

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

Designated Teacher for Children Looked After: Michelle Docwra

Designated Teacher for Young Carers: Terri Easty

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 and Statutory Guidance includes:

[Keeping children safe in education statutory guidance](#) (KCSIE), [Statutory framework for the early years foundation stage](#) (EYFS), [Working Together to Safeguard Children statutory guidance](#) and [Prevent duty guidance](#). Education Act 2002

Key System Documents:

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

Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
11	Sep 2025	MD	Legislation and Key Documents updated	Autumn 2026
12	Sept 2026	SYW, MD	Legislation and Key Documents updated	Autumn 2027

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

Burlington Infant and Nursery School (BINS) fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We cultivate a safe, welcoming and vigilant environment for children where they feel valued and heard. We understand that keeping children safe is everybody's responsibility and that all children regardless of age, gender, race, sexual identity, religion and home circumstances have equal rights to protection and opportunities.

Definition of safeguarding

Safeguarding is the protection of children from maltreatment, preventing impairment of physical or mental health/development, ensuring children grow up in safe and effective care, taking action to enable optimal outcomes, and providing early/Family Help as soon as needs emerge.

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 explain the correct procedures for those who encounter an issue of child protection
3. 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 receive annual Safeguarding Level 2 training and are informed of school safeguarding procedures.

All staff, students and volunteers must read, understand and be aware of:

- BINS Safeguarding and Child Protection policy
- Keeping Children Safe in Education (2026) Part One in full, and school leaders and governors will also read the document in its entirety
- Staff Code of Conduct
- Whistle Blowing Policy
- Physical Intervention Policy
- The Childcare Disqualifications Regulations Document
- Behaviour Policy
- The identity of BINS Designated Safeguarding Lead and Deputies

Site Lettings and Visitors

- **Lettings and External Hire:** Any groups or individuals hiring or using the school building/grounds inside or outside school hours must follow local child protection guidelines and fulfill their statutory safeguarding duties.
- **Visitors:** Any visitor without full DBS clearance must have a documented risk assessment and remain under continuous adult supervision at all times while on site.

Roles and responsibilities

The Governing Body

The Governing Body holds leadership to account, maintains safeguarding as a standing meeting agenda item, and ensures the following duties are met:

- **Training & Compliance:** Ensures all governors and staff complete annual Level 2 training. Reviews policies (Safeguarding, Code of Conduct) annually against KRSCP and KCSiE guidelines.
- **Leadership & Role Appointments:** Appoints a DSL on the Senior Leadership Team, a Designated Teacher for Looked-After Children (LAC), and a trained Safeguarding Governor.
- **Safer Recruitment & DBS:** Enforces statutory checks, enhanced DBS for all governors, and ensures at least one safer recruitment trained panel member (refreshed every 3 years) participates in every recruitment panel.
- **Audits:** Submits an annual safeguarding audit to KRSCP.
- **Allegation:** Maintains procedures for allegations against staff/volunteers via the Headteacher, and with the Chair of Governors leading on allegations against the Headteacher.
- **Child Welfare & Safety:** Oversees children-missing-from-education protocols
- Ensures regular reviews of online filtering/monitoring, and
- Ensures PSHE/RHE curriculum delivery for online and physical safety.
- **DSL Training Support:** Ensures DSLs/DDSLs complete Level 3 multi-agency training every 2 years.

Safeguarding Governors

The designated Safeguarding Governors:

- Conduct regular monitoring visits and meet with the DSL team, report findings back to the full Governing Body.
- Co-lead the annual KRSCP safeguarding audit alongside the Headteacher and DSL.
- Attend targeted monitoring training and stay up to date with KRSCP and KCSiE arrangements and guidance.

The Head Teacher

- **Operational Oversight:** Ensures all safeguarding policies and procedures are embedded and followed across daily school operations and that strong safeguarding induction and training is in place for all staff, governors and volunteers.
- **Whistleblowing Culture:** Ensures staff understand their duty to report poor practice, misconduct, or concerns under the Whistleblowing Policy.
- **Safer Recruitment:** Oversees full recruitment checks (DBS, references, identity) and ensures every hiring panel includes at least one member with Safer Recruitment training completed within the last three years.
- **LADO Reporting:** Contacts the Local Authority Designated Officer (LADO) within 24 hours before taking action when an allegation is made against a staff member or volunteer.
- **Preventative Curriculum:** Ensures age-appropriate education on healthy relationships (online/offline) and risk recognition—including exploitation (sexual/criminal), domestic abuse, FGM, forced marriage, substance misuse, gang activity, radicalization, and extremism (Ofsted, 2019).

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead (DSL) and any Deputy DSLs carry out their statutory duties in full accordance with Annex C of Keeping Children Safe in Education 2026.

- **Ultimate Responsibility & Expertise:** Retains non-delegable responsibility for safeguarding/child protection across BINS, acting as the key source of support and expertise for the school community.
- **Training & Compliance:** Maintains Level 3 Safeguarding training (updated every 2 years) and Safer Recruitment training (every 3 years). Coordinates annual staff Level 2 training, new staff inductions, and ongoing updates. Ensures all staff annually sign and adhere to KCSiE (2026) Part 1, the Safeguarding Policy, and the Code of Conduct.
- **Referrals & Multi-Agency Working:** Makes SPA/MASH referrals, liaises with local authorities per *Working Together to Safeguard Children*, attends multi-agency/case conferences, and notifies Children's Social Care immediately if a child on a Child Protection plan has an unexplained absence.

- **Records & File Transfers:** Maintains confidential, secure records via CPOMS. Ensures child protection files are transferred to new schools and retained until formal receipt is confirmed.
- **Vulnerable Pupils & Academic Outcomes:** Promotes outcomes for children in need, those with/previous with a social worker, and those receiving targeted Family Help by monitoring attendance, engagement, and welfare impact.
- **Partnerships & Audits:** Leads the annual safeguarding audit for the KRSCP, attends termly KRSCP DSL forums, and informs the Headteacher of ongoing Section 47 enquiries or police investigations (including PACE Code C Appropriate Adult requirements).
- **External Provisions & Site Lettings:** Verifies safeguarding compliance and daily attendance for pupils in alternative provision. Ensures external lettings follow safety procedures and verify adult suitability. Prominently publishes DSL/DDSL names across the school and website.

This list is not exhaustive: please see Keeping Children Safe in Education 2026

The Deputy Designated Safeguarding Leads (DDSLs):

- **Training Standard:** Trained to the same Level 3 standard as the DSL.
- **Deputizing Duty:** Assume full DSL responsibilities during short-term DSL absences or step in temporarily as acting DSL during long-term absences.

Staff, Volunteers, and Students

Responsibilities & Universal Duty

- **Shared Commitment:** Safeguarding is everyone's responsibility—staff, volunteers, and students must maintain a safe learning environment, identify concerns early, respond appropriately to disclosures, and report concerns quickly (even when unsure).
- **Policy Compliance & Induction:** On induction, all personnel must adhere to the Safeguarding Policy, Staff Code of Conduct, Confidentiality Policy, and KCSIE (2026) Part 1. Staff sign an annual confirmation of reading KCSIE.
- **Annual Training:** Complete Level 2 Safeguarding training on induction (refreshed annually), alongside eSafety, Anti-Radicalisation (Prevent), Restraint training (as appropriate), and ongoing updates.
- **Safety Protocols & Whistleblowing:** Staff must report online filtering/monitoring system concerns, follow risk assessments for off-site activities, and report misconduct under the Whistleblowing Policy.

