

SAFEGUARDING AND CHILD PROTECTION POLICY

SLT	Emily Stanghon
Committee	Governing Body
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THIS SAFEGUARDING POLICY COVERS THE FOLLOWING AREAS:

This policy should be read alongside the following other policies:

- Physical Intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying policy
- Appropriate physical contact policy
- Whistle blowing policy
- SEN policy
- Student Climate and Culture policy
- Attendance including Children Missing in Education
- Searching and screening policy
- Managing allegations policy
- Grievance and disciplinary
- Attendance Policy
- Relationships, Sex and Health Education Policy
- Lewisham's Early Help Strategy
- <https://lewisham.gov.uk/myservices/children-and-young-people-service/earlyhelp/information-for-professionals>

Safeguarding and Child Protection Structure at Deptford Green School

Headteacher	Emma Thurston
Designated Safeguarding Lead	Emily Stanghon
Deputy Safeguarding Lead(s)	Amy Coffey Jack Bannon Ian Paish (DSL trained)
Designated Governor for Child Protection	Sid Hughes
LADO contact	020 8314 7280 or email is LewishamLADO@Lewisham.gov.uk Alternative MASH Contact: 020 8314 6660 (if unable to reach the LADO directly)
Channel helpline	020 7340 7264
Review Cycle	Annual
Governing Body Ratification	Date
Date shared with staff	Date 03.09.26
Review Date	Date September 2027
Legal Framework	Children Act 1989 (as amended 2004 Section 52) Children Act 2004 Children Schools and Families Act 2010

	Education Act 2002 s175/s157 The Teachers Standards' 2012 The Counter Terrorism and Security Act 2015 (section 26 The Prevent Duty) Equality Act 2010
Statutory Guidance	Keeping Children Safe in Education (September 2025) Working Together to Safeguard Children (Dec 2023) Children who run away or go missing from home/care (Jan 2014)
Department of Education and Local Advice and Guidance	What to do if you're worried a child is being abused (March 2015) Information Sharing – Advice for practitioners Providing safeguarding services to children, young people, parents and carers (July 2018)
Related Policies	See above

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

Safeguarding is everyone's responsibility. At Deptford Green School safeguarding is embedded in the culture, curriculum, systems, staffing structures and decision-making processes of the school. All staff are expected to maintain an attitude that safeguarding concerns can happen anywhere and act immediately in the best interests of the child.

We have a primary responsibility for the care, welfare and safety of all pupils in our charge. We are committed to practice that protects children from harm. Deptford Green School staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

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

At Deptford Green School we explicitly teach pupils about safeguarding themselves in and outside of school, including online, through a broad and balanced curriculum. We establish and maintain a culture in which children feel secure, are encouraged to talk and are listened to.

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

This can inadvertently send a clear message in terms of worth and value to children as to who is and is not perceived as worthy of support. This can then impact on how Black children view themselves and what they then identify and understand to be harmful. Ultimately, this type of behaviour normalises harm and feeds into the narrative that Black people can withstand any form of abuse.'

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

We commit to:

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

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

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

1.0 Rationale and aims:

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

This policy has been developed in accordance with the principles established by the Children Act, 1989, the Education Act, 2002 and the statutory guidance: Keeping Children Safe in Education, (KSCIE) 2026.

At Deptford Green School we believe that the needs of the child are paramount. All children deserve the opportunity to achieve their full potential; they have the right to be protected from harm and exploitation whatever their race, religion, first language or ethnicity, gender or sexuality, age, health or disability, political or immigration status.

All staff accept their fundamental responsibility to keep pupils safe, promoting children's social, physical, emotional and moral development. All staff are trained to identify signs of abuse and exploitation, and work to identify, assess, and support those children who are suffering harm. Staff will help to equip children with the skills needed to keep them safe.

There are three main elements to the child protection and safeguarding policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROTECTION by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people.

SUPPORT to victims and culprit of abuse and to staff in identifying signs and symptoms of abuse.

Aims:

- To provide a caring environment in which children and young people feel safe, secure, valued and respected.
- To instil confidence so that pupils can trust adults and know how to approach staff if they are in difficulty.
- To raise awareness among all staff, both teaching and non-teaching, of the need to safeguard children through identification and prompt reporting of all possible cases of abuse.
- To ensure that rigorous systems of identification, reporting and monitoring are in place to protect all children from harm.
- To establish clear and effective channels of communication between staff, and to develop effective working relationships with all other agencies involved in safeguarding children including Children Social Care services, the police and health services.
- To ensure that all adults have appropriate checks and relevant safeguarding training completed before working with children.

1.1 Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2026\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Maintained schools: governance guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local **safeguarding partners** (see section 3).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to have completed safer recruitment training
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- [Operation Encompass statutory guidance](#), which explains that the police must notify our school of any incidents involving domestic abuse

1.2 Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after (see section 12).
- Are missing or absent from education for prolonged periods.
- Whose parent/carers has expressed an intention to remove them from school to be home educated.
- Are LGBTQ+

2.0 Roles and Responsibilities:

All adults working with children have a responsibility to protect children. At Deptford Green School there are, however, key people within school who have specific responsibilities.

Designated Safeguarding Leads	Deputy Designated Safeguarding Leads	Designated Governor for Safeguarding
<p>To attend safeguarding Level 3 refresher training every two years. (Minimum requirement).</p> <p>To access refresher Child Protection training every year.</p> <p>Deliver annual staff safeguarding training according to the needs of the team and/or in response to current practices. Ensure all staff have read and understood part 1 of KCSiE.</p> <p>Liaise with class teachers, learning mentors and other relevant staff to provide support for the child in school.</p> <p>Liaise with agencies that support the child such as social care, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service and Educational Psychology service.</p> <p>Support or lead 'team around the family' (TAF) meetings and attend case conference reviews/ core group meetings.</p> <p>Ensure the child protection policy is reviewed, updated and enforced every year.</p> <p>To meet weekly/bi weekly with the Deputy/Assistant Heads to discuss</p>	<p>To attend safeguarding Level 3 refresher training every two years.</p> <p>To access refresher Child Protection training every year.</p> <p>During initial meeting with new pupils – make parents aware of safeguarding policy.</p> <p>Monitor children on CP register and all 'live' concerns.</p> <p>Receive current information for children on CP register weekly.</p> <p>Lead/ attend TAF meetings as necessary.</p> <p>To maintain good relations with the school community to ensure effective support and access to support.</p>	<p>Ensure all members of the governing body have attended Safeguarding and Child protection (including online safety) training as part of their induction.</p> <p>Ensure all staff attend yearly safeguarding training and have read all of part 1 of KCSiE.</p> <p>Report to the governing body the number of cases (without names or details) of child protection issues in the school.</p> <p>Ensure safeguarding policy is reviewed annually.</p> <p>To oversee procedures relating to allegations made against the Head Teacher.</p>

<p>ongoing safeguarding and behaviour concerns</p> <p>To meet half-termly with designated safeguarding link governor</p> <p>To meet half-termly with designated governor to discuss safeguarding.</p> <p>Ensure that relevant paperwork is copied and filed before being transferred to a pupil's new school within 5 days..</p> <p>Promote educational outcomes by sharing about welfare, safeguarding and child protection issues information regarding vulnerable children with teachers and leadership staff.</p> <p>The DSL will be responsible when a school places a pupil with an alternative provision provider.</p> <p>As the school retains accountability for the pupil's safeguarding, the Designated Safeguarding Lead will meet with the alternative provision provider at least half-termly to ensure that the provider meets the pupil's needs.</p> <p>The DSL will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).</p> <p>A review of filtering and monitoring effectiveness must be carried out at least annually by the SLT lead responsible for filtering and monitoring, supported by the DSL and IT team. The review should</p>		
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confirm that filtering is working effectively across all internet-connected devices and relevant locations, with records of checks maintained.		
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Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

The Headteacher will:

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems that support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensure that all staff have read Part one of Keeping Children Safe in Education in full and have signed to acknowledge they have read and understood its contents.
- Ensure robust cover arrangements are in place for when the DSL (or a deputy) is not available, for example during term time absence, so that staff and Children's Social Care always know who to contact, including via a confidential shared mailbox.

The Designated Safeguarding Lead

Our DSL is a member of the senior leadership team, Emily Stanghon. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL Emily Stanghon can be contacted by calling 0208-691-3236 or emailing estanghon@deptfordgreen.co.uk the safeguarding school email address is Safeguarding@deptfordgreen.co.uk, this email will be sent to the whole safeguarding team. Out of school hours CPOMS is always monitored by the DSL or DDSL, and this is how staff can contact the DSL or report an incident out of hours.

When the DSL is absent, Amy Coffey, Jack Bannon or Ian Paish (the deputies) will act as cover. One of these four members of staff is always on duty.

- Have received the appropriate official training, which will be undertaken every two years, and obtain access to resources and attend any relevant or refresher training courses including PREVENT.
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, including new and part-time staff. The DSL should ensure the school's policies are known and used appropriately.
- Ensure the Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse, neglect and exploitation may be made and the role and responsibility the school has in this.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments.
- Be able to keep detailed, accurate and secure records of all concerns and referrals.
- Have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific needs of children in need, those with special educational needs/disability and young carers.
- Encourage a culture of listening to children among all staff.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, liaise with the appropriate agencies.
- Refer all cases of suspected or alleged abuse or harm by a member of the school staff, colleague or volunteer known to work with children to the Local Authority Designated Officer (LADO).

- Ensure the school's safeguarding policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, working with the governing body regarding this.
- Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. The DSL should ensure a copy of the file is kept for their own records.
- Ensure that safeguarding issues are regularly discussed at Governors, SLT and staff meetings.
- Ensure all members of the governing body attend Safeguarding and Child protection (including online safety) training as part of their induction.
- Promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Ensure that child protection files are kept up to date
- Where children leave the school, ensure their child protection file is transferred to the new school

The full responsibilities of the DSL and [deputy/deputies] are set out in their job description.

- Have received the appropriate official training, which will be undertaken every two years, and obtain access to resources and attend any relevant or refresher training courses.
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, including new and part time staff. The DSL should ensure the school's policies are known and used appropriately.

- Ensure the Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse and exploitation or neglect may be made and the role and responsibility the school has in this.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments.
- Be able to keep detailed, accurate and secure written records of all concerns and referrals.
- Have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific needs of children in need, those with special educational needs/disability and young carers.
- Encourage a culture of listening to children among all staff.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, liaise with the appropriate agencies.
- Refer all cases of suspected or alleged abuse or harm by a member of the school staff, colleague or volunteer known to work with children to the local authority children's social care and the LA Designated Officer (LADO)
- Ensure the school's Safeguarding policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, working with the governing body regarding this.
- When pupils leave the school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file. Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. The DSL should ensure a copy of the file is kept for their own records.
- Ensure that safeguarding issues are regularly discussed at Governors, SLT and staff meetings.
- Ensure all members of the governing body have attended Safeguarding and Child protection (including online safety) training as part of their induction.
- Promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

The Governing Body

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Ensure that all staff who work directly with children read **at least part 1** of Keeping Safe in Education (KCSIE) and those who staff who do not work directly with children read **part 1** of KCSIE
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements

- Appoint a link governor to monitor the effectiveness of this policy, Sid Hughes, in conjunction with the full governing board. This is always a different person from the DSL
- All members of the governing body will have a current enhanced DBS check and a s128 check as per DfE guidance
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure the school has a policy in respect of the use of restrictive interventions, including the use of reasonable force and which reflects that the adoption of a 'no contact' policy can leave staff unable to fully support and protect pupils
- Ensure the school has appropriate cyber security systems in place
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness at least once every academic year. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Ensuring that reviews should be carried out by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT team. The review will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. A record of these checks will be kept
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, trainee teachers, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
 - All members of the GB will have an Enhanced DBS check and a risk assessment to determine if a barred list check is required. NB: It is illegal to conduct a barred list check for any person not in regulated activity.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education (KCSIE) in its entirety.

The Governing Body will ensure safeguarding is a standing item on governor agendas and receive regular reports regarding safeguarding practice, training compliance, referrals, attendance, exclusions, online safety, child-on-child abuse and filtering and monitoring effectiveness.

All staff will be aware of:

All staff will:

- Read and understand at least part 1 of the Department for Education's statutory safeguarding guidance [Keeping Children Safe in Education](#) (KCSIE) in full, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have read and reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (for example, sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff, behaviour policy, online safety policy and staff code of conduct], the role and identity of the designated safeguarding lead (DSL) and deputies] the behaviour policy, and the safeguarding response to children who go missing from education/who are absent from education.
- Be aware of the school's unauthorised absence procedures and children missing education procedures
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- The process for community-based Family Help assessments
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect, exploitation and modern slavery, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The safeguarding issues that often overlap and can put children at risk of harm, including:
- Drug taking and/or alcohol misuse

- Unexplainable and/or persistent absences from education
- Serious violence, criminal exploitation (including that linked to county lines), radicalisation
- Consensual and non-consensual making or sharing of nudes or semi-nudes
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that mental health can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- That children who are (or who are perceived to be) lesbian, gay or bisexual can be vulnerable to discriminatory bullying
- The potential vulnerabilities of children who are questioning their gender
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

All staff will be aware of the importance of reporting low-level concerns. Staff are trained to report low level concerns, and they understand reporting these early helps stop minor boundary issues from escalating into serious abuse. Staff report concerns on 'the green', the alerts go straight to the Headteacher, the DSL and HR, who discuss appropriate actions and record follow up.

