junior school DSLs will step in and deal with the concern that has been raised. The junior DSLs are contactable on 0208 942 2687 and follow:
Pip Utting, Matt Blow and Caroline Case.

Notifying parents

Wherever possible the school will seek to discuss any concerns about a pupil with their parents. However, if the school believes that notifying parents could increase the risk to the child, the school should not seek to discuss with parents before contacting the Single Point of Access and MASH (Merton). It is legitimate to share concerns without consent when there is good reason to do so and sharing the information will enhance the safeguarding of the child in a timely manner.

Making a referral to the Single Point of Access (SPA)

Concerns about a pupil or a disclosure should be discussed with the DSL who will decide whether advice is sought from the Single Point of Access. If SPA advise that a referral is needed, then the DSL will make it.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil.

If after a referral the pupil's situation does not appear to be improving the DSL should press for re-consideration to ensure their concerns have been addressed, and most importantly the pupil's situation improves.

If a pupil is in immediate danger or is at risk of harm a referral should be made to SPA and/or the police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Support for Staff

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

We will support such staff by providing an opportunity to speak with the DSL who has received training in providing supervision to colleagues.

Confidentiality

BINS recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2019) and share information between professionals and agencies where there are concerns.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.

Record Keeping

Pupils' safeguarding and child protection records will be stored securely and access to them will be appropriately limited.

When a child leaves BINS, the DSL will make sure that their safeguarding file is transferred to the new education setting or college within 5 days of an in-year transfer or within 5 days of the start of a new term. This will be securely transferred separately from their main file and a confirmation of receipt will be requested and kept. Where appropriate, the DSL will share information in advance of the child transferring so support can be put in place ready for when the child starts. When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible. If BINS is the last school that the pupil attends, their child protection file will be securely stored by the school until their 26th birthday is reached when it will be securely disposed of.

'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' (Keeping Children Safe in Education 2024) 'This includes allowing practitioners to share information without consent.' (Keeping Children Safe in Education 2021)

Procedure for dealing with complaints and allegations about staff, including low level concerns

At BINS we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.

Staff are trained to report all concerns including those that may be considered 'low level'. Such concerns could include but are not limited to:

- ❖ being over friendly with children
- ❖ having favourites
- ❖ taking photographs of children on mobile phones
- ❖ using personal devices/phones around children
- ❖ engaging with a child on a 1:1 basis in a secluded area or behind a closed door
- ❖ using inappropriate sexual, intimidating or offensive language

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

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

All staff should adhere to the guidance contained in the school's Code of Conduct and Whistleblowing Policy and through Level 2 Safeguarding training. All staff are aware of the Behaviour Policy.

Allegations made against school staff will be reported to the Head Teacher. If the allegation made concerns the Head Teacher, the person receiving the allegation will immediately inform the chair of governors (contactable via the school office) who will consult the LADO Service as above, without notifying the Head Teacher first.

If staff are unable to report to the Head Teacher or chair of governors, either because they are not available or because there is a conflict of interest, concerns must be shared with the local authority designated officer (LADO), whose details are at the start of this policy.

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

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school's code of conduct and the 'Guidance for safer working practice for adults who work with children and young people in education settings'.

[Guidance for safer working practice for those working with children and young people in education settings February 2022](#)

Whistleblowing

BINS has a whistleblowing policy which is available as a separate document. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, pupils and parents with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

Any concerns relating to staff, volunteers or any adults in school should be raised with the headteacher. If it becomes necessary to consult outside the school, the headteacher should speak to the LADO Service for further guidance and support. Any concerns that relate to the conduct of the headteacher should be raised with the Chair of Governors. If the outcome of the actions taken by the Chair of Governors is deemed to be unsatisfactory, the concern must be reported to the LADO.

Physical intervention

BINS promotes a positive environment for all staff, pupils, volunteers and visitors. We have a physical intervention policy which is available as a separate document. Staff will always employ de-escalation techniques to stop situations escalating and we acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others. At all times, minimal force is used to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained. All incidents involving physical intervention will be recorded and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe practice' guidance to ensure they are clear about their professional boundaries.