Volunteers & Supply Personnel

- **Volunteers:** All volunteers must undergo safeguarding risk assessments and an Enhanced DBS check. Under KCSIE 2026, all volunteers who teach, instruct, or supervise children are in regulated activity - regardless of supervision - and must also undergo a Barred List check.
- **Supply Personnel:** Supply agencies must provide their safeguarding policy statement and DBS clearance numbers prior to deployment. Agency staff must sign the *Safe Working Practice and Code for all Visitors and Volunteers* document.

External Visitors, Extended School, and Off-Site Arrangements

Visitors & Contractors

- **Visitors:** Visitors without full DBS clearance must have a documented risk assessment and remain under continuous adult supervision at all times while on site.

- **Visiting Professionals:** Must present photo ID and proof of DBS clearance (if accessing children) before entry, review a synopsis of safeguarding procedures at reception, and wear a designated status lanyard.
- **Contractors:** Must adhere to contractually defined safeguarding requirements, review the Staff Code of Conduct, wear appropriate status lanyards, and remain accompanied by staff unless full DBS clearance is provided.

Extended School, Lettings, and Off-Site Provision

- **Extended Provision & Site Lettings:** BINS policies apply directly to school-managed extended activities, with LADO notification as appropriate. External organisations hiring or using the site must comply with local child protection guidelines, statutory duties, and *Keeping Children Safe in Out-of-School Settings* guidance. Maintaining robust safeguarding and safer recruitment procedures is a mandatory condition of hire; failure to comply leads to termination.
- **Off-Site Provision & Alternative Provision:** Effective child protection arrangements are verified for all off-site visits. For alternative provision, written confirmation of full pre-employment safeguarding checks is obtained prior to placement.

Elective Home Education (EHE)

- **Elective Home Education:** When a parent/carer intends to home-educate, BINS collaborates with the family and professionals to ensure it is in the child's best interests—with heightened oversight for vulnerable pupils, those with SEND, or children with a social worker.

Site Alcohol Rules

- **Alcohol Restrictions:** Zero alcohol consumption by staff or students on school trips or residentials. No alcohol is permitted on site during school hours for any event. For out-of-hours events, alcohol is handled strictly by staff and permitted only for safe adult consumption.

Photography and images

Mobile Device & Camera Ban

- **Strict Prohibition:** Personal mobile phones, smartwatches, tablets, and cameras are strictly prohibited from use anywhere on school premises or during school-related activities.
- **School Devices Only:** Photos and digital recordings are strictly limited to official school devices. Images must be stored on the shared Teacher drive, deleted one year after a child leaves BINS, and never saved on mobile storage or taken off-site.
- **Consent & Social Media Rules - Permissions & Publishing:** Parental consent is secured upon entry for learning documentation. Pupil names and photos are never published together on the website or in newsletters.

Online Safety, Filtering, and Technology

Nude / Semi-Nude Images and Videos

- **Immediate Response:** Staff must never view, forward, share, or save nude or semi-nude images/videos.
- **Action & Escalation:** Staff must not investigate or confront pupils. Record the exact facts provided by the child and report immediately to the DSL.

AI Safety, Synthetic Content, and Deepfakes

- The school recognizes that generative AI tools introduce specific online safety and safeguarding risks. BINS actively protects pupils from exposure to, or participation in, the creation of harmful AI-generated content, synthetic images, and deepfakes (including non-consensual sexualized image generation).

- The school's filtering and monitoring systems are configured to restrict access to unsafe AI applications. Any incident involving the creation, sharing, or viewing of harmful synthetic media will be managed as a serious safeguarding and online safety breach, and reported in accordance with child protection and child-on-child abuse procedures.

Filtering and Monitoring

- **Roles & Escalation:** Designated staff manage systems; all staff are trained on filtering protocols and escalation routes.
- **SENSO & Governance Review:** Governors, the DSL, IT staff, and Eduthing perform documented annual filtering and monitoring effectiveness reviews (or more frequently if issues arise) to assess system effectiveness. The review assesses technical provision, staff awareness, and response protocols, with the written outcomes and recommendations formally reported to and recorded by the Governing Body.
- **System Coverage:** SENSO filtering operates across all devices and smart technology without impeding teaching and learning.

Artificial Intelligence (AI)

- **Safe Usage:** Leaders guide staff on approved AI tools and safe usage boundaries.
- **Data Responsibility:** BINS holds full responsibility for data entered into AI tools and the use of AI outputs, strictly adhering to the AI Policy and Cyber Security Policy.

 [AI policy](#)

 [BIN Cyber security policy](#)

Teaching, Learning, and Online Safety Curriculum: Safeguarding Awareness & Site Safety

- **Role & Adult Recognition:** Assemblies teach pupils to identify DSLs and their roles. Staff and helpers wear lanyards so pupils recognize safe adults.
- **Safety Protocols:** Pupils learn how to respond to unauthorized adults, and regular fire drills build practical fire safety awareness.

Personal Safety & Relationship Education

- **PSHE & Values:** PSHE, Circle Time, and weekly Good Deed assemblies teach positive relationships, kindness, risk recognition, self-care, and strategies to stay safe and seek help.
- **Body Autonomy & NSPCC:** All classes deliver the NSPCC 'PANTS' (Underpants) rule to teach private body parts (published on the website), reinforced by annual whole-school NSPCC assemblies.

Online & Practical Safety

- **Digital & Road Safety:** The KS1 Computing curriculum teaches pupils how to stay safe online, while local school visits and risk assessments embed practical road safety.

The four categories and definitions of abuse

General Principles

- **Core Definition:** Abuse occurs when someone actively causes harm or fails to prevent harm (neglect), whether in person, online, or outside the home. Harm includes witnessing the ill-treatment of others (e.g., domestic abuse).
- **Overlapping Risks & Technology:** Safeguarding issues rarely occur in isolation; multiple risks frequently overlap, and technology is often a key feature across many safeguarding issues.

The Four Categories of Abuse

- **Physical Abuse:** Causing physical harm through hitting, shaking, throwing, poisoning, burning, scalding, drowning, or suffocating. It also includes cases where a parent/carer fabricates symptoms of, or deliberately induces, illness in a child (Fabricated or Induced Illness).
- **Emotional Abuse:** Persistent emotional maltreatment causing severe, adverse effects on development. Includes making a child feel worthless/unloved, deliberately silencing or mocking them, imposing age-inappropriate expectations (overprotection or developmental overload), witnessing domestic abuse/ill-treatment, serious bullying (online or offline), and exploitation.
- **Sexual Abuse:** Forcing or enticing a child into sexual activities (whether or not the child is aware or violence is used). Includes contact acts (assault, masturbation, touching) and non-contact acts (sexual images, grooming, watching sexual acts). Perpetrators can be male or female adults, as well as other children.
- **Neglect:** Persistent failure to meet basic physical or psychological needs, impairing health or development. May occur prenatally (maternal substance abuse). Postnatally, it includes failure to provide food, clothing, shelter, supervision, medical treatment, emotional warmth, or protection from danger.

(Definitions aligned with statutory guidance Keeping Children Safe in Education 2026)

Indicators of abuse

Recognition & Reporting Duty

- **Staff Role:** Staff must report all concerns to the DSL immediately—however minor or insignificant they may seem. Staff are **not** expected to investigate, diagnose, or hold "absolute proof" that abuse has occurred.
- **Physical Limitations:** Distinguishing accidental from deliberate injury requires medical expertise, and children may actively hide physical signs due to fear, shame, or threats. Behavioural indicators are equally critical.