Virtual School Headteacher

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, for example DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads, and others.

3.0 Child Protection

Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes

Child protection

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health, and safety, bullying/cyber-bullying, appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Making or sharing of nudes or semi-nudes is where children share nude or semi-nude images, such as photographs, videos or live streams. This also includes images that are digitally altered or wholly AI-generated (sometimes called 'deepfakes' or 'deep nudes') that otherwise appear to be a photograph or video. The sharing of nude or semi-nude images requires a safeguarding response whether they are consensual or non-consensual.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for an area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

At Deptford Green School we fully recognise our responsibilities for child protection and strive to achieve an environment where children feel secure, supported and valued within and beyond the school gate.

We recognise that some children may be victims of neglect, exploitation, and/or physical, sexual, or emotional abuse. Such harm can occur within the home, outside the home, or online. Staff at school, through their daily contact with and knowledge of the children in their care, are well placed to identify signs of abuse or exploitation, provide support, and take appropriate action to safeguard children in need.

All child protection concerns and referrals will be handled sensitively, professionally, and with appropriate confidentiality, ensuring information is shared only with those who need it to safeguard the child. Confidentiality will never be a barrier to reporting or referring concerns, as safeguarding responsibilities take precedence over data protection requirements, including GDPR. All actions will prioritise the safety and wellbeing of the child.

What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at Deptford Green School. All adults who work at Deptford Green School are expected to support the Child Protection and Safeguarding Policy, with overall responsibility falling on the Headteacher. All staff, including volunteers have a statutory obligation to report to the DSL if there is suspicion of abuse, neglect or exploitation of a child or if a child discloses abuse or allegations of abuse.

3.1 Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect, exploitation and modern slavery and shall be alert to the potential need for early help for a child who:

- Has a disability or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Has a mental health need
- Is a young carer
- Is pregnant and/or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is bereaved

- Is showing early signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, care or home
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion and in alternative provision or a pupil referral unit
- Is at risk of exploitation, modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised into terrorism
- Has a parent or carer in custody, or is affected by parental offending
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean 'the DSL (or deputy DSL)'.

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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

Physical abuse

Physical abuse 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 (this used to be

called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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 conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.

Emotional abuse may include **verbal abuse**, such as persistent criticism, belittling, humiliation, rejection, intimidation or name-calling. It may also involve age- or developmentally inappropriate expectations being imposed on children, including interactions that are beyond a child's developmental capability, overprotection, limiting opportunities to explore and learn, or preventing participation in normal social interaction.

Emotional abuse may include seeing or hearing the ill-treatment of another person, including domestic abuse. It may also involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of a child.

Some level of emotional abuse is present in all types of child maltreatment, although it may also occur in isolation.

Sexual abuse

Sexual abuse involves forcing or enticing a child person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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

[\(Definitions taken from Working Together to Safeguard Children\)](#)

Exploitation

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

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. Bullying can have a significant and lasting impact on a child's emotional wellbeing and mental health. While suicide is rarely caused by a single factor, evidence shows that bullying, including online bullying, can be a contributing factor in some child deaths by suicide. Staff should remain alert to signs of bullying, distress, self-harm, or suicidal thoughts and respond promptly in line with safeguarding procedures.

At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. In the event that there is a possibility the bullying may be linked to abuse/, the Headteacher and the DSL will consider implementing child protection procedures.

3.2 Indicators of abuse and what you might see

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

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

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

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

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 all staff, volunteers and/or contractors report *all* concerns even if

there is no 'absolute proof' that the child is at risk. (See Appendix how to report a concern on CPOMS. All concerns and safeguarding incidents at Deptford Green School are recording on CPOMS. As soon as a member of staff logs an incident the Designated Safeguarding Lead, the Deputies and the pastoral team are alerted. One of the safeguarding leads are always on duty to respond to incidents even during school closure. All staff are trained on how to report an incident on CPOMS during their induction period. They then receive safeguarding training/briefings at least every half term.

3.3 Taking action

For staff to be able to identify and respond appropriately to possible abuse and/or neglect, they must at all times follow the four stages below:

- 1.Be vigilant and alert
- 2.Question any changes behaviours
- 3.Ask for help
- 4.Refer

It may not always be appropriate to go through all four stages sequentially, if a child is in immediate danger or is at risk of harm, the DSL must refer to police or social care without delay, so it is important staff share any concerns in a timely manner to ensure children are safe.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per Deptford Green School procedures as set out below.

Staff concerns about a child / young person's wellbeing, is likely to be based on:

- a) Something the child/young person/parent has told them.
- b) Something they have noticed about the child's behaviour, health, or appearance.
- c) Something another professional said or did.

Even if staff believe their concern is minor, it is always their responsibility to share concerns no matter how small. The DSL may have more information that, together with what staff have shared represents a more serious worry about a child. It is never up to a staff member to make their decision alone on how to respond to concerns.

3.4 If you suspect a child is at risk of harm, likely to suffer harm, or in immediate danger

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

We will make a referral to Local Authority children's social care and/or the police **immediately** if we believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**

Staff should inform the DSL by recording the concern on CPOMs (see section 5.2) as soon as possible or make a referral directly.

A referral will be made to Lewisham Family First Contact Point (FFCP) Process- see 3.12 for more details.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger).

Log the concern on CPOMS, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a Deputy DSL, or a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

There will be occasions when staff suspect that a child may be at serious risk, but they have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, or other physical but inconclusive signs may have been noticed. In these circumstances, staff will always try to give the child the opportunity to talk. The signs noticed may be due to a variety of factors and it is wholly appropriate to ask the child if they are alright or if they can help in any way.

Record concerns no matter how small they are on CPOMS. If the child does begin to reveal that they are being harmed staff should follow the advice in the section 'If a child discloses to you'.

If, following the conversation, they remain concerned, they should discuss your concerns with the DSL.

3.5 If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child discloses a safeguarding issue to you, staff/ volunteers/ contractors should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset

- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Staff can request 'Patrol support' and request for cover if the disclosure needs immediate attention.
- Sign and date the write-up and pass it on to the DSL on CPOMS. Alternatively, if appropriate, make a referral to the local authority children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

3.6 Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, for example, moving them out of classes with the victim, and the reason(s) behind any decision(s).

3.7 Referral to Children's Social Care

The DSL and/or Deputy will make a referral to Children's Social Care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (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 child. (See 3.10 for details on how this referral can be made).

3.8 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Timely sharing of information is essential to effective safeguarding.

Staff should only discuss concerns with the DSL/Headteacher, Deputy DSL or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

Child protection and safeguarding information will be collected, stored, shared and retained in accordance with the **UK General Data Protection Regulation (UK GDPR)**, the **Data Protection Act 2018**, the **Data (Use and Access) Act 2025**, and the statutory guidance **Keeping Children Safe in Education (2026)** and **Working Together to Safeguard Children (2026)**.

The school recognises that effective safeguarding relies upon the lawful and proportionate sharing of information. Personal information will only be shared where it is necessary, proportionate and lawful to do so in order to safeguard and promote the welfare of children.

Child protection records will be:

- processed lawfully, fairly and transparently;
- collected for specified, explicit and legitimate safeguarding purposes;
- adequate, relevant and limited to what is necessary;
- accurate and, where necessary, kept up to date;
- retained only for as long as is necessary in accordance with statutory requirements and the school's retention schedule;
- processed in accordance with individuals' data protection rights, except where safeguarding legislation or the public interest requires information to be shared; and
- stored securely, with access restricted to those who have a legitimate safeguarding need to know.

In line with KCSIE 2026, the school recognises that cyber security is part of its safeguarding responsibilities. Governors and school leaders will take reasonable measures to protect personal information, in line with the Cyber Security Standards for Schools and Colleges, so that a cyber-incident, data breach or system failure does not compromise the safety of pupils or the school's ability to monitor and respond to safeguarding concerns.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Act (DPA) 2018, Data (Use and Access) Act 2025, and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. GDPR principles do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. When information is shared, the reason for doing so as well as the reasons why consent may not have been sought, will be clearly documented within the child protection records.

Information will be shared in accordance with the principles set out in **Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (May 2024)**.

'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect'. Information Sharing – DfE guidance 2018

The school's policy on confidentiality and information-sharing is available to parents and children on request.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Where a child leaves the school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

3.9 Record Keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions will be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child and should only be accessed by those who need to see it. At Deptford Green School, everything is kept electronically on CPOMS. Only specific members of staff have access to these records. Access to this website and the information held on it is restricted.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

When we share information with others, we do this through Egress.

3.10 Early Help and Family Thrive

Deptford Green School is committed to identifying children and families who may benefit from early support and providing help as soon as concerns emerge. Early intervention can prevent needs from escalating and improve outcomes for children and young people.

The school follows Lewisham's Multi-Agency Threshold Guidance, which is based on the London Continuum of Need and the statutory guidance Working Together to Safeguard Children (2026). The guidance assists practitioners in assessing a child's level of need and ensuring children and families receive the right support at the right time.

The four levels of need are:

- **Level 1 – Universal Needs:** Children whose needs are met through universal services.
- **Level 2 – Additional Needs:** Children and families who would benefit from early help to prevent needs from escalating.
- **Level 3 – Complex Needs:** Children and families requiring coordinated multi-agency support through targeted early help (Family Help) or other specialist services.
- **Level 4 – Acute Need:** Children who are suffering, or are likely to suffer, significant harm and require statutory intervention from Children's Social Care.

Community-Based Early Help

Community-based early help is available to all children, young people and families who require additional support before problems escalate. This support is provided through universal and community services and may include:

- schools and educational settings;
- health visitors, school nurses and primary healthcare;
- children's centres and family hubs;
- youth services;
- parenting programmes;
- community and voluntary sector organisations; and
- other local support services.

Where a child's needs can be met through community-based services, the school will work collaboratively with families and partner agencies to ensure appropriate support is accessed at the earliest opportunity.

Targeted Early Help (Family Help)

Where a child or family's needs are more complex, persistent or require coordinated support from several agencies, a referral may be made for Targeted Early Help (Family Help).

In Lewisham, Family Help provides consent-based, targeted support for children, young people and families whose needs cannot be met through community-based early help alone but who do not meet the threshold for statutory Children's Social Care intervention.

Family Help practitioners work with children, families and partner agencies to:

- undertake a Family Help (Early Help) Assessment;
- identify strengths, needs and desired outcomes with the family;
- coordinate a multi-agency plan of support;
- act as the Lead Practitioner where appropriate;
- convene and chair Team Around the Family (TAF) meetings;
- provide direct work with children, young people and parents/carers;
- support families to build resilience and sustain positive change; and
- regularly review progress to ensure support remains proportionate to the child's needs.

The school will actively participate in Family Help assessments, Team Around the Family meetings and review meetings, sharing relevant information to promote the safety and wellbeing of children.

Working with Parents and Carers

Where appropriate, the school will discuss concerns with parents or carers before making a referral for community-based early help or Targeted Early Help (Family Help), seeking their consent and encouraging their participation in the assessment and planning process.

However, safeguarding the welfare of the child is paramount. Where there are concerns that a child may be at risk of harm, or where seeking consent would place the child at increased risk or compromise a safeguarding enquiry, the school will share information and make referrals without consent in accordance with statutory safeguarding guidance and local multi-agency procedures.

Reviewing Early Help

Where an Early Help or Family Help assessment is in place, the school will contribute to multi-agency planning and review meetings. The support plan will be reviewed regularly to consider progress, identify any changes in need and determine whether support should:

- continue;
- be increased through Targeted Early Help (Family Help) or statutory services; or
- be stepped down to community-based early help or universal services once outcomes have been achieved.

If, at any stage, there is evidence that a child is suffering or is likely to suffer significant harm, the Designated Safeguarding Lead (DSL) will make an immediate referral to Lewisham Children's Social Care in accordance with local safeguarding procedures.

3.11 Team around the School (TAS)

TAS is a local network consisting of schools and other family support services that meet on a regular basis (each term) to have a shared conversation about children and young people that we may be worried about, and that early help and intervention may stop concerns escalating. Individuals from a range of different agencies working together to pool resources come together, to provide support to families that is outcome driven, focused on solutions and helps the family to become more resilient to prevent a child or young person requiring complex/acute support in the future.