[Positive environments where children can flourish](#)

[Use of reasonable force in schools](#)

<ul style="list-style-type: none"> • Behaviour and Anti-Bullying • Whistleblowing • Staff Code of Conduct • Keeping Children Safe in Education (2024) 	<ul style="list-style-type: none"> • Esafety • Health & safety • Allegations of abuse against staff • Attendance 	<ul style="list-style-type: none"> • PSHE and RHE • Teaching and learning • Medical Conditions • Curriculum 	<ul style="list-style-type: none"> • Physical intervention • Risk assessment • Safer Recruitment • Continence Policy
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Those policies and documents in bold must be read by all staff in conjunction with this policy.

Appendix 1

Record of Concern Form

Please complete this form as soon as possible if you have any concerns about a pupil

Pupil's name			
Pupil's DOB		Day/Date/Time	
Pupil's class			
Name of member of staff noting concern			

Details of concern

(Please describe as fully as possible and use the pupil's own words where applicable. Include names of witnesses, if relevant, and any immediate action taken.)

Body map attached: Yes ☐ No ☐

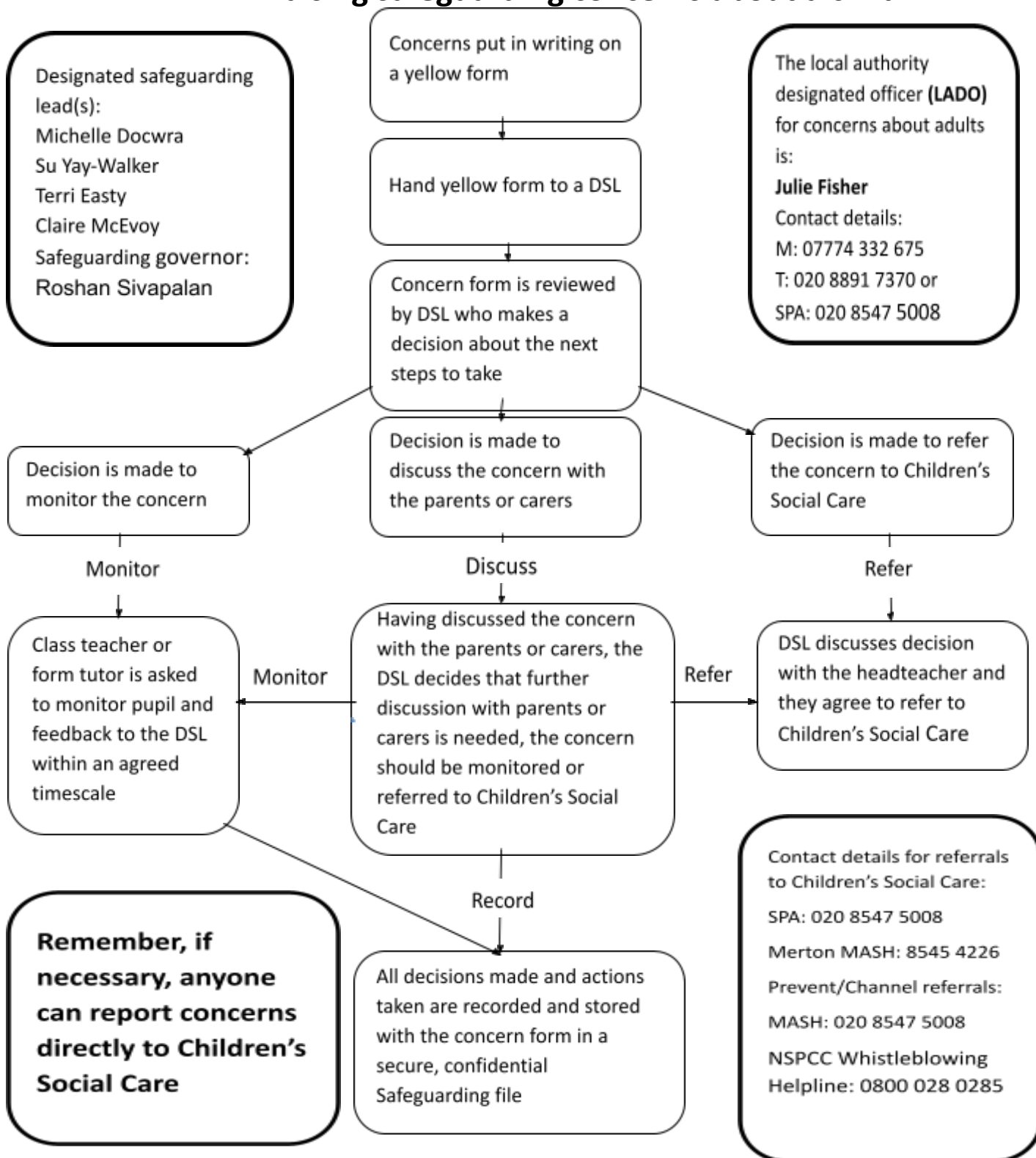
Signature:

Date:

Please ensure that the completed form is given to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads

Concerns flowchart

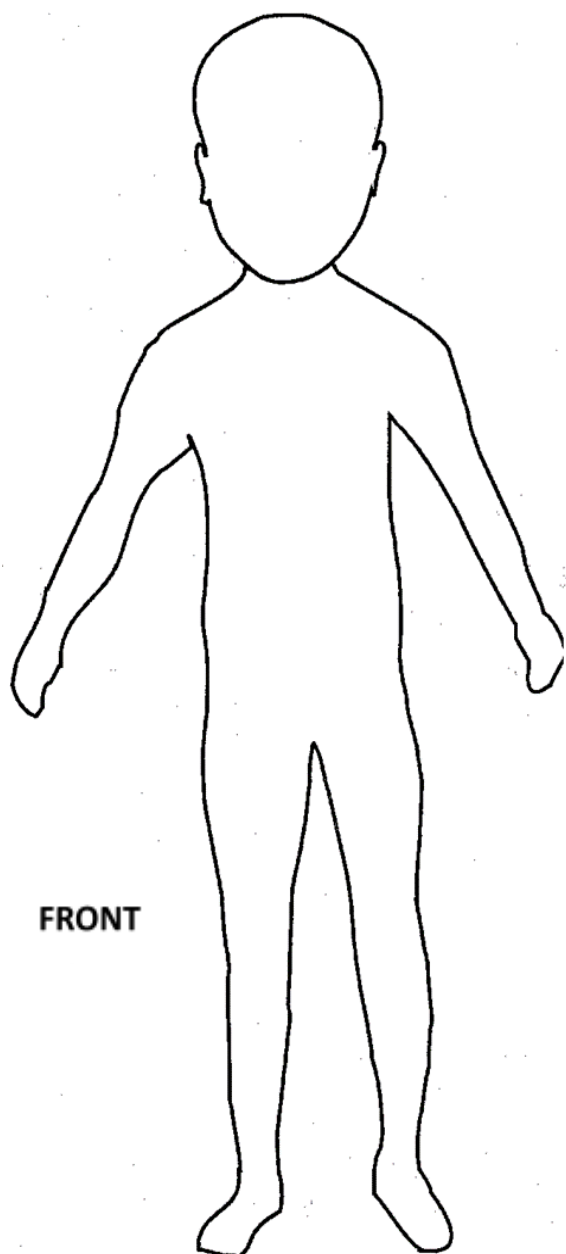
Raising safeguarding concerns about a child