Physical & Behavioural Indicators

A child experiencing abuse or neglect may display:

- **Physical & Appearance:** Unexplained injuries (bruising, burns, fractures), pain/discomfort, wearing long sleeves/trousers in warm weather, reluctance to change for PE/swimming, or an unkempt/uncared-for appearance.
- **Behaviour & Wellbeing:** Sudden shifts in mood (withdrawn, aggressive, fearful), constant tiredness, preoccupation, wariness of physical contact, challenge to authority, loss of interest in schoolwork, or reluctance to go home.
- **Social & Safety:** Difficulty forming friendships, self-harm, reckless safety risks, frequent lateness or absence, changes in eating habits, or involvement with/knowledge of drugs and alcohol.
- **Exploitation & Sexualised Behaviour:** Age-inappropriate sexual knowledge/behaviour, or acquiring unexplained gifts, money, or phones from new acquaintances.

The "Jigsaw" Principle

Individual signs rarely provide conclusive proof on their own. Each observation acts as a piece of a larger jigsaw that enables the DSL to build an accurate picture and determine appropriate action.

Impact of Abuse

Child & Adult Impact: Sustained abuse, neglect, or multiple Adverse Childhood Experiences (ACEs) severely impair long-term health, self-esteem, and development—often persisting into adulthood and affecting relationships and

parenting ability.

Sibling Focus: Safeguarding reviews must always consider the impact on siblings and other children in the household.

[ACEs video](#)

[Children potentially at greater risk of harm](#)

Vulnerability & Barriers

Risk of abuse or neglect is heightened by factors such as isolation, social exclusion, prejudice, communication barriers, family circumstances, health needs, or adult reluctance to accept that abuse occurs.

Key Vulnerability Groups

To ensure equal protection, targeted consideration and support are given to pupils who are:

- **Social Care & Care-Experienced:** Children with a social worker, Looked After Children (LAC), or those living away from home.
- **SEND & Health Needs:** Pupils with SEN, disabilities, or mental health conditions, where communication barriers or pastoral needs require additional support. **Individual Pastoral Support:** For any pupil requiring specialized pastoral or identity support, the school works closely in partnership with parents and carers in an age-appropriate manner, prioritizing the child's overall welfare and safety at all times.
- **Family & Living Circumstances:** Young carers, children in temporary or transient housing, chaotic home situations, or those affected by parental substance misuse, domestic abuse, or parental mental ill-health, family imprisonment
- **EAL, Asylum & Discrimination:** Asylum seekers, pupils with English as an additional language (EAL), or those vulnerable to maltreatment based on race, ethnicity, religion, disability, or sexuality.
- **Specific Risks & Exploitation:** Children at risk of Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), radicalisation/extremism, bullying (as target or perpetrator), or those labeled as a 'problem'.

BINS Safeguarding Focus for SEND

Staff recognize that pupils with SEND face unique safeguarding challenges and communication barriers. BINS provides extra pastoral support, targeted attention, and tailored communication tools to ensure these pupils are fully protected and heard.

[Children looked after and previously looked after](#)

Risk Context & Legal Information

- **Vulnerability:** Recognizing that most CLA become looked after due to abuse or neglect, BINS ensures staff receive appropriate training to keep CLA and PCLA safe.
- **Information Sharing:** Relevant staff are provided with clear details regarding a child's legal status—including who holds Parental Responsibility, restricted contact/educational disclosure orders, and delegated authority levels given to carers.

Designated Roles & Responsibilities

- **Leadership & Governance:** Michelle Docwra is the Designated Teacher for CLA/PCLA. A designated safeguarding governor oversees this provision.
- **Designated Teacher Duties:**

- **Aspirations & Pupil Voice:** Promotes high academic expectations and ensures children actively participate in setting their own learning targets.
- **Staff Support & PEPs:** Advises staff on differentiated learning strategies and leads the development and execution of Personal Education Plans (PEPs).
- **Multi-Agency Liaison:** Maintains current contact details for the local authority Virtual School Head (VSH) and allocated social workers, attending relevant multi-agency training. (*Local VSH services accessed via AfC Virtual School*).

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

Identified areas of particular risk in our school

BINS maintains site-specific risk management and heightened staff vigilance for the following localized safety risks:

- **Burlington Road Pedestrian Crossing:** Risk of road traffic incidents due to children and parents crossing outside designated pedestrian areas.
- **Great Hall Entrance (Nursery Drop-off/Pick-up):** Congestion and heightened risk when nursery arrival and collection times overlap with infant school lunchtime movements.
- **Shared Site Dynamics:** Operational and perimeter risks associated with sharing the school site with Burlington Junior School.

Children with a Social Worker

Elevated Risk & Impact: BINS recognizes that children with a social worker face higher risks of harm and increased barriers to attendance, learning, behavior, and mental health.

Targeted Support: Pupil support plans explicitly account for these needs, with staff utilizing advice and resources from the Virtual School when needed.

Children Missing Education (CME)

Safeguarding Context: Attendance is closely monitored; poor or unexplained absence can indicate abuse, neglect, or criminal exploitation.

Attendance & Emergency Contacts: Absences are followed up immediately. Parents must provide at least two up-to-date emergency contact numbers and notify the school of changes promptly.

KCSIE Compliance & Escalation: Staff are trained on irregular/prolonged absence procedures and signs/triggers for FGM, forced marriage, or travel to conflict zones.

Local Authority (LA) Reporting:

- **Off-Rolling:** BINS notifies the LA when pupils are off-rolled due to Elective Home Education (EHE), moving away, permanent exclusion, extended medical unfitness beyond compulsory age, or custody of four-plus months without return.
- **Admissions & Leavers:** Expected pupils who fail to start are referred to the LA. For departing pupils, BINS records the new school name and expected start date

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

- **Zero-Tolerance & Immediate Response:** Harmful behaviour—physical, verbal, or emotional—is dealt with immediately and consistently in line with the Behaviour Policy and Equality Policy. Staff are trained to reassure victims, take concerns seriously, and ensure protection.
- **Forms of Abuse:** Includes pre-planned violence (physical), blackmail, threats, and intimidation (emotional), as well as indecent exposure, touching, sexual assault (sexual), Violence Against Women and Girls (VAWG) and misogyny/misandry, or Child-to-parent or child-to-caregiver abuse.

Managing Child-on-Child Allegations: Step-by-Step Procedure

- **Immediate Action & Record Keeping:** Staff evaluate if the complaint raises a safeguarding concern, report it to the DSL immediately, and make a detailed factual record without investigating.
- **DSL Escalation & Statutory Liaison:** The DSL consults Children's Services (making a formal referral if required) and contacts the police immediately if a potential criminal offense has occurred.
- **Parental Notification & Documentation:** The DSL informs parents of both the alleged victim and the pupil complained about (subject to police/Children's Services guidance) and files records in both pupils' safeguarding files.
- **Risk Assessment & Supervision Plan:** Where a safeguarding risk exists, the DSL implements a written risk assessment and preventative supervision plan, scheduled for regular multi-agency and staff review.
- **School Investigation & Disciplinary Action:** If Children's Services and the police do not investigate, BINS conducts a school investigation under the Behaviour Policy, applying temporary exclusions or disciplinary measures where necessary.

Domestic abuse

- **Definition:** Any incident or pattern of controlling, coercive, threatening behaviour, violence, or abuse (psychological, physical, sexual, financial, or emotional) between individuals aged 16 or over who are, or have been, intimate partners or family members.
- **Impact on Children:** Children who witness domestic abuse are victims in their own right. Exposure can cause severe, long-lasting emotional and psychological trauma, self-blame, or displacement from the home.
- **School Response:** BINS recognizes domestic abuse as a significant safeguarding risk and provides targeted pastoral support and multi-agency escalation for affected pupils.

Homelessness

- **Welfare Risk:** Being homeless or at risk of homelessness poses a significant threat to a child's safety and wellbeing.
- **Key Indicators:** Staff monitor for signs of risk, including household debt, rent arrears, domestic abuse, antisocial behavior, or notice to leave a property.
- **Escalation & Referrals:** The DSL/DDSLs maintain active contact routes with the Local Housing Authority to raise concerns early. If a child faces or suffers harm, an immediate referral is made to Children's Social Care.