Schools facilitate the TAS, identifying the children and young people and complete the TAS Referral form to facilitate discussion. Parents do not attend these meetings, however, need to consent to their information being shared. The TAS will ensure their views and wishes are expressed and considered in any discussion. During the TAS meeting, the school and partner agencies will explore how best to support the child, young person and family to achieve clear outcomes, sustainable change, and prevent them requiring complex and acute support in the future.

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

3.12 Lewisham Family First Contact Point (FFCP) Process

Reporting directly to child protection agencies

Referrals to Children's Social Care are only made for children with needs at Level 3 or 4 of the Continuum of Need. This is determined where children are identified as requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their mental and/or physical health and development and/or who are disabled. They may require longer term intervention from specialist services. In some cases these children's needs may be secondary to the adults needs. This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989 although the assessments and services required may come from a range of provision outside of children's social care.

Staff with concerns should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL/Deputy DSL/ Headteacher or the Chair of Governors (for allegations against the Headteacher) are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety.

As advised in KCSIE 2026 the DSL (including any deputies) should liaise with the three safeguarding partners in line with [Working Together to Safeguard Children](#) and [NSPCC – When to call the Police](#)

Making a FFCP request

If, as a professional, staff have safeguarding concerns or are requesting additional targeted early help, they can use the online [FFCP request form](#) after reading the below information.

Please note that residents and other members of the public can still make referrals in person or over the phone.

All requests that come through the FFCP will be triaged by the multi-agency team and staff may be contacted by a professional representing the school to discuss the request.

The local authority should make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Before staff make a request

- The following information will help to determine if it is necessary to make a FFCP request, and which part of the FFCP request form to use:
- Lewisham's Threshold Guidance will help to assess the level of support needed or risks present. **Professionals should refer to this guidance before making a FFCP request. This, along with some brief guidance, can be found on the MASH webpage and the LSCP website, links below.**
- If staff believe a child and their family need some additional support this should be **discussed with the family first** and agree who is best placed to provide that support. An Early Help Assessment can help to get a full picture of the family's situation and plan how to meet that need.
- If it is believed a child or family has needs at the targeted level, which are not being met by services currently involved with the family, the form can be completed to **request help and support** from the FFCP.
- If professional working with a child requires supporting information from Children's Social Care (e.g. CAFCASS, probation, housing conducting statutory safeguarding checks, assessments), the form can also be completed to **request supporting information**.
- If there is any worry that a child is at risk of significant harm through abuse or neglect, staff should call the FFCP immediately on 020 8314 6660 to discuss their concerns and then use the form to **request child protection** from the FFCP.

FFCP / Early Help Consultation Service

To help professionals make the most informed decisions, the FFCP and Early Help Team will provide a professionals' advice line. This will be available for consultation from 9am – 5pm.

Where the child may need help and protection, they will be given advice and guidance about making a referral, including how to involve parents. Professionals will also receive guidance on the need for parental consent/ recorded clarification needed as to why consent was overridden.

During consultation professionals, should:

- Be clear about their concern and what is needed from the consultation
- Clearly identify what their organisation has already done about the concern and the impact of this
- Seek clarification where there are any uncertainties about what is involved

- In the case of the outcome of consultation being to make a referral, discuss the appropriateness of not seeking, or overriding parental consent.

The Consultation service aims to:

- Offer quick access via the telephone to Children's Safeguarding and Social Care advice
- Provide advice on Children's Safeguarding and Social Care threshold decision making i.e. S17 or S47 of the CA 1989
- Improve information sharing about universal and target services providing early help
- Allow professionals the opportunity to talk through situations (hypothetically if necessary) of concern to help determine an appropriate response, without the need for formal referral. This advice will be recorded to provide an audit trail.

How the Consultation Service works

- Consultation will be offered by FFCP Social worker/ Early help team and their professional partners for all professionals seeking advice about children who they are concerned about
- To undertake a consultation, professionals should telephone the FFCP/ Early Help team on 0208 314 6660. Professionals have the option to speak with their own service colleagues co-located in the FFCP; who in turn will always be able to seek advice and guidance from social workers
- When concerns are raised about a child (ren) the FFCP/ Early Help hub will record the consultation as a contact on the EHM database checking the child's details to ensure appropriate identification. An analysis of need, harm and risk issues will be carried out to provide early action, diversion or intervention to the child and his/ her family. Consent on these cases will always be recorded and considered
- Where professionals simply seek advice and or guidance on hypothetical cases, they feel stuck with, the FFCP or Early help staff members who provide the consultation will send an email as a follow up action and with the advice recorded. It is expected that the contacting professionals follow the record keeping and information guidelines for their own agency, to record they have held a consultation. With hypothetical queries the FFCP/ Early Help team will not contact the family but do expect professionals to discuss any concerns they have with the individuals who have parental responsibility for the child
- Professionals and their agencies are not obliged to follow the advice offered, however staff within the FFCP/ Early Help team will escalate concerns in line with the London Safeguarding Children Procedures where they feel safeguarding activity is required and advice is not followed
- If following consultation, more information becomes known or the situation changes, a professional can seek further clarity by calling the consultation line at any time.
- Alternatively, if they feel that the response they have received does not meet the needs of the child/family or leaves a child at risk of harm, they can still make a referral in the usual way or escalate their concerns through their organisation's safeguarding process.

Using the Local Children Safeguarding Partnership (LSCP) Thresholds for Intervention guidance

The Lewisham Safeguarding Children Partnership (LSCP) has developed a document following consultation with partners in October 2016 and has recently been revised in January 2019, for professionals to determine the levels of need when making a judgement and assessment of the child and their family. This document provides advice and guidance regarding the level of support and intervention children and their families may require.

Before making a referral to the FFCP professionals should consider if the needs identified can be met within their own agency, or by other professionals already involved with the family. This is usually relevant for children who have universal or additional needs, this is often referred to as Level 1 or 2 support as demonstrated in the Thresholds Guidance.

Professionals should seek to discuss any concerns they have with the parents/carers who have parental responsibility, are caring for the child by way of private fostering arrangements (or under a statutory regulation) and inform them that they are making a referral to the FFCP when new safeguarding concerns arise or no change is affected within existing plans. This should only be done where such discussions will not place a child at increased risk of significant harm or cause any significant delay.

The Thresholds for Intervention Guidance can be accessed [here](#):

Identifying a child in need of help/ support or protection

A referral to the FFCP should be made when a child or family needs support identified require Level 3 or 4 support in the Thresholds Guidance. Additional information including the link to the online request form can be found on the Lewisham FFCP Webpage:

www.lewisham.gov.uk/MASH

Contact:

Family First Contact Point (FFCP) Tel: 020 8314 6660

Email: mashagency@lewisham.gov.uk

Opening hours: Monday–Friday 9am–5pm.

If you have concerns about the welfare of a child outside these hours, please contact the emergency duty team on 020 8314 6000 and ask to speak to the out-of-hours duty social worker.

3.13 Female genital mutilation (FGM)

Keeping Children Safe in Education (KCSIE) explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’ ‘circumcision’ or ‘initiation’.

At Deptford Green School we believe that all our pupils should be kept safe from harm.

At Deptford Green School all staff have a duty to report concerns we have about girls at risk of FGM to the police and social services.

FGM occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from:

Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes. In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays. Although, it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

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

At Deptford Green School, **any teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL, log the concern on CPOMS and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL, log the concern on CPOMS immediately and follow our local safeguarding procedures.

3.14 Forced Marriage/Honour Based Abuse

It is now a criminal offence for any person to cause a child to enter into marriage before their 18th Birthday, whether or not they used violence, threats or any other form of coercion or deception.

A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect), which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

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

Suspensions that a child may be forced into marriage may arise in a number of ways, including:

- A family history of older siblings leaving education early and marrying early;
- Depressive behaviour including self-harming and attempted suicide;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;
- A child going missing / running away;
- A child always being accompanied including to school and doctors' appointments;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad; or
- A child directly disclosing that they are worried s/he will be forced to marry.

Information about a forced marriage may come from one of the child's peer group, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic violence between parents.

Situations where a child fears being forced into marriage have similarities with both domestic violence and honour based abuse. Forced marriage may involve the child being taken out of the country (trafficked) for the ceremony, is likely to involve non-consensual and/or underage sex, and refusal to go through with a forced marriage has sometimes been linked to so-called 'honour killing'.

Professionals should respond in a similar way to forced marriage as with domestic violence and honour based abuse (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

3.15 Domestic Violence (DV)

Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

In extreme cases this could include murder.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

3.16.1 Children and young people witnessing domestic abuse

Witnessing domestic abuse is child abuse. Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. It is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

3.17 Teenagers experiencing domestic abuse

Domestic abuse can happen in any relationship, and it affects young people too.

They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Where potential cases of Domestic Violence are identified, the school will conduct an assessment using the Domestic Abuse Stalking and Harassment (DASH) Risk Indicator Checklist. If a case causes enough concern following this assessment, the Designated Safeguarding Lead (DSL), will make the necessary referral(s) on to other appropriate agencies.

3.18 Operation Encompass

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

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident

or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

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

In order to achieve this, the Lewisham Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this could be silent or overt dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and Lewisham MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

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

Deptford Green School's Operation Encompass Key Adults are Emily Stanghon (DSL), Amy Coffey and Jack Bannon (Deputy DSL).

3.19 Child sexual exploitation (CSE)

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

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. This means that they are unlikely to report the abuse so police and partners must be alert to the signs of CSE and actively look for victims. CSE can also occur through the use of technology without the child's immediate recognition; for example being persuaded to post images on the internet/ mobile phones without immediate payment or gain.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

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

There are three main types of child sexual exploitation:

Inappropriate relationships:

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

Boyfriend/Girlfriend:

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

If colleagues have concerns about any students at risk of CSE, they should ensure that their concerns are passed promptly on to the DSL so that a referral is made to the Concerns Hub. Any school can complete the referral form by sending a request to PLMailbox-ConcernHub@met.police.uk

3.20 Child Criminal Exploitation (CCE)

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:

In exchange for something the victim needs or wants, and/or

The financial or other advantage of the perpetrator or facilitator and/or

Through violence or the threat of violence

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

If colleagues have concerns regarding any students at risk of CCE, they should ensure that their concerns are passed promptly on to the DSL.

3.21 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 be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations.

Staff should be aware of some of the key indicators of children who are involved in county lines, including:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in county lines;
- Having older friends
- Mood swings or changes in emotional wellbeing; and
- Drug and/or alcohol misuse

If colleagues have concerns about any students at risk of county lines, they should ensure that their concerns are passed promptly to the DSL so that a referral is made to the **Multi-Agency Child Exploitation (MACE)**.

3.22 Organised exploitation and trafficking

Trafficking involves the recruitment, transportation and exploitation of women and children for the purposes of prostitution and domestic servitude across international borders and within countries

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

Also, modern slavery encompasses human trafficking, as defined in the UN Palermo Protocol and the Council of Europe Convention and as made illegal in UK legislation under the Sexual Offences Act 2003 and the Asylum and Immigration (Treatment of Claimants) Act 2004. It also includes cases of slavery and servitude as made illegal in the Coroners and Justice Act 2009, which criminalises holding a person in slavery or servitude or requiring a person to perform forced or compulsory labour. When referring to modern slavery, it encompasses all of the forms of human trafficking, slavery and servitude that have been defined in national and international laws and agreements.

Signs that a child has been trafficked may not be obvious, but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

Our procedures for responding to concerns about students at risk of or victims of modern slavery are informed by the statutory DfE guidance 'Care of unaccompanied migrant child and child victims of modern slavery, published in November 2017. All concerns about students who may be being trafficked should be passed straight to the DSL on our standard concerns form.

3.23 Child on Child abuse

Child on child abuse can take many forms including physical (including hitting, kicking, shaking, biting, hair pulling etc.), sexual (e.g. inappropriate touching) and emotional abuse (including bullying & cyberbullying). Department for Education (DfE).

KCSIE 2026 highlights misogyny as a significant safeguarding risk, recognising its escalatory nature and its role as a contributing factor in harmful sexual behaviour, sexual harassment and sexual violence between children. Staff should be alert to misogynistic attitudes and language, including those linked to online content, and should not dismiss this as harmless 'banter'. Concerns of this nature should be reported to the DSL so that early, preventative action can be taken before behaviours escalate.

At Deptford Green School we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny/misandry and an unsafe environment for pupils.

For some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.