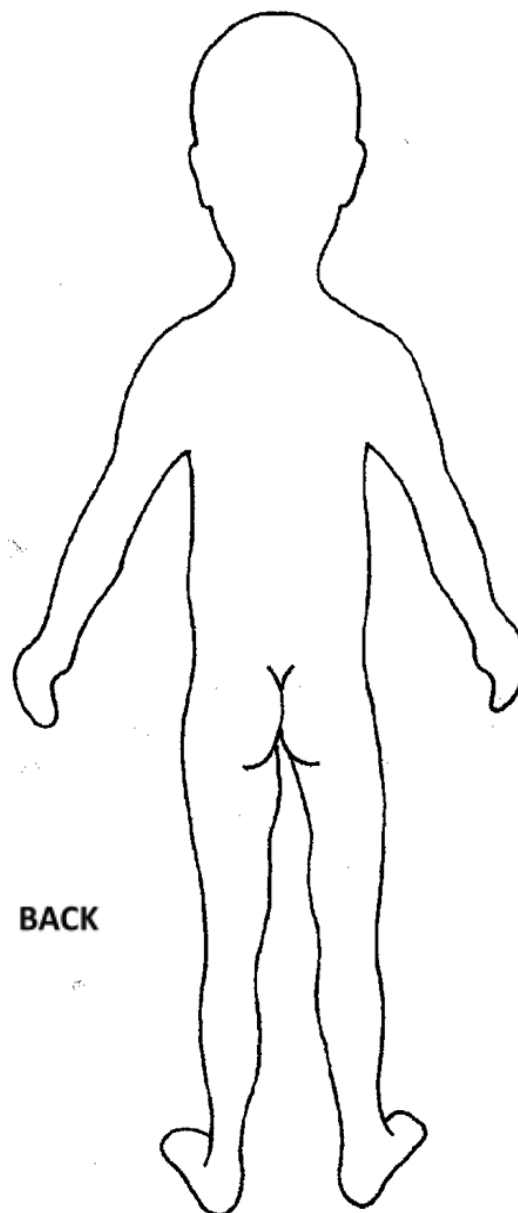
Body map

(This must be completed at time of observation)

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



FRONT



BACK

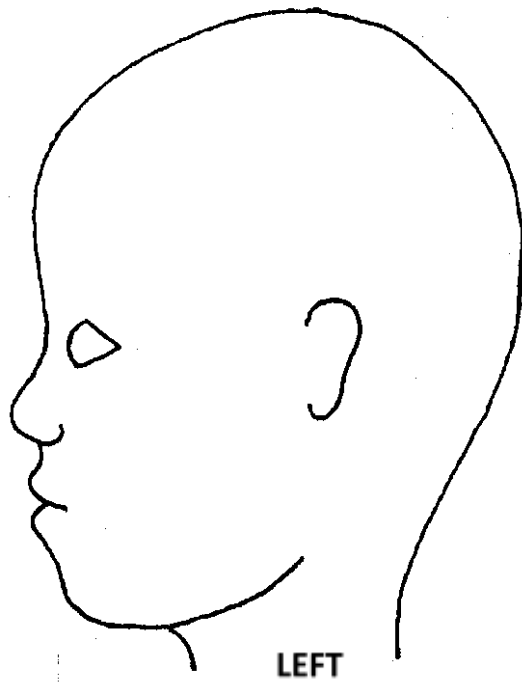
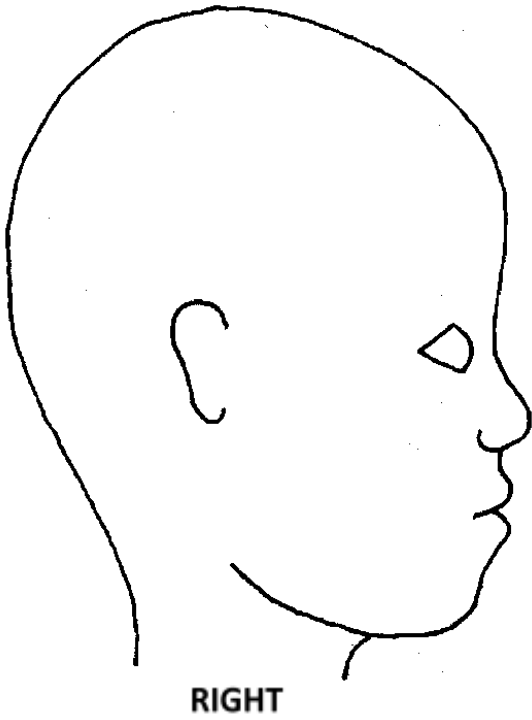
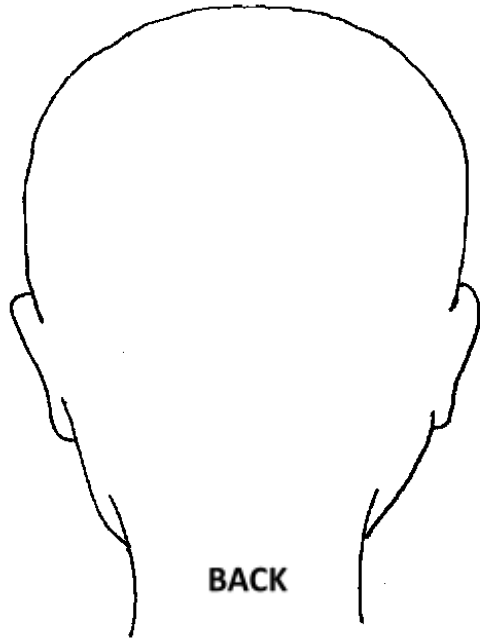
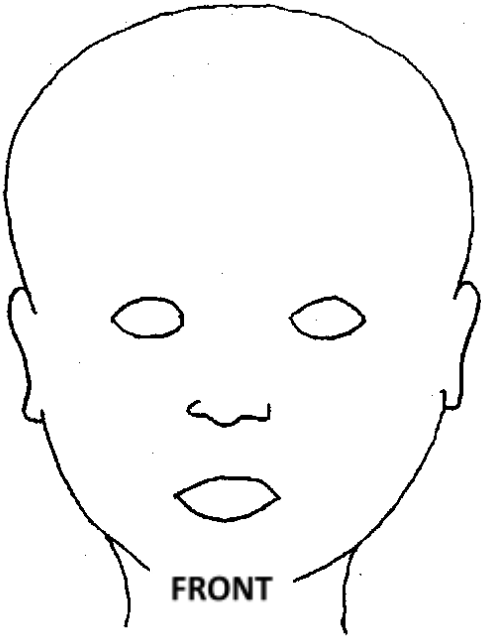
Signature