Sexual harassment

- **Definition & Zero-Tolerance:** Sexual harassment is unwanted conduct of a sexual nature that violates a child's dignity, causes intimidation, degradation, or humiliation, or creates a hostile environment. Inappropriate remarks, boundary-crossing physical contact, or interfering with clothing is never tolerated or dismissed as play.
- **Voyeurism & Upskirting:** Taking unauthorized photos beneath clothing (upskirting) is a criminal offence under the Voyeurism (Offences) Act 2019. Incidents are managed by the DSL and escalated immediately to police and Children's Social Care as required.
- **Developmental Assessment:** When assessing harmful sexual behaviours, staff consider pupils' age and developmental stage, utilizing the **Brook Traffic Light Tool** to guide appropriate interventions.
- **Curriculum Prevention:** The RSHE curriculum proactively addresses these issues by teaching healthy relationships, respectful behaviour, gender equality, body confidence, and tackling prejudiced behaviour.

Child sexual exploitation (CSE)

- **Definition & Awareness:** CSE occurs when power differentials (age, intellect, money, resources) are used to sexually abuse a child. Staff undergo annual Level 2 training to identify risks across all age groups.
- **Key Indicators:** Staff monitor for unexplained absences, unaccounted-for gifts, physical harm, substance misuse, or sexualized behaviors (e.g., over-familiarity, sharing nude images).
- **Elevated Risk & Prevention:** Children in care, young carers, or those experiencing homelessness, loss, or low self-esteem face higher risk. BINS mitigates risk through age-appropriate RSHE on safety and consent, online safety guidance for parents, and immediate DSL escalation to statutory partners using NSPCC guidance.

County Lines and Child Criminal Exploitation (CCE)

- **Definitions:**
 - **County Lines:** Gangs and organized networks exporting illegal drugs using dedicated deal lines, routinely exploiting children to store, move, or sell drugs and money through coercion, debt bondage, weapons, and violence.
 - **CCE:** Coercing, controlling, or manipulating a child into criminal activity for perpetrator gain or through threats/violence (in person or via technology).
- **Key Indicators:** Staff monitor for unexplained gifts/possessions, association with exploited peers, changes in emotional well-being, substance misuse, truancy, or missing episodes.
- **Response & Escalation:** CCE and County Lines are forms of child abuse. The DSL handles suspicions immediately as a priority safeguarding concern, escalating to Children's Social Care and the police.

Online safety (in and outside school)

- **Filtering & Monitoring:** BINS utilizes SENSO filtering to manage daily internet access and trigger automated safety alerts. The School Business Manager and Headteacher review reports half-termly, with termly governance oversight.
- **School & Personal Devices:** Personal electronic devices are strictly prohibited on school grounds. Annual staff/governor eSafety training includes cybersecurity basics, and governors reference NCSC guidance.
- **Cybercrime & Online Risks:** Staff receive annual training to recognize emerging digital threats—including misinformation, conspiracy theories, and pupils straying into cyberdependent crime—promoting critical thinking across the curriculum.
- **Parent Partnerships & Outside School Support:** To support home safety, BINS provides Acceptable Use Agreements, annual eSafety workshops, updates on emerging online trends via newsletters, and signposted resources.
- **Escalation:** The DSL manages online incidents (including cyberbullying, inappropriate contact, and image sharing) using standard safeguarding and multi-agency escalation procedures.

So-Called 'Honour-Based' Abuse (HBA), Forced Marriage, & Female Genital Mutilation (FGM)

- **Definitions & Zero-Tolerance:** HBA encompasses crimes committed to defend perceived family or community "honour"—including forced marriage, breast ironing, and Female Genital Mutilation (FGM). All forms are child abuse and illegal.
- **Forced Marriage Law:** It is a criminal offence to cause a child under 18 to marry (including unofficial/religious marriages), regardless of whether coercion or violence is used.
- **FGM Indicators & Risks:** Staff are trained to spot key indicators in at-risk communities (e.g., long foreign holidays, prolonged absences, sudden behavioral/academic changes, difficulty walking/sitting, spending extended time in the bathroom, or disclosure of upcoming "ceremonies").
- **Statutory Mandatory Reporting Duty:** Under Section 5B of the Female Genital Mutilation Act 2003, teachers have a personal statutory duty to report directly to the police (via the DSL) if they discover that FGM has been carried out on a girl under 18.

- **Urgent Escalation:** Any concerns or suspicions regarding HBA, forced marriage, or FGM must be reported immediately to the DSL for multi-agency escalation.

Child Abuse Linked to Faith or Belief

- **Definition & Context:** Occurs across diverse communities and faiths where spiritual beliefs are used to rationalize abuse. This includes allegations of witchcraft, spirit or demon possession, the "evil eye" (djinn/dakini), ritualistic practices, or spiritual coercion used in human trafficking.
- **Manifestation of Harm:** Abuse may manifest as physical violence, emotional torment, starvation, isolation, or severe physical harm during practices intended to "exorcise" or purify the child.
- **Staff Vigilance & Reporting:** Staff must overcome professional disbelief and treat any signs or disclosures of faith- or belief-linked abuse with immediate urgency, reporting directly to the DSL for multi-agency escalation (Children's Social Care and police).

Private Fostering & Kinship Care

- **Private Fostering Definition:** Occurs when a child under 16 (or under 18 if disabled) is cared for by someone other than a parent or close relative (stepparent, grandparent, sibling, aunt/uncle) for 28 consecutive days or more by mutual agreement.
- **Notification Duty:** Parents and carers must legally notify Children's Services. If BINS becomes aware of an unnotified arrangement, the school advises the family and fulfills its mandatory duty to notify the Local Authority directly.
- **Kinship Care:** Occurs when children are raised by extended family or friends (connected persons). This includes:
 - **Informal Kinship:** Private arrangements without court orders or local authority intervention.
 - **Formal Kinship:** Arrangements backed by legal orders (e.g., Special Guardianship, Child Arrangements Orders) or supported through local authority care frameworks.

Looking after someone else's child

Modern Slavery, Child Abduction, & Community Safety

- **Modern Slavery & Exploitation:** Encompasses human trafficking, servitude, forced labour, organ harvesting, and forced criminality. The DSL identifies potential victims and refers children to Children's Social Care and the **National Referral Mechanism (NRM)** for specialist support.
- **Child Abduction:** The unauthorized removal or retention of a child by parents, relatives, acquaintances, or strangers. Any attempt or suspicion is reported immediately to the police and DSL.
- **Community Safety & Stranger Safety:** Staff report loitering or unauthorized adults engaging children near school grounds. Rather than promoting blanket "stranger danger," BINS empowers pupils through age-appropriate safety education focused on boundary setting, confidence, and identifying trusted adults.

Radicalisation, Terrorism and Extremism (The Prevent Duty)

- **Statutory Duty & Leadership:** Under the Counter-Terrorism and Security Act 2015, BINS enforces the **Prevent Duty** with zero tolerance for extremist behaviour. The DSL is trained to manage risks, overcome professional disbelief, and lead statutory referrals.
- **Curriculum & Core Values:** BINS promotes fundamental British values (democracy, rule of law, individual liberty, mutual respect, and tolerance) alongside core school values. PSHE, assemblies, and the School Council build resilience, critical thinking, and resistance to extremist narratives.
- **Early Indicators:** Staff maintain vigilance for signs of radicalisation, including sympathy for extremist causes/organisations, glorification of violence, secretive behaviour, out-of-character changes in dress/peers, intolerant views, or searching/sharing extremist material online.
- **Referrals & Escalation:** Staff report concerns immediately to the DSL via standard internal forms. The DSL coordinates with the local Prevent team (**Kingston Community Safety & Resilience** prevent@kingston.gov.uk and stephanie.royston-mitchell@kingston.gov.uk) or escalates urgent terrorist activity via the Anti-Terrorist Hotline (0800 789 321).