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

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent

- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the making or sharing of nudes and semi-nudes, including where generated by AI), which may include or be driven by misogyny/misandry

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and tell the DSL by logging the concern on CPOMS, but they must not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment or safety plan and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

At Deptford Green School we recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

We achieve this, by:

- Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting, making or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing-type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensuring staff reassure victims that they are being taken seriously
- Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Recognising the intersection of misogyny/misandry and harmful sexual behaviour. We will actively identify, challenge and address how misogynistic/misandrist attitudes contribute to the normalisation of inappropriate behaviour and increases the risk of leading to child-on-child abuse, including sexual harassment and sexual violence, within our school environment
- Being alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping pupils' attitudes

- Supporting children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Considering intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensuring staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
 - That exposure to misogynistic/misandrist content online can indicate a safeguarding concern and requires early discussion with the DSL

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, such as by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires the school/college to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act

- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Child Protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. KCSIE 2026 defines a form of child on child abuse described as “upskirting”, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm”.

At Deptford Green School we will support the victims of child-on-child abuse by adhering to the DfE guidance in KCSIE 2026 ‘Sexual Violence and sexual harassment between children in schools and colleges’, first published in December 2017. We will support victims by offering the following:

Pastoral support

- Referral and sessions with Place2Be
- Referral and sessions with the Mental Health Support Team
- Completing a safety plan
- Reviewing classes if appropriate
- Refer to outreach programmes if appropriate – Belevé UK, XLP and/or Safer London.

In addition, Deptford Green School uses the Brook Traffic Light Tool to help staff identify, understand and respond appropriately to sexual behaviours in children and young people. The tool supports staff to recognise and identify sexualised behaviours and differentiate between those which are part of healthy sexual development and those which are problematic or harmful. It helps us to understand what a behaviour may be communicating and why the child or young person may be exhibiting the behaviour enabling us to respond appropriately to sexualised behaviours, considering possible motivations, communications and severity.

Sharing of nudes/semi nudes

In line with KCSIE 2026, we no longer use the terms ‘sexting’, ‘indecent’ or ‘nude/semi-nude images (also known as sexting or youth produced sexual imagery)’. Instead we refer to the ‘making or sharing of nudes or semi-nudes’. Any incident involving the making or sharing of nudes or semi-nudes requires a safeguarding response and will be referred to the DSL, whether or not the images were shared

consensually. This definition includes images that are digitally altered or wholly generated using artificial intelligence, including so-called 'deepfakes' or 'deep nudes'. Any concern involving an AI-generated or AI-manipulated nude or semi-nude image of a child, whether or not a real photograph was ever taken or shared, is treated as seriously as any other image-based safeguarding concern and reported to the DSL immediately. We follow the UK Council for Internet Safety guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Your responsibilities when responding to an incident

All incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual, require a safeguarding response. If staff are made aware of an incident involving the consensual or non-consensual making or sharing of nude or semi-nudes, including where generated by AI, they must report it to the DSL immediately, by logging the concern on CPOMS,

Staff must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to their SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the making or sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done by dialling 101.

Recording incidents

All incidents of making or sharing of nudes and semi-nudes, including where generated by AI, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 18 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the making or sharing of nudes and semi-nudes as part of our relationships and sex education teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment. This also includes making such images, including where generated by AI
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to make, provide (or forward) such images
- The receipt of such images

This policy on the making or sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- All pupils at Deptford Green School have to name two trusted adults who they can go to with any issues or concerns.
- Posters reminding pupils who they can speak to if they need additional support are all around the school, in tutor rooms, corridors etc.
- All pupils have access to Place2Talk which allows them to share concerns with a trained counsellor.
- All pupils are asked for feedback regularly regarding safeguarding through pupil voice surveys and pupil voice groups, lots of changes have taken place and improvements made to the school as a result of this constant dialogue and communication with pupils.

Child to Parent or Caregiver Abuse

The school recognises that abuse can also involve children causing harm to adults, including their parents or carers. This is sometimes referred to as child to parent or caregiver abuse and may involve physical violence, verbal or emotional abuse, coercive or controlling behaviour, threats, intimidation, financial abuse or damage to property. Such behaviour can have a significant impact on the safety and wellbeing of family members and may indicate that the child has unmet needs, has experienced trauma or abuse, or requires additional support. Staff should not view these incidents simply as behavioural issues but should consider the wider safeguarding context. Any concerns will be reported to the Designated Safeguarding Lead (DSL), who will assess the child's needs, consider the safety of all family members and, where appropriate, make referrals for community-based early help, Targeted Early Help (Family Help) or Children's Social Care in accordance with Lewisham's Multi-Agency Threshold Guidance.

3.24 Preventing Radicalisation/Concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, log the concern on CPOMS and speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a Deputy DSL or a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

'Channel' and 'Prevent'

Terrorism is defined in KCSIE 2026 as "an action that endangers or causes violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause".

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

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Shows empathy for extremist causes
- Glorifying violence, especially other faiths or cultures
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change

- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues
- Secretive behaviour
- Advocating messages similar to illegal organisations or other extremist groups

We will always take allegations and concerns of radicalisation and/or terrorism seriously. We will help pupils channel their desire for excitement and adventure into suitable and healthy activities. Radicalisation and extremism can be wider than religious beliefs and linked affiliations and can include radicalisation around far right groups and also by criminal groups connected with gang activity.

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

We will establish appropriate filters to protect children from terrorist and extremist material online.

Our school is stronger thanks to our open, multi-cultural and multi-faith community. We will always aim to integrate and engage every child within the school community, and in the wider community.

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

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

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised in any way, they should discuss this with the DSL.

4. Safer Working Practice

4.1 Safer Recruitment

Deptford Green School recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people.

The school will protect our pupils from having to come into contact with people with the propensity to cause harm by thorough and rigorous scrutiny of all applications. We will:

- Verify applicant's identity
- Check applicants' qualifications/experience/ employment/history
- Obtain professional and character references
- Check applicant's health and physical capacity to undertake the job
- Hold a face-to-face interview for all candidates with at least one member of the Deptford Green School panel who has attended safer recruitment training

- Ensure all adults in regulated activity with the children have been DBS checked and barred list checked.
- Make staff aware of their contractual, legal, administrative and pastoral responsibilities. A key document to support staff's understanding in this area is 'Keeping Children Safe in Education' (2025) which will be made available to all staff.

In recruiting and appointing staff, the Headteacher and the School's Governing body have key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

4.2 Employees: Advertising / Shortlisting / Interviews

We ensure that the advertisement makes clear the school's commitment to safeguarding and promoting the welfare of children.

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.

All person specifications include specific reference to suitability to work with children.

We ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised and any concerns need to be resolved satisfactorily, before the appointment can be confirmed.

We endeavour to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.

On receipt, references will be checked by the Head Teacher to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post; including information obtained from records held on the Database of Qualified Teachers (DQT). The DQT is maintained by the Teaching Regulation Agency (TRA) which is an executive agency of the Department for Education (DfE).

We verify that the successful applicant has all the academic or vocational qualifications claimed.

We check his or her previous employment history and experience.

We conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.

We verify the successful applicant's identity, when they arrive for an interview.

4.3 Offer of appointment

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks.

Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. This is done through the council's occupational health services;
- Verify professional qualifications, as appropriate.

4.4 Additional checks on individuals who have lived or worked outside the UK:

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

We will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website.

We will use the DQT to provide restriction information about teachers from the European Economic Area (EEA) and these checks will be recorded for staff from these countries.

All schools have a statutory duty under the [new Home Office guidance issued on 6 April 2017](#), which states that:

“All Tier 2 (General) visa applicants who want to work in specified health, education or social care sectors must provide a criminal record certificate and so for all new appointments, schools must consider additional checks, including obtaining a Certificate of Good Conduct, where staff have ever lived or worked abroad”.

The requirement is applicable to **all** *Tier 2 (General) staff from any country (excluding the United Kingdom and Northern Ireland), where an individual has lived or worked for more than 12 months+ either in total or continuously as well as within the previous 10 years.

In Lewisham local authority, all new employees who declare that they have ever lived or worked outside the UK for more than 12 months+ either in total or continuously since the age of 18 years, will be risk assessed before making a decision as to whether further checks are appropriate in accordance with statutory guidance in Keeping Children Safe in Education 2024.

It is not a legal requirement for existing staff who have ever lived or worked abroad for 12 months+ in total or continuously since the age of 18 years, but the governing body and senior leadership at Deptford Green School have made the decision that we will/will not risk assess existing staff to make a decision whether or not we will pursue overseas criminal records checks for existing members of staff, volunteers or governors.

Overseas Criminal Record Checks

In Lewisham, all new employees who declare that they have lived or worked outside the UK for **12 months or more (either continuously or cumulatively) since the age of 18** will be subject to an overseas criminal record check, where this is available and appropriate.

The school recognises that it is not always possible to obtain overseas criminal record information due to differences in national systems, availability of records, language barriers, or where a country does not provide a suitable checking process. Where an overseas criminal record check cannot be obtained, the school will complete a **risk assessment** to consider the circumstances, the role being undertaken, the individual's employment history, and any other available safeguarding information.

The school will retain evidence of all reasonable attempts made to obtain overseas criminal record information, including correspondence, applications, responses and any reasons why information

could not be obtained. This evidence, along with the completed risk assessment and any decision-making records, will be securely retained within the employee's personnel file.

The school will ensure that recruitment decisions continue to follow safer recruitment principles and that appropriate safeguarding measures are considered before an individual begins regulated activity with children.

4.5 Additional online checks for shortlisted candidates

As part of the shortlisting process we may consider carrying out an online search for shortlisted candidates. This may help identify any incidents or issues that have happened, which are publicly available online which may be explored with the applicant at interview.

4.6 Single Central Record (SCR)

We keep a SCR for the school. Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed and by whom:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The SCR will cover the following people:

- all staff (including supply staff) who work at the school
- all others who work in regular contact with children in the school including volunteers.
- Governors

In order to comply with the requirements of the Data Protection Act, we will not retain a copy of the individual's Disclosure and Barring Service (DBS) Certificate. However, copies of other documents used to verify the successful candidates identity, right to work and required qualifications will be kept on their personnel file.

4.7 Visiting Professionals/Agency Workers/Third Party Staff

We only use supply agencies that are able to provide full written vetting information about their staff prior to them starting work at the school.

The vetting information must contain the following:

- Photograph
- ID Evidence
- Teaching Agency Check
- DfE and Welsh Assembly Number
- Qualification Evidence
- Medical Check
- Barred List Check and Date
- Valid DBS Date
- Enhanced DBS number
- Further Disclosure Information, if necessary
- Right to work in the UK Check
- Overseas Checks/Risk Assessment
- References Check
- CV History Check
- Confirmation of Level 1 safeguarding training within the last 12 months

We ask supply agencies to email the vetting information to the School Business Manager as well as to the school receptionist

The school's receptionist checks this evidence on arrival, checking that the person presenting themselves for work is the same person on whom the checks have been made.

Any discrepancies will be reported to the Business Manager immediately and the agency staff will not be able to start their work until satisfactory checks have been concluded.

Safer recruitment records of regular agency workers are included in the school's SCR.

We provide an induction for supply staff, which includes safeguarding and a briefing on any vulnerable children they will be working with.

4.8 Trainee/Student Teachers

Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, have to undergo the same safer recruitment checks as regular staff, before they can start working for the school.

Safer Recruitment records for Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, are included in the school's Single Central Record.

Where trainee teachers are fee-funded, it is the responsibility of the Training Provider to carry out the necessary checks.

4.9 Regulated Activity

A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a frequent basis (more than 3 days in a 30-day period, or overnight), for teaching, training, instructing, caring for or supervising children, or providing advice or guidance on their physical, emotional or educational wellbeing, or driving a vehicle only for children; or
- provide relevant personal care or healthcare, or any overnight activity, even if this happens only once; or
- carry out any other paid work in the school on more than 3 days in a 30-day period, or overnight, with the opportunity for contact with children.

Important change for 2026: the Crime and Policing Act 2026 has removed the ‘supervision exemption’ from regulated activity. Previously, a supervised volunteer teaching, training, instructing or supervising children on a regular basis was not in regulated activity. This exemption no longer applies. Any person, paid or unpaid (including volunteers), carrying out these activities on more than 3 days in a 30-day period, or overnight, is now in regulated activity and requires an enhanced DBS check with children’s barred list information, regardless of whether they are supervised.

Any member of staff, volunteer or governor that will be working in regulated activity will have a barred list check carried out.

All visiting professionals e.g. PE coaches, Music teachers, Health Professionals and LA advisors have to provide the school with their valid enhanced DBS details.

All kitchen staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Catering Contractor to carry out the necessary checks.

All kitchen staff’s safer recruitment records are included in the school’s SCR.

All cleaning staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Cleaning Contractor to carry out the necessary checks.

All cleaning staff’s safer recruitment records are included in the school’s SCR.

All Breakfast Club and After School Club Personnel have to provide the school with their valid enhanced DBS details. It is the responsibility of the Extended School providers to carry out the necessary checks.

All Extended School personnel’s safer recruitment records are included in the school’s SCR.

It is the responsibility of the Business Manager to make sure all enhanced DBS checks are current and recorded.