Date

.....

Name of Pupil:		Date of Birth:	
----------------	--	----------------	--

Name of Staff:		Date and time of observation:	
----------------	--	-------------------------------	--



Signature

.....

Date

.....

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

RIGHT

LEFT

PALM

RIGHT

LEFT

BACK

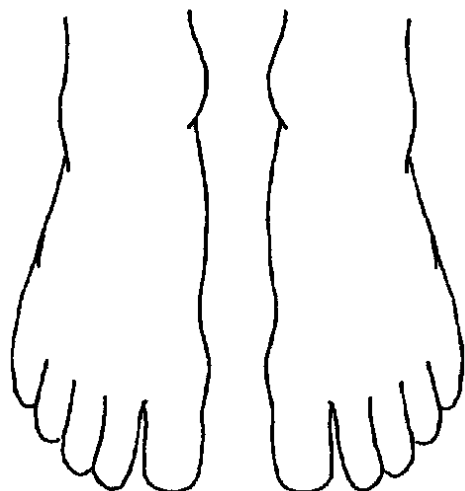
Signature

Date

.....

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

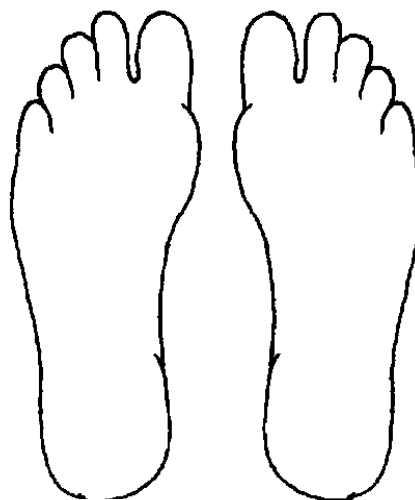
TOP



RIGHT

LEFT

BOTTOM



RIGHT

LEFT

INNER



RIGHT



LEFT

OUTER



Signature

Date

: :