Fabricated or Induced Illness (FII) & Mental Health

- **Fabricated or Induced Illness (FII):** FII is a form of child abuse where a parent/carer causes or exaggerates illness in a child. This occurs through:
 - Fabricating signs, symptoms, or medical histories
 - Falsifying medical records, letters, or bodily fluid specimens
 - Actively inducing physical illness through deliberate harm
- **Mental Health & Safeguarding:** Staff recognize that mental health difficulties can indicate underlying abuse, neglect, or exploitation. While staff do not diagnose conditions, any behavioral concerns linked to safeguarding are escalated immediately to the DSL or Deputy.
- **Mental Health Lead:** Michelle Docwra leads mental health provision, supporting early identification and targeted interventions.

Teaching and Learning

Curriculum Role & Values: BINS delivers a broad curriculum promoting respect, tolerance, diversity, and fundamental British Values. By fostering high aspirations, self-belief, and digital safety, BINS builds pupil resilience against online harm, radicalisation, and exploitation.

Core Topics: Delivered through age-appropriate PSHE, RHE, SMSC, and assemblies, key topics include:

- Consent, positive relationships, body confidence, and self-esteem
- Personal safety (road, fire, online, stranger safety) and help-seeking behaviors
- Anti-bullying, digital citizenship, tolerance, and counter-extremism

Responsive Curriculum: The Headteacher dynamically adapts curriculum content throughout the school year to address emerging safeguarding risks or local community issues.

Safeguarding Training

- **Mandatory Induction:** All staff, governors, students, and volunteers complete induction training covering key policies (*Safeguarding & Child Protection, Behaviour, Code of Conduct, Whistleblowing*) and *KCSIE (Part 1)*.
- **DSL & Leadership:** The DSL/DDSLs complete Level 3 Multi-Agency Training every 2 years, annual Level 2 updates, and attend termly KRSCP DSL forums to maintain expertise.
- **Staff & Governors:** All staff and governors undertake annual Level 2 Safeguarding and Online Safety training. Governors complete role-specific safeguarding induction upon appointment.
- **Specialist Roles:**
 - **Safer Recruitment:** Staff and governors involved in hiring refresh training every 3 years.
 - **Designated Teacher:** Completes specialized training and engages with the Virtual School to support CLA/PCLA pupils.

[Self-harm](#)

- **Risk Factors:** A range of underlying pressures can trigger self-harm, including bereavement, bullying/cyberbullying, mental health difficulties (e.g., eating disorders), domestic abuse, family conflict, or any form of abuse.
- **Common Forms:** Manifests in various ways, including cutting, burning/scalding, biting, skin picking, reopening wounds, breaking bones, hitting/head-banging, or hair pulling.
- **Staff Action & Escalation:** Self-harm is an indicator of severe distress and potential underlying safeguarding risks. Staff report any visible injury, disclosure, or suspicion immediately to the DSL following child protection procedures.

[Targeted Early Help Level of Family Help and Universal Services and Community-Based Early Help](#)

- **Contextual & Early Intervention:** BINS provides support as soon as problems emerge across a child's life, considering wider environmental and contextual factors (*Contextual Safeguarding*).
- **Targeted Early Help Indicators:** Staff identify pupils requiring targeted Family Help, including children who:
 - Have SEND, a disability, or are young carers
 - Experience frequent missing episodes or CME risks
 - Are at risk of modern slavery, trafficking, CCE/CSE, or radicalisation
 - Experience multiple suspensions or are at risk of permanent exclusion
 - Have a parent/carer in custody or affected by offending
 - Face home challenges (substance abuse, adult mental health, domestic abuse)
 - Are returning home from care or are privately fostered
 - Display early signs of abuse, neglect, or harm
- **Inter-Agency Lead:** The DSL/DDSL coordinates targeted Family Help, leading multi-agency assessments and partnerships to deliver timely, structured support.

[Targeted Early Help Level of Family 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 & Parental Engagement

- **Standard Practice & Parental Discussion:** BINS seeks to discuss safeguarding concerns directly with parents/carers wherever possible to maintain open, collaborative partnerships.
- **Consulting SPA / MASH Prior to Notification:** Before deciding whether to notify parents or make a statutory referral, the school contacts the Single Point of Access (SPA) / Multi-Agency Safeguarding Hub (MASH) for professional advice.
- **Overriding Parental Notification and information Sharing:** If notifying parents could increase the risk of harm to the child (e.g., in cases involving physical or sexual abuse, domestic abuse, FGM, or honour-based abuse), the school will not contact parents prior to seeking advice from SPA / MASH. Under KCSIE and multi-agency protocols, it is entirely lawful and necessary to share information or escalate concerns without parental consent where doing so protects the child from risk of significant harm or ensures timely, effective safeguarding. This is standard practice and SPA/MASH advice to the school.

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

- **DSL Consultation & Referrals:** The DSL evaluates disclosures/concerns, consults SPA for guidance, and submits formal referrals as advised.
- **Immediate Danger:** Referrals to SPA and/or the police must be made immediately if a child is in imminent danger. Anyone can make a referral if the DSL is unavailable, notifying them as soon as possible.
- **Notification:** Parents are informed of referrals unless doing so increases risk to the child.
- **Escalation:** The DSL actively challenges SPA and requests case reviews if a child's safety or circumstances fail to improve following a referral.

Staff Support and Supervision

- BINS recognizes that dealing with child harm or welfare concerns is emotionally demanding. Staff are supported through dedicated supervision from trained DSLs.

Information Sharing and Confidentiality

Inter-Agency Duty: BINS shares information with external agencies per *Working Together to Safeguard Children* to protect pupil welfare.

Data Protection & Harm Prevention: UK GDPR and Data Protection laws are not barriers to information sharing. Child safety always overrides data privacy.

Internal Disclosures: Safeguarding details are strictly confidential and shared internally by the Headteacher or DSL on a need-to-know basis.

Record Keeping and File Transfers

- **Storage & Retention:** Files are stored securely with restricted access and retained until the pupil's 26th birthday (if BINS is their final school), then destroyed.

- **Transfers:** Files are transferred separately from main records within 5 days of a pupil moving or term starting, with receipt confirmation requested. Inbound files are requested promptly and shared with key staff upon entry.
- **Legal Basis:** Per KCSIE, data protection laws do not restrict sharing necessary safeguarding information without consent.

Allegations, Low-Level Concerns, & Whistleblowing

- **Allegations & Low-Level Concerns:** All adults working at BINS (staff, governors, volunteers, agency staff) are held to the Staff Code of Conduct and Safer Working Practice guidelines.
 - **Low-Level Concerns:** Concerns that do not meet the harm threshold (e.g., favoritism, over-friendliness, inappropriate language, or personal device use around pupils) must be reported to foster a transparent culture and address minor issues early.
 - **Allegations Meeting the Harm Threshold:** Concerns indicating an adult has harmed a child, committed a criminal offense, or displayed behavior making them unsuitable to work with children are reported immediately.
- **Reporting Pathways:**
 - **Standard Concerns:** Reported to the Headteacher.
 - **Concerns about the Headteacher:** Reported directly to the Chair of Governors, who consults the LADO without informing the Headteacher first.
 - **Conflict of Interest / Unavailability:** Reported directly to the LADO Service.
- **Whistleblowing:** Staff have a duty to challenge unsafe practice or failures in safeguarding arrangements. If internal reporting is unsuitable or unaddressed, staff can escalate directly to external channels:
 - NSPCC Whistleblowing Helpline: 0800 028 0285 / help@nspcc.org.uk
 - LADO, Ofsted, or Statutory Regulators

Physical intervention

- **De-escalation First:** BINS prioritizes a positive environment using de-escalation techniques. Physical intervention is strictly a last resort when a pupil poses an immediate risk of harm to themselves or others.
- **Proportionality & Practice:** Only trained staff use physical intervention, applying minimal force for the shortest necessary duration per *Use of Reasonable Force in Schools* guidance. Professional boundaries and appropriate touch follow *Safer Working Practice* guidelines.
- **Recording & Accountability:** Every physical intervention is formally recorded and witnessed. Interventions causing distress or injury trigger safeguarding or disciplinary reviews.