4.10 Volunteers E.g. Parents/Carers

As per the guidance in Keeping Children Safe in Education 2026, all volunteers will be risk assessed to determine whether they require a DBS and whether or not this will need to include a barred list check should their role require them to be in regulated activity. Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Important change for 2026: the 'supervision exemption' has been removed

Previously, a volunteer who was directly supervised by a member of staff was not in regulated activity, however frequently they helped. The Crime and Policing Act 2026 has removed this exemption. Any volunteer whose role involves teaching, training, instructing or supervising children on more than 3 days in a 30-day period, or overnight, is now in regulated activity regardless of whether they are supervised, and we will obtain an enhanced DBS certificate with children's barred list information for them. Where a regular volunteer helps at more than one setting and, between them, meets this threshold, we will work with the other setting(s) to agree who obtains the check, and the volunteer may supply that information to each setting.

Existing volunteers who move into regulated activity as a result of this change (from 1 September 2026) will have their children's barred list status checked, either through a new enhanced DBS certificate with barred list information, or, where the volunteer already holds a recent enhanced DBS certificate without barred list information and there has been no break in service, through a standalone barred list check.

For volunteers who are not in regulated activity, for example someone helping on an occasional or one-off basis (such as accompanying a single school trip), there is no requirement for an enhanced DBS check, and a barred list check must not be requested as this is not legally permitted.

The school may still choose to request a standard or enhanced DBS check (without barred list information) for a volunteer not in regulated activity, where this is judged necessary following a written risk assessment considering the nature of the role, what is already known about the volunteer, and whether the volunteer has other roles or references that speak to their suitability.

Under no circumstances should a volunteer whose role involves regulated activity be allowed to start before the necessary checks are complete, except where they are appropriately supervised in line with DfE guidance while the enhanced DBS certificate is awaited.

4.11 School Governors

The school will apply for an enhanced DBS check for all members of the governing body. In addition to this, a risk assessment will be completed to ascertain if any members of the governing body are taking part in regulated activity with children. Criminal records If it is determined that any person is taking part in regulated activity, a barred list check will be requested. certificate for any governor who does not already hold one. They must do this by 1 September 2016 where a governor was elected before 1 April 2016 and within 21 days of appointment or election if a governor is elected or appointed after 1 April 2016.

All new governors will be asked to declare their overseas history and where necessary, complete a risk assessment. Existing governors will also/will not be required to complete an overseas criminal history risk assessment in line with our agreed school procedures.

All governors must also undergo a s128 check to confirm any directions which may have been made against them by the Secretary of State. This check will be carried out using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service).

All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

All governors and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010²², (including the Public Sector Equality Duty²³), and their local multi-agency safeguarding arrangements.

4.12 Contractors

The Receptionist and /or a member of the Premises Team will always check the identity of contractors upon their arrival in the school.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised by a member of the Premises Team, if they will have contact with children.

If a self-employed contractor is working at the school and will have unsupervised contact with children, the school will obtain an DBS check and/or barred list check as appropriate, as self-employed people are not able to make an application directly to the DBS on their own account.

4.13 General Visitors to the School

We will not request DBS checks and barred list checks, or ask to see DBS certificates, for general visitors, e.g. children's relatives attending events in the school, etc.

When visitors arrive at Deptford Green School if they have had all of the appropriate checks, they will be given a visitor's lanyard which states that they have been cleared to enter the school site without being supervised. Any visitors who have not been through the appropriate checks will be handed a lanyard which informs all staff that they must be supervised at all times. When visitors arrive, they are handed a safeguarding leaflet and asked to watch a safeguarding video which informs them of our specific safeguarding procedures and who and how to report any concerns to. The site is very secure, and visitors can only enter the site through reception.

4.14 Concerns about a staff member, supply teacher, volunteer or contractor

If staff have concerns about a member of staff (including a supply teacher, trainee teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, trainee teacher, volunteer or contractor) posing a risk of harm to children, they must speak to the headteacher as soon as possible. All staff can log concerns on 'the green' and the concern will alert the Headteacher and the DSL immediately. If the concerns/allegations are about the headteacher, speak to the chair of governors.

Where staff believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, trainee teacher, volunteer or contractor) to the headteacher, they must report it directly to the local authority designated officer (LADO)- details can be found on the staff safeguarding poster,

If there is an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, staff must follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

5.0 Staff Conduct

5.1 Training

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge

- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Staff who have contact with pupils and families

All staff who have contact with children and families will have supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Staff will be supported to recognise the signs and symptoms of neglect, physical, emotional, exploitation and sexual abuse. New/temporary staff will receive training as part of their induction process. Every member of staff will receive a copy of this Safeguarding and Child Protection Policy as well as the Staff Code of Conduct, Keeping Children Safe in Education (2025 – Part One and Annex A and will need to sign to confirm that they have read and understood the documents.

All staff will receive child protection training at least annually with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse. In addition, staff will receive regular training updates about safeguarding related issues.

The safeguarding training of third party staff/contractors will be verified and if necessary, further training may be given as part of the induction process. Third party colleagues will also sign the Staff Code of Conduct. Should a child or a member of staff be concerned about another member of staff's conduct in relation to child protection then procedures are in place. All school staff should take care not to place themselves in a vulnerable position with a child. They should strictly adhere to the Department for Education and Skills (DfES) guidelines on teachers' behaviour and the school's policies.

5.2 Safer Working Practice

We make use of the Safer Recruitment Consortium document '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.](#)' May 2019 as the basis for our Code of Conduct. All staff are expected to follow the [SCHOOL] Staff Code of Conduct and the expectations set out in the staff handbook (see Code of Conduct and Staff Handbook).

Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for adults working with individual children to do so in view of other adults. If staff anticipate being in a situation that could be open to misinterpretation they should alert a senior manager in advance and inform the child's parent or carer. Staff should escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has an additional need that

has been brought to their attention by the parent/guardian and a strategy agreed in writing. We recognise that physical touch between adults and children in relation to the activity being provided is acceptable in public places.

5.3 Managing Allegations Against Staff

We understand that a parent/pupil/another staff member may make an allegation against a member of staff (including volunteers and supply staff). If such an allegation is made:

The member of staff receiving the allegation will immediately inform the Headteacher or the most senior DSL who must be part of the senior Leadership team if the Headteacher is not present.

The Headteacher or the senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for Child Protection. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

The School will follow the Lewisham Local Authority procedures in the LADO protocol, updated in May 2018, for managing allegations against staff, and statutory guidance 'Keeping Children safe in Education.' (2025)

Individuals who are the subject of allegations should be informed of these as soon as possible, as should the parents and carers of any children involved. However, every effort must be taken to maintain confidentiality, in order to comply with the reporting restrictions in the Education Act 2011.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult the LADO for Child Protection, or the School's Personnel Officer.

The name of any member of staff considered not suitable to work with children will be given to the Department for Education Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.

Any child making such an allegation will be treated sensitively and made to feel safe and listened to. If there are any immediate concerns of safety action must be taken to remove the child from harm. Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.

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

5.4 Organisations or Individuals using school premises

Allegations relating to an incident when an individual or organisation was using school premises for the purposes of running activities for children, schools should follow their safeguarding policies and procedures, including informing the LADO.

5.5 Complaints

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

Other complaints- all complaints should be made following the schools' complaints procedures; this can be found in the policy section of our school website.

5.6 Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues in relation to children. If necessary, they should speak to the Designated Child Protection Governor (Chair of Governors) or the LA Designated Child Protection Officer (LADO) via the DSL, if they are not the same person – see Whistleblowing Policy.

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

6.0 General Safeguarding

6.1 Health and Safety

Our Health and Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

6.2 Attendance

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. Deptford Green School recognises that poor attendance can be an indicator that a child is experiencing abuse. The attendance officer, Jack Bannon, and the senior Attendance lead, Emily Stanghon, monitor attendance daily, weekly, half-termly and all concerns report are discussed daily and weekly.

Persistent absence, severe absence and patterns of absence will always be considered through a safeguarding lens.

Deptford Green School has enrolled in a programme called 'Study Bugs' to monitor children's attendance. The recorded data will be accessible to the Local Authority, in line with the new requirement from the DfE in Working together to improve school attendance - GOV.UK (www.gov.uk) (August 2024). The objective is to share this information with the local authority in a bid to support the improvement of school attendance and the provision of the most appropriate support.

In line with the 2022 DfE Guidance, Working Together to Improve School Attendance, "schools and academy trusts have a crucial role in raising attendance for all their pupils. They also have a protective role in being best placed to spot early patterns of poor attendance for persistent absentees. Individual pupils' barriers to attendance, however, often go far beyond the school gates. Persistent absence is

almost always a symptom of wider issues in a pupil's life, and barriers to attendance are often specific to local contexts"

As a minimum, local authorities are expected to rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance." As such, we share our attendance data with the Lewisham Local Authority through a system called Study Bugs on a daily basis and have a duty to follow up non-attendance as a potential safeguarding neglect issue.

6.3 Information Sharing of Child Protection Files

Where children leave Deptford Green School (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained. In addition to this, the Designated Safeguarding Lead may also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

6.4 Online safety, E-Safety, Digital Safeguarding and the use of mobile technology

Please see our online safety, mobile phone and AI policy, these are standalone policies which explain our processes and systems in more detail.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, Deptford Green School:

- Has robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protects and educates the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Sets clear guidelines for the use of mobile phones for the whole school community, including the expectation that our school is a mobile phone-free environment by default
- Establishes clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories

- **Contact** – being subjected to harmful online interaction with other users or generative AI applications that simulate this, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images including those generated using AI and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

At Deptford Green School, we educate pupils about online safety as part of our curriculum.

We cover:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyberbullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. See our online safety policy for more details.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Carry out an annual review of our filtering and monitoring effectiveness. This will be conducted by Rob O'Halloran with the support of our DSL, Emily Stanghon and IT support
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website.

Mobile Phone Policy

In line with KCSIE 2026 and DfE statutory guidance on mobile phones in schools, **Deptford Green School** is a mobile phone-free environment by default. Pupils do not have access to their mobile phone during the school day, including lessons, time between lessons, breaktimes and lunchtime, other than by exception. **Please see our mobile phone policy on our school website for more information.**

Generative AI

We recognise the growing use of Generative AI by children and staff, and the associated safeguarding, data protection and intellectual property risks highlighted in KCSIE 2026. Staff and pupils are supported to use AI safely and effectively in line with DfE guidance and training materials on the safe and effective use of Generative AI in education, and any concerns about AI-generated or AI-manipulated content, including sexual imagery of children, are treated as child sexual abuse material and reported to the DSL immediately.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Deptford Green School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (for example, bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Deptford Green School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying/behaviour/artificial intelligence policies.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education (KCSIE).

6.5 Filtering and Monitoring Systems

As part of our statutory responsibility to safeguard and promote the welfare of all pupils, Deptford Green School is committed to providing a safe online environment that supports effective teaching and learning while protecting children from online risks.

In line with DfE guidance, the governing body ensures that robust filtering and monitoring systems are in place to limit children's exposure to harmful and inappropriate content through the school's IT systems. These systems are reviewed regularly to ensure their effectiveness, and updates are made in response to new risks, changing technology, or emerging guidance.

The leadership team and relevant staff are expected to:

- Be aware of the filtering and monitoring systems in place.
- Understand how these systems function and how to manage them effectively.
- Know how to escalate any concerns arising from online activity.

When reviewing filtering and monitoring arrangements, the school takes into account:

- The number and age range of pupils.
- The specific needs of vulnerable pupils who may be at greater risk of harm.
- The frequency and ways in which pupils access the school's IT systems.

The school follows the Department for Education's Filtering and Monitoring Standards, which recommend that schools:

- Clearly identify and assign roles and responsibilities for managing filtering and monitoring.
- Review the systems and provisions at least annually.
- Block harmful and inappropriate content without unnecessarily restricting access to learning resources.
- Implement effective monitoring strategies that are appropriate to the school's safeguarding needs.

We use the DfE's 'Plan Technology for Your School' self-assessment tool to evaluate our current provision and receive tailored recommendations for improvement.

The governing body regularly reviews these standards and works in collaboration with IT staff and service providers to ensure continued compliance and protection for all users of the school's digital infrastructure.

6.6 Anti-Bullying Policy

Please see our Anti Bullying policy

Our policies on anti-bullying and cyber-bullying are set out in separate documents and are reviewed annually by the governing body. We expect staff to acknowledge that to allow or condone bullying, constitutes a lack of duty of care, which may lead to consideration under child protection procedures.

Both policies are written in line with advice and statutory guidelines set out in the DfE guidance *Preventing Bullying*, in July 2017 and *Approaches to Preventing and Tackling Bullying*, June 2018.

6.7 Supporting Children Who Are Questioning Their Gender

The school recognises that some children and young people may question their gender identity. Staff will respond to all children with dignity, respect, sensitivity and compassion, ensuring that the child's welfare remains paramount in accordance with **Keeping Children Safe in Education (2026)** and **Working Together to Safeguard Children (2026)**.