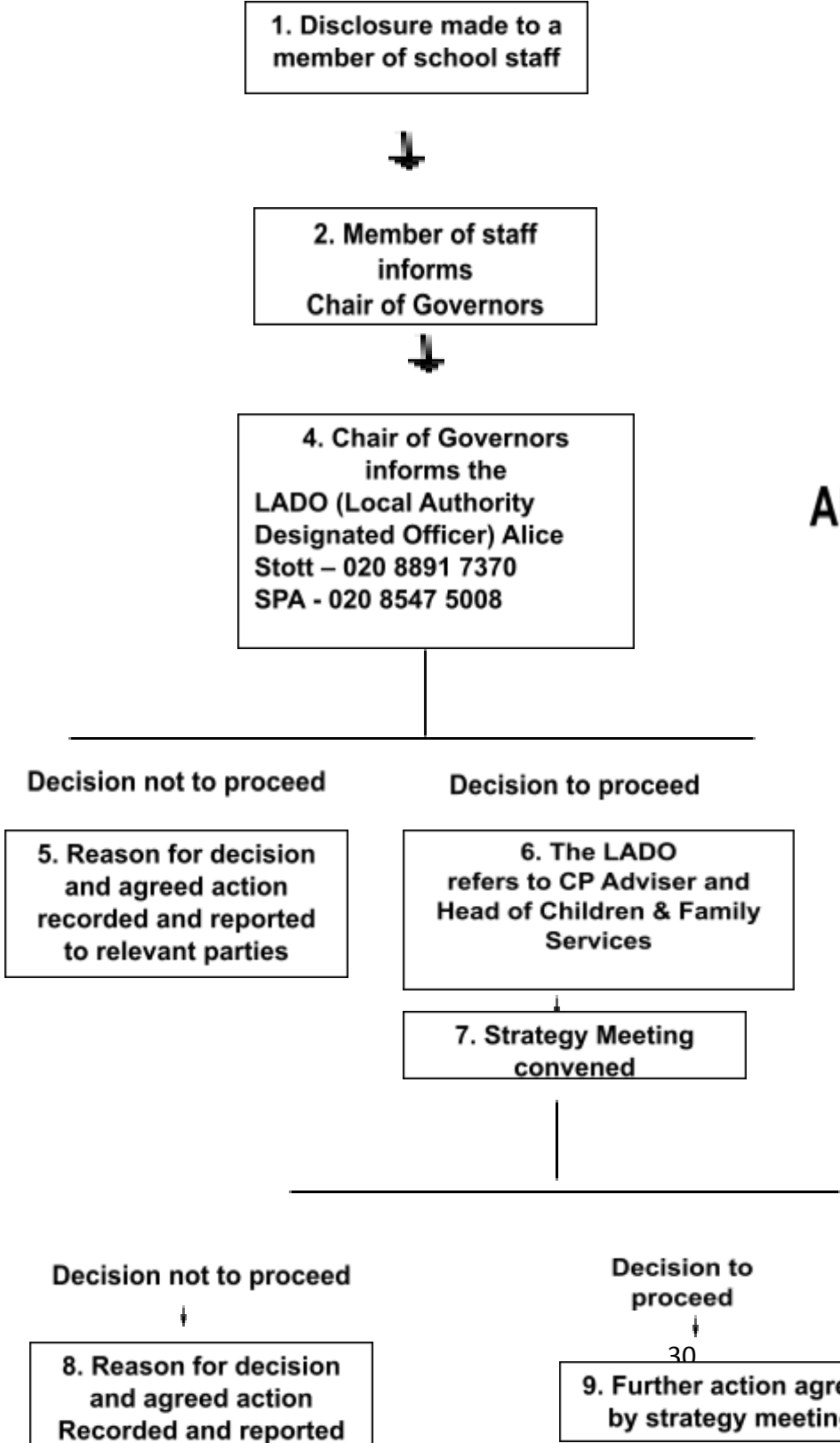
Allegation of physical or sexual abuse
against the Headteacher

Appendix 4

CHILD PROTECTION
PROCEDURES

Burlington Infant and
Nursery School

Allegation of abuse against
school staff



**Allegation of physical or sexual abuse against a member of staff
(teaching or non-teaching)**