Linked Policies and Documents			
• Behaviour and Anti-Bullying • Whistleblowing • Staff Code of Conduct • Keeping Children Safe in Education (2026) Part 1 • EYFS Welfare Policy	• Esafety • Health & safety • Allegations of abuse against staff • Attendance	• PSHE and RHE • Teaching and learning • Medical Conditions • Curriculum	• Physical intervention • Risk assessment • Safer Recruitment • Continence Policy

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 ☐

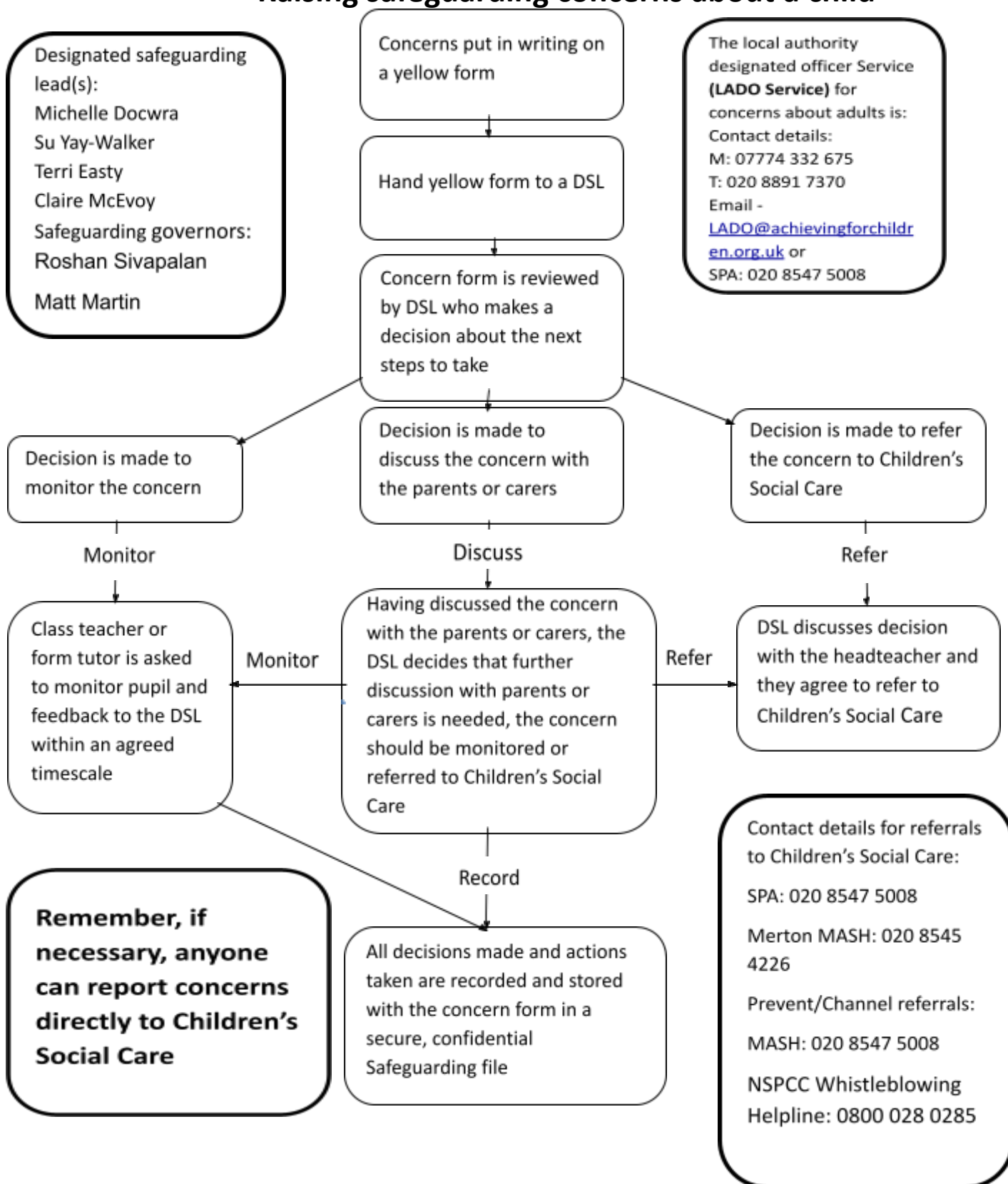
Signature:

Date:

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

Concerns flowchart

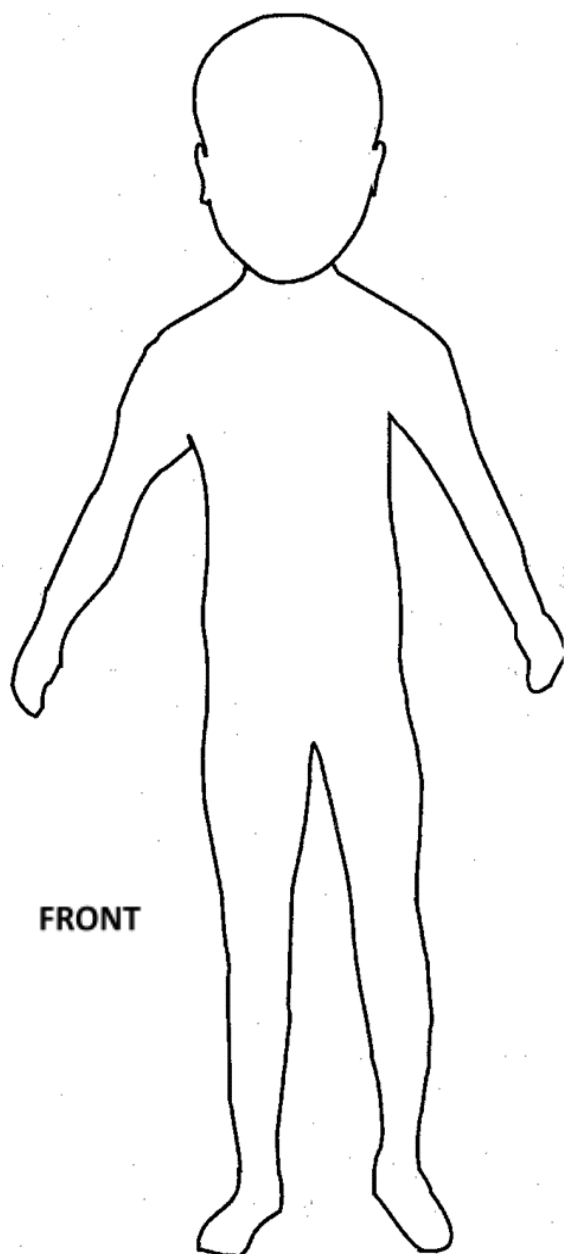
Raising safeguarding concerns about a child