The school recognises that some younger children may go through a period of questioning their gender and that, for many, this may not continue into adulthood. Staff will avoid making assumptions and will take time to understand the child's views, wishes and feelings through a supportive, professionally curious and safeguarding-informed approach.

Children who are questioning their gender may experience a range of vulnerabilities, including bullying, discrimination, social isolation, anxiety, self-harm, poor mental health or other complex psychosocial needs. Any safeguarding concerns will be considered within the wider context of the child's circumstances, and appropriate support will be offered or referrals made where necessary.

The school will:

- provide a safe, respectful and inclusive environment where all pupils are treated with dignity;
- take a robust and proactive approach to preventing and responding to all forms of bullying, harassment, discrimination and prejudice;
- avoid reinforcing rigid gender stereotypes through its policies and practice wherever possible;
- ensure that any safeguarding concerns are reported to the Designated Safeguarding Lead (DSL);
- work closely with parents or carers wherever appropriate and involve them in decisions relating to support for their child unless doing so would place the child at increased risk of harm or compromise their safety;
- consider requests for support on an individual basis, taking account of safeguarding responsibilities, the child's best interests, relevant legislation and statutory guidance.

Requests Relating to Social Transition

Where a child or their parent/carer requests support relating to social transition, the school will consider each request carefully on a case-by-case basis. Decisions will not be made by individual members of staff but through the school's established decision-making processes, led by the Headteacher and Designated Safeguarding Lead, with appropriate involvement of parents or carers unless there are safeguarding reasons why this would not be appropriate.

The school will:

- carefully assess the safeguarding implications of any request;
- consider the child's wishes and feelings alongside their age, understanding and individual circumstances;
- seek appropriate advice where necessary;
- document the decision-making process and maintain accurate records;
- review decisions regularly to ensure support remains appropriate and in the child's best interests.

No member of staff should agree to or implement changes relating to a child's social transition without the school's agreed decision-making process being followed.

The school also recognises that a child's views or circumstances may change over time. Requests to review previous decisions or support a child who wishes to detransition will be considered sensitively, with appropriate safeguarding support and involvement of parents or carers where appropriate.

Single-Sex Facilities

In accordance with statutory guidance, pupils will use toilets, changing rooms and shower facilities designated for their biological sex.

Where a pupil who is questioning their gender does not wish to use these facilities, the school will consider whether suitable alternative arrangements can be provided, where reasonably practicable.

Any alternative arrangements will not compromise the safety, privacy, dignity or wellbeing of the pupil concerned or other pupils.

Where mixed-sex toilet facilities are provided, the school will ensure appropriate safeguarding measures are in place and undertake regular risk assessments to maintain the safety and privacy of all users.

The school will keep appropriate records of any agreed arrangements and review these regularly.

Physical Education and Sport

The school is committed to ensuring all pupils can participate safely in physical education and sporting activities.

Where activities require separation by biological sex for reasons of safety, fairness or the nature of the sport, pupils will participate in accordance with statutory guidance. Where there are no safety considerations and a pupil requests support relating to participation, the school will consider the request individually through its safeguarding and decision-making processes, balancing the rights, safety and wellbeing of all pupils.

Throughout any decision-making process, the school will continue to comply with its safeguarding responsibilities and its duties under equality and human rights legislation.

6.8 Physical Intervention Policy

Please see our Physical intervention Policy

Our policy on physical intervention by staff is set out in a separate document (as well as also being referred to in the Behaviour Management, Anti bullying and Safe Touch Policies) and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. Individual Risk Assessments are completed for particular pupils who have a higher likelihood of needing physical intervention and/or restraint and staff who work closely with these students are provided with additional Positive Handling training.

6.9 School Visits

We have clear protocols in place to ensure the safety of children whilst on school trips (see visits and trips policy). These include:

- Visit procedures to be documented by staff and agreed with the Educational Visits Coordinator (all members of SLT will complete EVC training with Wide Horizons or other regulated provider of EVC training).
- A briefing for parents going on the trips including detailed information about complying with safeguarding responsibilities and what to do if a child discloses to them
- Defined roles and responsibilities for school staff
- Risk assessments

- DBS/barred list checks for parents/carers where appropriate

6.10 Looked After Children (LAC) and previously Looked After Children

Our Headteacher and our Designated Teacher (**DT**) are responsible for Looked After Children and ensure that appropriate staff have the information, they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. The Headteacher and the Inclusion Leader also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The **DT** for Looked After Children has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A separate policy sets out our systems and procedures in relation to CLA, which has been written with reference to the two statutory DfE guidance documents, 'Designated Teacher for looked after and previously looked after children' and 'Promoting the education of looked after and previously looked after children' released in February 2018.

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Emily Stanghon – DSL and Deputy Head], who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

6.11 Young Carers

The school recognises that young carers are children and young people who take on caring responsibilities for a family member who may have a physical or mental health condition, disability, substance misuse issue, or other support need. Young carers may face additional barriers to their safety, wellbeing and education, including tiredness, missed learning, difficulties with attendance, social isolation, emotional pressures, and reluctance to disclose challenges at home due to concerns about what may happen to their family.

Staff will remain alert to signs that a child may have caring responsibilities and understand that young carers may not always identify themselves or ask for support. The school will provide a safe and

supportive environment where children feel able to share their experiences and access appropriate help.

Where a child is identified as a young carer, staff will discuss their needs with the Designated Safeguarding Lead (DSL) and consider what support may be appropriate. This may include pastoral support, signposting to community-based early help, referral for a Family Help (Targeted Early Help) assessment, or working with relevant partner agencies to ensure the child and family receive appropriate support.

The school will work collaboratively with children, parents/carers and partner agencies to ensure that young carers are supported to achieve their full potential and that their caring responsibilities do not negatively impact on their safety, wellbeing, attendance, education or development.

Where there are concerns that a young carer's circumstances indicate they may be at risk of harm or that their needs are not being met, the DSL will follow Lewisham's Multi-Agency Threshold Guidance and take appropriate safeguarding action.

6.12 Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

6.13 Pupils who are Lesbian, Gay or Bisexual

Deptford Green School is a vibrant and diverse inner city community school. We place a strong emphasis on Equity and Diversity and this has always been a key focus for us. It's why the relationships between all members of our school community are harmonious, positive and long-lasting. We have high ambitions to be as inclusive as we can be, with social justice and critical thinking at the heart of everything we do. Student voice and the views of our staff have shaped our Equity and Diversity Strategy.

The school recognises that a child being lesbian, gay, or bisexual is not in itself a risk factor for harm. However, pupils who are (or who are perceived by other children to be) lesbian, gay, or bisexual can sometimes be vulnerable to discriminatory bullying. See our behaviour policy for more detail on how we prevent bullying based on sexuality.

Any concerns should be reported to the DSL on CPOMS. All pupils have a Pastoral Leader, who is a non-teacher who is available to offer these pupils support and intervention and signpost them to additional support.

6.14 Supporting pupils questioning their gender

We are aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, such as relating to relationships with family, peers or their broader social environment.

We will take a strong, proactive stance on all forms of bullying based on gender. The school will ensure that children and their families are aware that, while the school will appropriately sanction any cases of bullying or harassment, and take a strong stand against bullying, it must also be conscious of the rights of pupils and staff in relation to their religion or belief.

When supporting a pupil questioning their gender, we will take into account the principle of taking a careful approach.

A trained DSL will lead in these cases.

Involving parents/carers in cases of pupils questioning their gender

Where a child who is questioning their gender asks for support from the school, we will engage parents/carers as a matter of priority.

However, in the rare circumstances where involving parents/carers might put a pupil at greater risk than not involving them, the DSL will determine a course of action needed to safeguard the child before contacting parents/carers or any decisions are taken.

Where a child confides in a member of staff about their feelings but does not ask the school to make changes to how they are treated, the school will only break any confidence if there is a related safeguarding risk.

Considering requests for support with social transition

The school will not initiate any action regarding social transition. However, when a pupil or their parent/carer requests that the school makes changes or puts support in place to facilitate the pupil presenting as the opposite biological sex ("social transition"), we will work together with parents/carers to determine what is in the best interests of the child and other children.

Members of staff will not adopt any changes relating to social transition unless a decision has been made by the school and a child's parents/carers have been involved (as set out in [Keeping Children Safe in Education](#) (KCSIE)).

In making decisions about supporting social transition, we will ensure compliance with its obligations in respect of safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by the school's evaluation of the welfare and best interests of the child and other children. We will make decisions in line with the following principles:

- We have statutory duty to safeguard and promote the welfare of all children: the first step when considering a child's request for support with social transition will be to consider what is in the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes.

- Parents and carers will be actively involved and their views treated with importance: (except in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them) where a child who is questioning their gender asks for support from the school parents/carers will be engaged as a matter of priority and their views will carry great weight and be properly considered.
- Accommodating social transition is an active intervention so the school will take a very careful approach: social transition is an active intervention that may have significant effects on the child in terms of their psychological functioning and longer-term outcomes.
- The school will comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition.

Deptford Green School will ensure that the decision-making process is documented, and records are kept.

The circumstances or needs of a child may change over time, and the school may need to review its original decision and will involve the DSL in doing so.

Rules on single-sex spaces

Pupils are not allowed into toilets or changing rooms designated for the opposite biological sex, with no exceptions.

Rules on single-sex sports

The school may teach and play some sports or games, or activities of a competitive nature, in single-sex groups where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). The school can separate children according to their biological sex in these circumstances.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety. Where single-sex sports are implemented for safety reasons, there are no exceptions and pupils must not be allowed to participate in sports designed for the opposite sex.

6.15 Children Missing/Absent from Education

- Children absent from education are on the school roll, but are regularly not attending.
- Children missing education aren't on any school roll or being educated elsewhere.
- These are vital warning signs of safeguarding risks to a child.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

Deptford Green School places a great emphasis on regular and punctual attendance and we promptly follow up any unexplained absence. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Deptford Green School has both an admission register and attendance register as required by law. All pupils are placed on both registers. Deptford Green School informs and seeks guidance from the Local Authority before any child is deleted from the admission register. No child is deleted unless there are appropriate checks conducted to ensure that the child is not at risk from being missing from education. A child may be deleted from the admission register for the following reasons.

- The child has been taken out of school by their parents and is being educated outside the school system e.g. home education;
- The child ceased to attend the school and no longer lives within reasonable distance from the school at which they are registered;
- The child has been certified by the education medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the Headteacher does not reasonably believe that they will be returning to the school at the end of that period; or,
- Have been permanently excluded. The Local Authority must be notified when the school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty so that Local Authorities can, as part of their duty to identify 8 regulation 4 of the Education (Pupil Registration) (England) Regulations 2006 9 Regulation 12(3) of the Education (Pupil registration) (England) Regulations 2006 14 children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Deptford Green School informs the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days.

6.16 Children with Special Educational Needs and Disabilities and pupils with medical needs

At Deptford Green School we recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges both online and offline. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse
- The need for intimate care or that these children are isolated from others
- That these children are more likely to be dependent on adults for care
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so

We offer extra pastoral support for these pupils. This includes:

Space and support in the Inclusion area, a key person (teaching assistant) who knows them and their family well, pastoral interventions and support, support and spaces during unstructured times, behaviour mentoring, counselling, safety plans, time out cards and lots of other support to meet the needs of the child.

The DSL meets weekly with the SENCO and Head of Inclusion to discuss any abuse involving pupils with SEND. The school consider extra pastoral support and attention for these children, and ensure any appropriate support for communication is in place.

Pupils with medical needs

An incident relating to the management of a child's medical condition (including allergies) does not itself warrant a referral to local safeguarding partners.

A safeguarding referral will be made where an incident highlights concern that the child might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family because of their medical condition. For example, information about the child's medical condition might be withheld from the school, or the child may be repeatedly sent to school without essential medication, putting them at risk.

Children with Medical Conditions

Children with a medical condition may be more vulnerable to abuse, neglect, and other safeguarding risks, including missed education due to ill health, and staff should ensure that any concerns are considered alongside, rather than dismissed because of, a child's medical condition. Our Supporting Pupils with Medical Conditions policy sets out our arrangements in more detail.

6.17 Fabricated Induced Illness

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

FII is also known as 'Munchausen's syndrome by proxy' (not to be confused with [Munchausen's syndrome](#), where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

If you suspect that a parent/carers may be fabricating or inducing illness in their child, you should not confront them directly. It's unlikely to make the person admit to wrongdoing, and it may give them the opportunity to dispose of any evidence of abuse. You must immediately report any concerns to the DSL using the concerns form.

Please see further guidance on the DfE website via the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

6.18 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Please refer to the Private Fostering Policy for more details).

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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

School staff should notify the DSL when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

A referral should be made to Children's Social Care in writing using Lewisham's referral form. The referral should have as much information as possible, including full details of all children concerned and their parents/carers/those with PR and any information about how these children came to be in their current situation. In some cases you may not have been provided with all the details so it is important that you discuss the referral with the carers in order to obtain them. However, if the information is not forthcoming, the referral should not be delayed. Referrals should be made online at: www.lewisham.gov.uk/MASH.

Once notified about a private fostering arrangement, the local authority is required to assess the home to ensure that is suitable. If it is happy with the arrangements, then it is required to arrange a visit once every six weeks for the first year and then at three-monthly intervals whilst the placement continues. Children's Social Care will be appointing a dedicated worker to work with private fostered children. Details will be provided as soon as possible. This worker will be available to offer advice and assistance if required.

6.19 Parents, Parental Responsibility and Separation

For the purposes of education law, the definition of a parent is wider than in everyday use. Under the Education Act 1996, a parent includes:

- all natural parents, whether married or not;
- any person who has parental responsibility for a child, such as a legally appointed guardian or a person named by the court or Local Authority; and
- any person who has care of a child, meaning a person with whom the child lives and who looks after the child, regardless of their relationship to the child.
- Parental Responsibility

Parental responsibility is defined in the Children Act 1989 as having all the rights, duties, powers, responsibilities and authority which, by law, a parent has in relation to a child and their property.

People other than a child's birth parents can acquire parental responsibility through, for example:

- being granted a Child Arrangements Order (previously a Residence Order);
- being appointed as a guardian;
- being named in an Emergency Protection Order (with responsibilities limited to safeguarding and promoting the child's welfare); or
- adopting a child.

Where parents are not married at the time of a child's birth, the mother automatically has parental responsibility. A father may acquire parental responsibility through legal means, including being named on the child's birth certificate (where the birth was jointly registered after the relevant legislative changes), through a parental responsibility agreement, or by a court order.

Separated Parents and Parental Conflict

The school recognises that separation and parental conflict can be extremely difficult for children and families. The school's priority in all circumstances is the safety, wellbeing and best interests of the child.

The school will work in partnership with parents and carers who have parental responsibility and will provide information and support to all parties in accordance with their legal rights and responsibilities. However, the school will remain neutral and impartial in disputes between parents or carers and will not become involved in parental disagreements, arguments, grievances or conflicts.

The school is not a mediator, legal advisor or decision-maker in family disputes and will not be expected to:

- take sides in disagreements between parents or carers;
- determine who is right or wrong in relation to parental conflict;
- pass messages between parents or act as a communication channel for disputes;
- become involved in disagreements regarding arrangements that are matters for parents or the family courts; or
- restrict a parent's involvement unless there is a legal reason or safeguarding concern requiring this.

The school will not make decisions based solely on the wishes or preferences of one parent where both parents have parental responsibility. In the absence of a court order or other legal restriction, the school will continue to treat all parents with parental responsibility equally and will provide information, communications and access to school-related matters accordingly.

Where parents are unable to agree arrangements relating to their child, these matters should be resolved between parents, through appropriate mediation services, legal advice or the family court. The school will comply with any court orders or legal directions provided to it.

Safeguarding and Child-Centred Practice

While remaining neutral in parental disputes, the school will always act to safeguard and promote the welfare of the child. Where parental conflict is having a negative impact on a child's emotional wellbeing, attendance, education, safety or development, the school will consider whether additional support or safeguarding action is required.

Any concerns about domestic abuse, coercive control, emotional harm, neglect or any other safeguarding issue will be considered separately from parental disputes and managed in accordance with the school's safeguarding procedures and Lewisham's Multi-Agency Threshold Guidance.

The school will always approach situations involving separated parents from a child-centred perspective, ensuring that decisions are based on what is in the child's best interests rather than the views, disagreements or conflicts of adults.

6.20 Separated Parents

The definition of a parent for school purposes is much wider than for any other situation. The Education Act 1996 defines a parent as:

All natural parents, including those that are not married;

- Any person who has parental responsibility but is not a natural parent e.g. a legally appointed guardian or the Local Authority named in a Care Order;
- Any person who has care of a child i.e. a person with whom the child resides and who looks after the child irrespective of the relationship

Who has “Parental Responsibility”? (The Children Act 1989)

Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parents can acquire parental responsibility through:

- Being granted a Residence Order
- Being appointed a Guardian
- Being named in an Emergency Protection Order (although parental responsibility in a such a case is limited to taking reasonable steps to safeguard or promote the child's welfare)
- Adopting a child.

If the parents of a child were not married to each other when the child was born, the mother automatically has parental responsibility; however, the father only has parental responsibility from 1st December 2003 and by jointly registering the birth of the child with the mother. He can, however, subsequently acquire parental responsibility by various legal means. Deptford Green School must act in accordance with the law with respect to parental responsibility.

6.21 Photography and Images

To protect children, we will:

- Seek parental consent for photographs to be taken or published (for example on our website or in newspapers and/or publications)
- Only use the school's equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that the children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

Parents that are taking photographs at school assemblies and other productions or school trips are instructed that these are to be for personal use only and are not to be shared on social media.

6.22 Commissioned Extended School Provision and Lettings

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any other services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. **(Chapter 2 - Working Together 2023)**

In relation to extended school provision and lettings, these include:-

- A clear line of accountability for the commissioning and /or provision of services designed to safeguard and promote the welfare of children
- A designated professional lead for safeguarding
- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children
- Clear policies, in line with those from the LSCP for dealing with allegations against people who work with children.

- Allegations relating to an incident when an individual or organisation was using school premises for the purposes of running activities for children, schools should follow their safeguarding policies and procedures, including informing the LADO.

‘Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.’ Working Together 2018. Where any extended service is directly commissioned by Lewisham Council, they will be responsible for the safeguard

Where extended school provision is offered directly under the supervision or management of school staff, for example an after school sports club led by a member of school staff, the school’s safeguarding arrangements will apply.

Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has **appropriate policies and procedures in place** in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Schools and colleges should have arrangements in place with extended school providers and contractors to make sure that anyone who will be coming onto school site and working with children has been subject to the appropriate level of DBS check and safer recruitment processes.

6.23 Drop-off and Collection Procedures

The school has procedures in place to ensure that all pupils are safely collected at the end of the school day and remain in the care of a parent, carer or authorised adult. Parents/carers must provide the school with accurate and up-to-date contact details, including details of additional authorised adults (for example, grandparents or other trusted adults) who may collect their child in an emergency.

It is the responsibility of parents/carers to ensure that these arrangements are reviewed regularly and that they have made appropriate arrangements for the collection of their child, including identifying alternative authorised adults who can collect their child if they are unexpectedly delayed.

Parents/carers should make every effort to ensure their child is collected on time and should inform the school as soon as possible if an unavoidable delay occurs. Late collection should be a rare occurrence, and parents/carers remain responsible for ensuring suitable arrangements are in place.

Where a child has not been collected at the expected time, the school will follow its Drop-off and Collection Procedures. The school will attempt to contact the parent/carers and any authorised emergency contacts provided by the family.

If the school is unable to contact the parent/carers or any named emergency contact, and the child remains uncollected after a reasonable period, particularly where the school day has ended and staff are no longer able to safely supervise the child, the school will consider the situation as a safeguarding concern. In line with safeguarding procedures, the school may contact Children’s Social Care for advice and support to ensure appropriate arrangements are made for the child’s safety and welfare.

The school will not allow a child to leave with an adult who has not been authorised by the parent/carers unless this has been agreed in advance or there are exceptional circumstances where safeguarding considerations require further action.

6.24 Mental Health/Self-Harm

Mental health problems can affect children and young people and may include conditions such as depression, anxiety, eating disorders, emotional difficulties, and conduct disorders. They can sometimes develop in response to experiences in a child's life, including trauma, abuse, neglect, exploitation, bullying, or other adverse childhood experiences. In some cases, mental health difficulties may be an indicator that a child has suffered, or is at risk of suffering, harm and should be treated as a potential safeguarding concern.

At Deptford Green School, all staff will receive regular training as part of our safeguarding and child protection training to help them recognise and respond appropriately to mental health concerns, including self-harm, suicidal thoughts (suicidal ideation), and the risk of suicide. Staff will be supported to understand that changes in a child's emotional wellbeing or behaviour may require safeguarding action.

Staff are well placed to recognise potential warning signs that a child may be experiencing mental health difficulties or may be at risk of self-harm or suicide. These may include significant changes in behaviour, mood or relationships; withdrawal from friends, family or usual activities; changes in attendance or performance; difficulty sleeping; increased anxiety or distress; expressing hopelessness or feeling like a burden; giving away possessions; talking about death or wanting to harm themselves; and physical signs of self-harm such as unexplained injuries or changes in clothing to hide injuries. Any concerns should always be taken seriously and shared promptly with the DSL.

Where children have experienced abuse, neglect, exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact on their mental health and wellbeing. School staff will work to provide appropriate support, identify concerns early, and ensure children receive timely help.

Where the school provides or signposts mental health support or interventions, these will be considered carefully to ensure they are safe, effective, appropriate, and responsive to the individual needs of the child. Support will be provided by appropriately trained staff or professionals, and referrals will be made where specialist support is required.

If a member of staff believes a child is at immediate risk of harm, including risk of serious self-harm or suicide, they must act immediately by following the school's safeguarding procedures, informing the DSL (or deputy DSL), and contacting emergency services where necessary. Safeguarding concerns must never be delayed due to confidentiality concerns or uncertainty.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by logging the concern on CPOMS and informing the DSL. If you feel that a child is in danger, call 999 or arrange for the child to be taken to A&E immediately by their parent or other suitable person.

If the child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, including self-harm, and are often a direct response to what is happening in their lives. Place2be have been working with Deptford Green School for over 8 years providing counselling support for pupils and staff and they also train our whole staff community.

At Deptford Green School, as a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to be 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 keep students safe.

We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The [MindEd learning portal](#) provides free online training suitable for staff wishing to know more about a specific issue.

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the DSL.

6.25 Faith Based Abuse

Faith abuse is abuse of a child, linked to faith or belief. It is not about challenging people's beliefs, but where these beliefs lead to abuse, this should never be tolerated. This includes: belief in concepts of 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; and 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. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

In Deptford Green School, we have provided all staff, as part of our safeguarding training, information about potential signs and indicators of faith based abuse.

In working to identify such child [abuse](#) it is important to remember every child is different. Some children may display a combination of indicators of [abuse](#) whilst others will attempt to conceal them. In addition to the factors above, there are a range of common features across identified cases. These indicators of [abuse](#), which may also be common features in other kinds of [abuse](#), include:

- a child's body showing signs or marks, such as bruises or burns, from [physical abuse](#)
- a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;
- a child's personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or lunch money, or being unkempt with dirty clothes and even faeces smeared on to them;
- it may be directly evident that the child's parent or carer does not show concern for or have a close bond with the child;

- a child's attendance at school becoming irregular or the child being taken out of school altogether without another school place having been organised, or a deterioration in a child's performance at school;
- a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

All staff should be alert to the indicators above and should be able to identify children at risk of this type of [abuse](#) and intervene to prevent it.

Following the potential identification, confirmation or disclosure of faith abuse by a child/young person/family member to an adult in school, the following actions will be considered:

- **Standard child safeguarding procedures apply and must always be followed** in all cases where abuse or neglect is suspected including those that may be related to particular belief systems
- A FFCP referral may be necessary in order to safeguard the child/young person (see below for contact details)
- An Early Help Assessment may be appropriate for some children and young people in order to meet need

6.26 Exclusions/Suspensions

Decisions to suspend a child are not taken lightly and the final decision will always be made by the Headteacher. In line with the recent DfE statutory guidance, 'Exclusion from maintained schools, academies and pupil referral units in England', September 2017, when the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

6.27 Searching Screening and Confiscation

The DfE advisory guidance, Searching, screening and confiscation guidance for Headteachers, school staff and governing bodies' sets out the power schools have when searching pupils, both with or without consent, and their right to confiscate items found during the searches.

The United Nations Convention on the Rights of the Child (UNCRC) embodies the idea that every child should be recognised, respected and protected as a rights holder and as a unique and valuable human being. It applies to all persons under the age of 18. At [school name] we will ensure that we give due diligence to Article 3 and 16 as outlined below when we conduct any such searches.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

We will attempt to make contact with the parent/carer immediately to advise them of the situation and if practical and safe to do so, may wait until the parent/carer can be present. If this is not possible or the search needs to be undertaken more speedily, The Head teacher may authorize a member of security staff to conduct a search, when there is credible and reliable evidence to suggest it is believed that a child or young person is in possession of a prohibited item by the school, is suspected to be in possession of an item a child or young person which may be intended to cause serious harm to an individual including themselves.

Contact will be made to the parent/carer immediately if this is the case. A search will only involve the removal of outer clothing and searching pockets. If a more intimate search is required, this can only be carried out by the police under specific instructions of the Borough Command Unit (BCU) Inspector and . In this instance, the parent/carer will be advised immediately and the search will only go ahead when the parent/carer or appropriate member of school staff, in loco parentis is present.