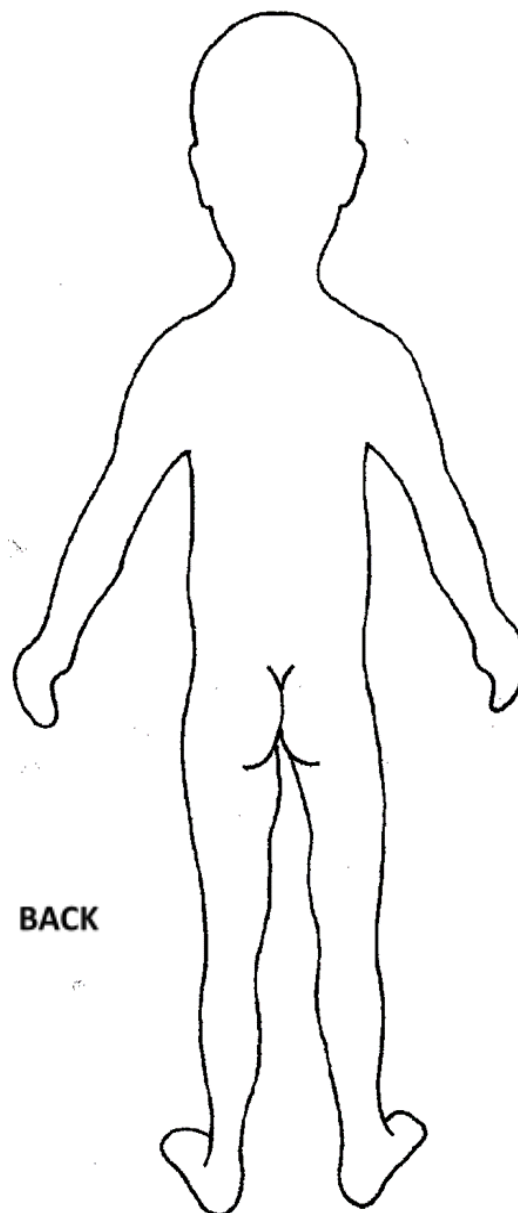
Body map

(This must be completed at time of observation)

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



FRONT



BACK

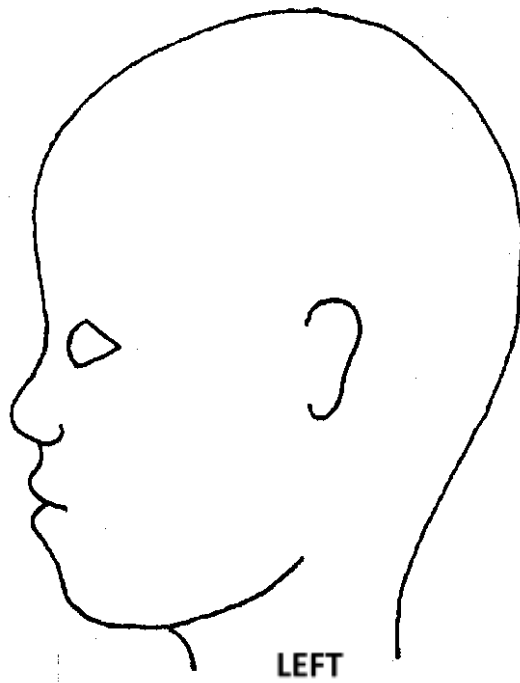
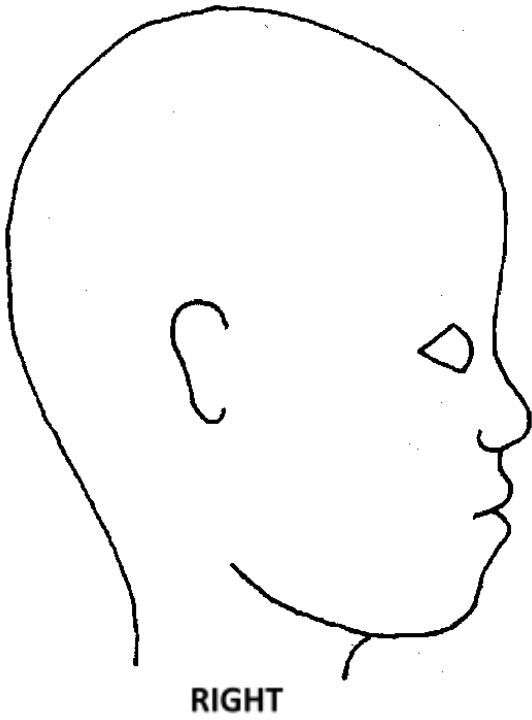
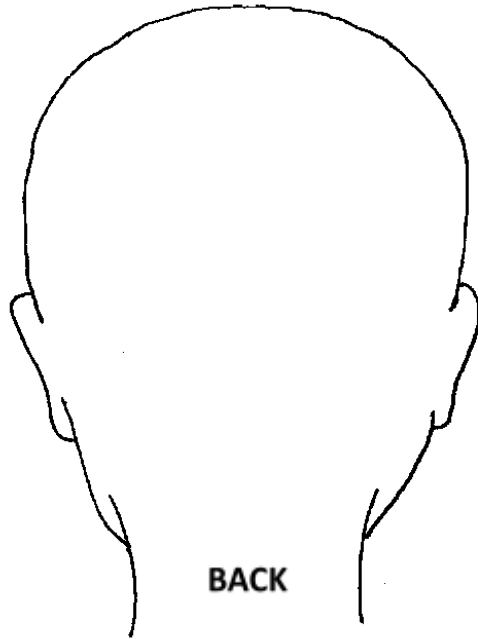
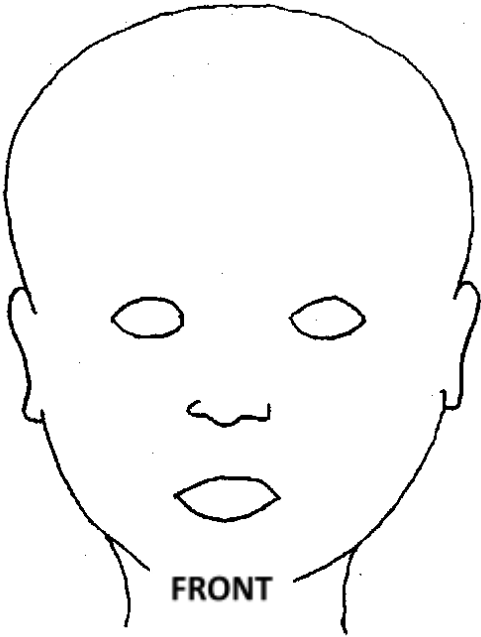
Signature

Date

.....