Colleagues must ensure that they have confirmed instructions from the BCU Inspector to permit such a search being carried out.

At Deptford Green School we will at all times consider our duty to advocate for the child and pay due diligence to promoting anti-racist practice and be aware of the potential of adultification in these cases. We will also make the appropriate referrals to MASH following any such requirement.

At Deptford Green School here are times that we routinely screen students for safeguarding reasons while on other occasions it may be necessary to conduct searches more randomly. Any such searches/screening will always be done in accordance with advisory guidance.

6.28 Serious Youth Violence and Knife Crime

At Deptford Green School, we recognise that serious violence is a significant safeguarding concern. Serious violence may include physical assault, the carrying, threatening with, or use of weapons, and may occur in the context of peer conflict, bullying, gang-related activity, or criminal exploitation.

All staff must remain alert to signs that a child may be at risk of, involved in, or affected by serious violence. This includes children who may be vulnerable to exploitation, those who are being harmed by others, and those involved in causing harm, who may also be victims themselves.

Any concerns that a child is carrying a weapon, has access to a weapon, has threatened to use a weapon, or is at risk of involvement in serious violence must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. The DSL will assess the level of risk to the child, other pupils, staff, and the wider school community, considering all available information and any wider safeguarding concerns.

Where appropriate, the school will put in place a safety and support plan, which may include actions to reduce risk, support the child's wellbeing, manage peer conflict, and prevent further harm. The school will work with relevant partners, including external agencies and the police where necessary, to ensure children receive appropriate protection and support.

Staff should be particularly aware that the risk of involvement in serious violence may increase for some children, including those experiencing disrupted education, such as repeated suspensions, permanent exclusion, or periods in alternative provision, as well as children with previous involvement in offending or exploitation. Staff should also consider that risks may increase at particular times or locations, including before or after the school day and outside of the school environment.

Early identification and support are essential. Where concerns are identified, the school will seek to provide appropriate help, which may include access to trusted adults, mentoring, emotional wellbeing support, social skills development, targeted interventions, and referrals to specialist services where required.

For further guidance on recognising indicators of serious violence, assessing risk, making referrals, and when to involve the police, staff should speak to the DSL and refer to the school's safeguarding procedures.

6.29 Contextual Safeguarding

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

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

As part of our whole-school approach to these contextual safeguarding risks, we have developed a curriculum, policy and practice that promotes a culture that focuses on educating about risks and potential threats as well as responding to these. In addition to this, Deptford Green School will regularly use student-led intelligence to identify potential risks in and outside of our community and mitigate against them through regular safety mapping exercises.

Where safety mapping exercises identify people, places and environments where extra-familial harm could take place, we will focus on interventions that address these wider environmental factors by partnering with other professionals, external agencies and community establishments to create more safe spaces for our young people.

We will train colleagues to understand how to identify these potential contextual safeguarding risks/threats and refer any new concerns in the normal way.

Schools have been identified as sites in which young people can experience and/or be safeguarded from abuse and violence. From experiences of sexual harassment and sexual violence through to physical assaults, relationship-based abuse, bullying and grooming into exploitative networks, young people have told practitioners, researchers and journalists about risks they have faced in educational settings.

As such it is critical that when young people experience abuse and violence and this is in some way associated to their school environment or school relationships – that the school itself features within the process of assessment and intervention. If we want to address the factors that cause abuse, or provide an opportunity for abuse to occur, then these factors need to be identified, explored and addressed – and school assessments is one way to achieve this.

School assessments uncover risks and strengths within school contexts, that are associated to young people's experiences of abuse.

A school assessment draws on aspects of the environment to build a picture of how the school can be safer for young people. A range of methods will be used to gather this information including:

- Speaking to young people
- Student and parent surveys
- Speaking with staff
- Reviewing behaviour logs
- Observing the school environment

At Deptford Green School we take contextual safeguarding very seriously. If colleagues have concerns or become aware of circumstances within school where young people are currently experiencing or are at risk of harm, please report to the DSL using the concerns form. A decision will then be made by the Senior Leadership Team about the potential need to carry out a school assessment.

6.30 Alternative Provision

When our school places a pupil in an alternative provision, we maintain responsibility for the safeguarding of that pupil. We will ensure that the placement meets the pupil's needs and that their safety and well-being are prioritised.

Given that pupils placed in Alternative Provision (AP) often have complex needs and may be at increased risk of harm, Deptford Green School recognises the importance of robust safeguarding oversight in these settings. The school will obtain written confirmation from all alternative providers that appropriate safeguarding checks have been completed for all individuals working with pupil's equivalent to those that schools would undertake for their own staff.

This includes a commitment from the provider to inform the school of any changes that could pose a risk to pupils, such as new staff appointments, so the school can be assured appropriate vetting has occurred. The school will also maintain accurate records of each child's placement, including the address of the AP or subcontracted provision being accessed.

To ensure ongoing safety and suitability, placements will be reviewed at least half-termly, with checks on attendance, safeguarding practices, and the child's overall wellbeing. Where safeguarding concerns arise, the placement will be immediately reviewed and terminated, if necessary, unless or until those

concerns are satisfactorily resolved. Deptford Green school will undertake at least one quality assurance visit annually to every regularly used provider.

6.31 Children and the Court System

Children may sometimes be required to provide evidence in criminal courts, whether as victims of crimes or as witnesses. At Deptford Green School we recognise the significant impact this can have on a child's emotional and psychological well-being, our school is committed to supporting children throughout this challenging process.

To assist children in understanding the court system, there are two specific guides available:

For children aged 5-11 years. This guide explains the court process in simple terms, including the special measures available to support young children.

For children aged 12-17 years. This guide offers a more detailed explanation of the court process, appropriate for older children.

Both guides include diagrams illustrating the courtroom structure and explain the use of video links to help children understand what to expect.

When children are required to give evidence, our school will:

1. Provide Emotional Support: Offer counseling services and emotional support through our school's support staff.
2. Educational Support: Ensure that children understand the court process by discussing the age-appropriate guides in a safe and supportive environment.
3. Coordination with Families: Work closely with families to understand the child's needs and coordinate support strategies.

6.0 Monitoring arrangements and links with other policies

This policy will be reviewed **annually** by Emily Stanghon, DSL. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- AI
- Mobile phone use
- Equality
- Relationships and sex education

- Physical intervention policy
- Anti bullying policy

The Governing Body will receive a termly safeguarding report including:

- Number of referrals
- Early Help activity
- Attendance trends
- Child-on-child abuse incidents
- Online safety incidents
- Exclusions and suspensions
- Alternative provision monitoring
- Training compliance

Safeguarding effectiveness is also monitored by:

- LA safeguarding audits
- governor safeguarding visits
- CPOMS monitoring
- student voice
- staff voice
- attendance data
- behaviour and suspension analysis
- attendance at child protection conferences
- external reviews where appropriate

Safeguarding Policy

Appendix 1: How to report a concern on CPOMS.

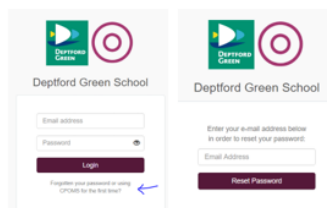
Reporting a concern on CPOMS

CPOMS Login

The link to CPOMS can be found in the Useful links section of the Green.

- Log in - Class Charts
- Log in - Provision Map
- Log in - Show my Homework
- Log in - CPOMS
- Log in - GCSE Pod
- Log in - IRIS Connect

If you have never used CPOMS before click the message at the bottom of the image.



Enter your email address to reset your password. (Use the "@deptfordgreen.co.uk" format, not the old "@lewisham.deptfordgreen.sch.uk" format)

If for any reason you are not able to set a password, contact bticknell-smith@deptfordgreen.co.uk

Adding an Incident

To add a new incident to the system click on the 'Add Incident' link at the top of your screen.



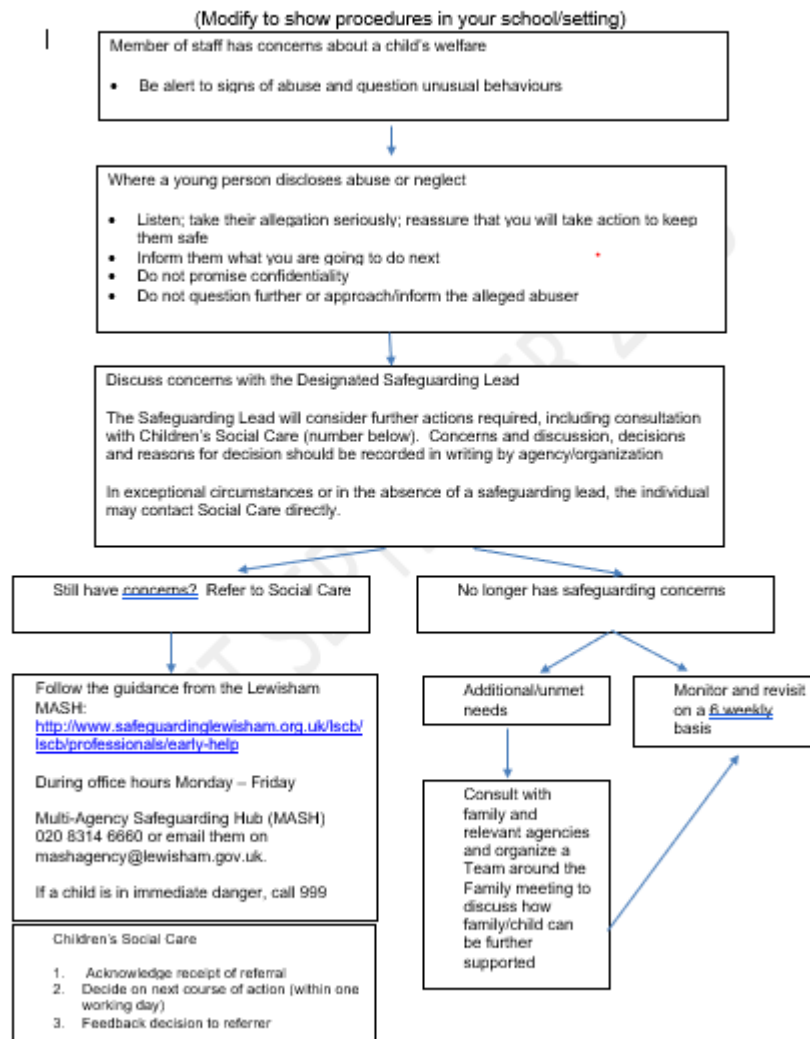
This will take you to the incident page where you can proceed to fill in all the required information.

- **Exactly** select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.
- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.
N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.
- Under category select 'child comes to notice'
- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.
- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
- Next, you can choose which members of staff you wish to alert. You may wish to add a Head of Year or a Pastoral Leader. If you only need to alert the safeguarding team then you do not need to add anyone else here.
- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.
- Alert staff members – please click on the button which says safeguarding team to ensure they are all alerted.
- You can add any agency names to the incident to make others aware of which agencies are involved with this pupil.
- Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

Appendix 2- What to do if you're worried about a child flow chart

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Appendix 3 what to do if you're worried a child is being abused or neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused, which includes definitions and possible indicators of abuse.

Appendix 3- DG Safeguarding poster



Deptford Green School

Designated Safeguarding Team Information



 Emily Stanghon Designated Safeguarding Lead Ext 280	 Ian Paish Designated Safeguarding Lead Trained Ext 250	 Amy Coffey Deputy Designated Safeguarding Lead Ext 156	 Jack Bannon Deputy Designated Safeguarding Lead Ext 116
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Be vigilant and alert and report any concerns about a child, no matter how small, immediately on CPOMs (must be within 24 hours).

If a child is in immediate danger contact the police immediately then Children's Social Care (MASH) on:

Multi Agency Safeguarding Hub (MASH): 020 8314 6660 (Mon- Fri 9-5pm)

Out of Hours Emergency Duty Team: 020 8314 6000

Also inform the DSL by recording the concern on CPOMS immediately.

Contextual safeguarding concerns (apps, community concerns etc) should be reported immediately on the green by clicking this button.

Reporting concerns about staff- whistleblowing

Concerns about staff should be reported to Emma Thurston (Headteacher) or Emily Stanghon (DSL) in her absence. Concerns must be reported immediately, and they can be reported in person or on the green by clicking on this button. Concerns about the Headteacher should be reported to Sid Hughes SHughes@deptfordgreen.co.uk (Chair or Governors) or staff can contact the NSPCC on 0800 028 0285. All concerns no matter how small should be raised. Staff can also report concerns to the LADO (Local Authority Designated officer) by completing a referral form and sending it to LewishamLADO@Lewisham.gov.uk.




Remember safeguarding is everyone's responsibility.