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

Date

: :

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

RIGHT

LEFT

PALM

RIGHT

LEFT

BACK

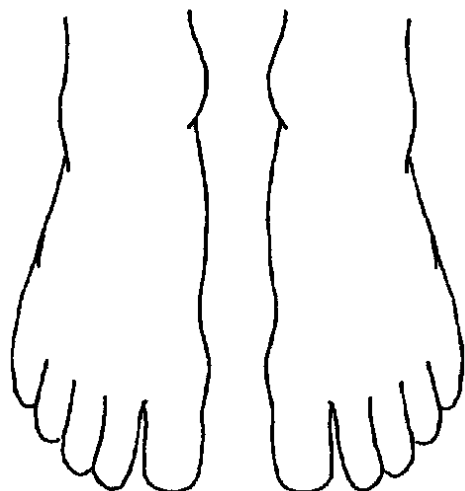
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Date

:

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

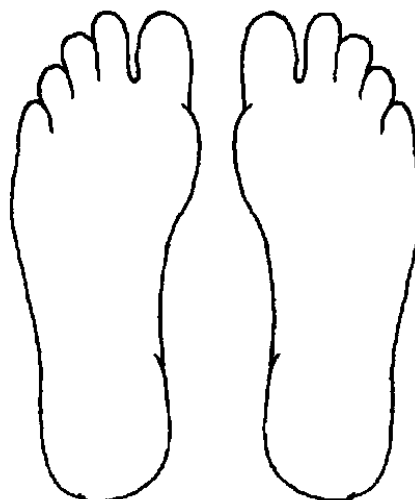
TOP



RIGHT

LEFT

BOTTOM



RIGHT

LEFT

INNER

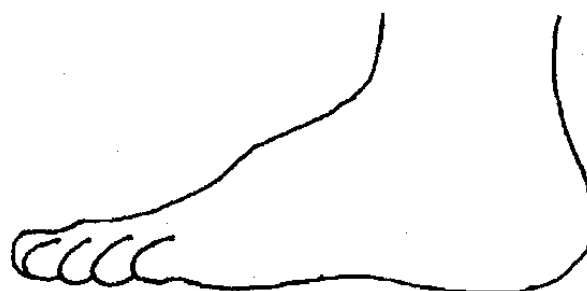


RIGHT



LEFT

OUTER



Signature

Date

: :

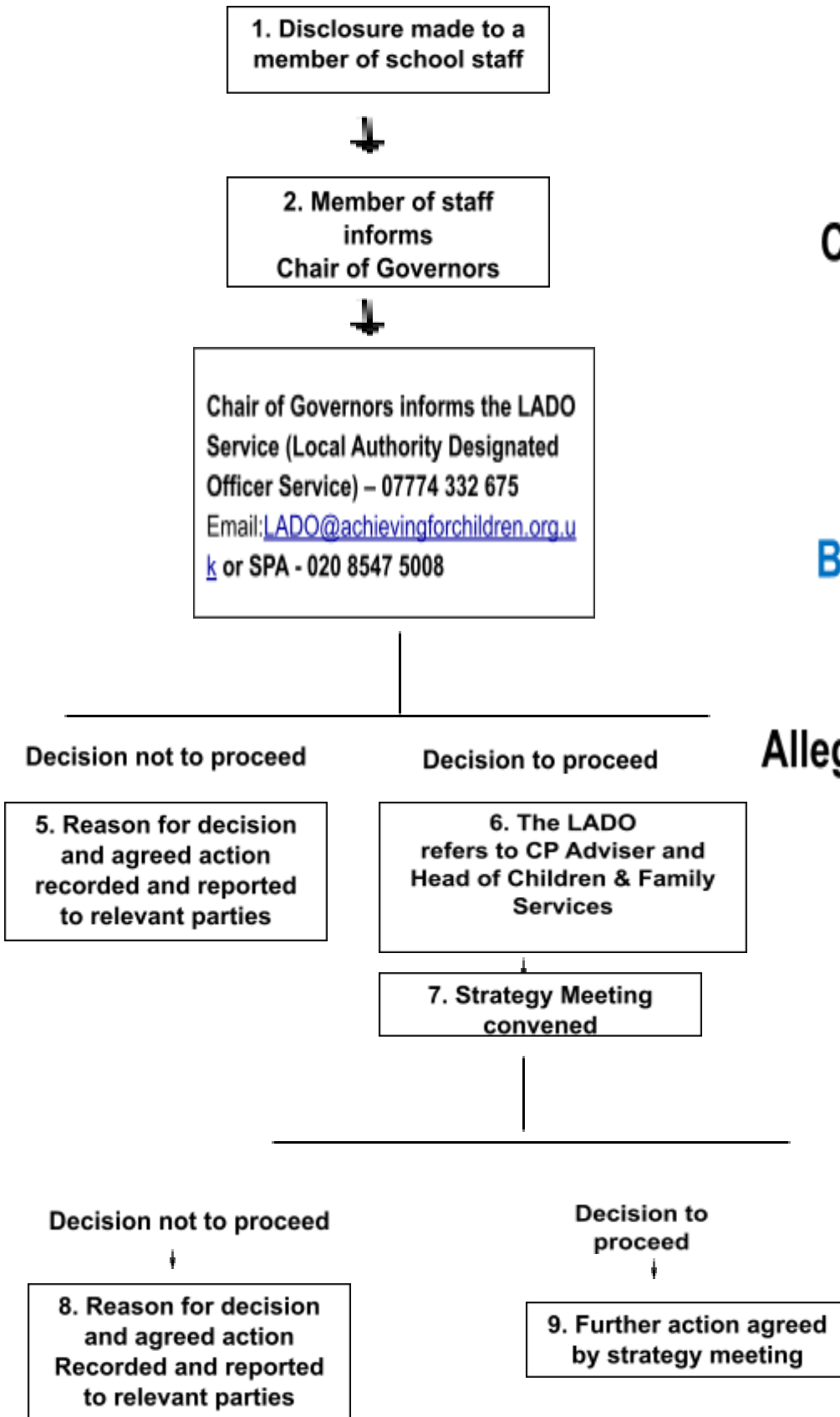
Allegation of physical or sexual abuse against the Headteacher

Appendix 4

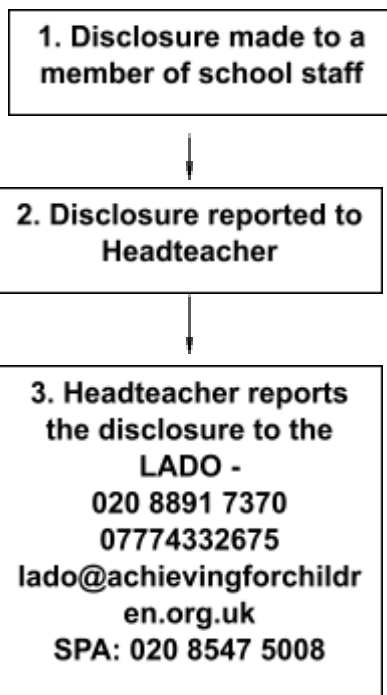
CHILD PROTECTION PROCEDURES

Burlington Infant and Nursery School

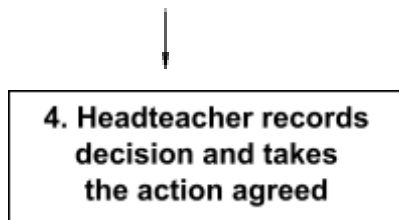
Allegation of abuse against school staff



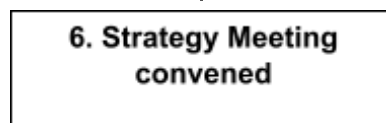
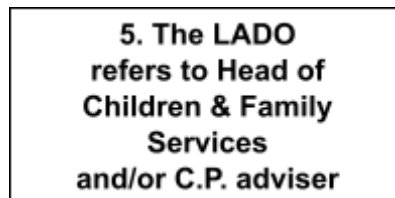
Allegation of physical or sexual abuse against a member of staff (teaching or non-teaching)



Decision not to proceed



Decision to proceed



No further action

Decision to proceed

7. Reason for decision recorded and feedback to relevant parties

8. Further action agreed by Strategy Meeting.

CONTACT NUMBERS

The Designated Officers for Child Protection in this school is:

Michelle Docwra
Su Yay-Walker
Terri Easty
Claire McEvoy

If you worried a child is being hurt or abused, contact

SPA (Single Point of Access)
0208 547 5008

LADO Service - 07774 332 675

For information and advice about services for young people aged 12+ contact

YOUNG PEOPLE'S SERVICES
020 8547 6920

For information and advice about services for Disabled Children contact:

SERVICES FOR DISABLED CHILDREN
020 8547 6523