



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

Safeguarding and Child Protection Policy

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Approved by:	FGB	Date	
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1. Policy Statement

At Eltham CE Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

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

We maintain an attitude of '**it could happen here**' where safeguarding is concerned, and promote a culture of openness where children 's voices are heard and acted upon.

This policy provides staff, volunteers and governors with the framework required in order to keep children safe and secure in our school. Its purpose is also to inform parents and carers of how we will safeguard their children whilst they are in our care.

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

This policy takes account of the 'Keeping Children Safe in Education' statutory guidance and makes frequent references to KCSIE 2026, which comes into force on 1 September 2026.

This policy provides information regarding different types of abuse and encompasses other statutory and non-statutory documentation and legislation (shown in Appendix 2 of this policy).

The policy outlines the procedures that the school has in place to ensure all children in our care receive effective support, protection and justice. Preventative education is effective within our whole school approach and prepares children for life in modern Britain with a zero-tolerance approach to sexism, misogyny/misandry, racism, homophobia, biphobia and sexual violence/harassment.

The policy is hyperlinked to relevant statutory documentation and guidance to provide easy access for additional information/clarification.

2. Definition of Safeguarding

As defined in statutory guidance

- 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 the 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.

3. Aims and Values

3.1 Aims

- To ensure all staff are aware of their statutory duty to safeguard the children in their care.
- To ensure staff are trained to recognise and report safeguarding concerns, ensuring appropriate action is taken in a timely manner to safeguard and promote children's welfare
- To support the development and understanding of children in how to protect themselves from potential abuse and equip them with the skills needed to support their mental wellbeing.

3.2 Values

- To uphold children's rights to feel safe and protected from harm
- To work effectively in partnership with other agencies for the benefit of children
- To ensure the interest of the child is paramount in all safeguarding decisions made and actions taken¹.

4. Roles and Responsibilities

4.1 The Governing Board's Roles & Responsibilities²

4.1.1 Governors promote a child-centred whole school approach to safeguarding which underpins all relevant aspects of process and policy development, and promote a culture of respect, where staff and children are listened to, and all concerns raised are followed up.

4.1.2 The governing board has nominated a governor who will be responsible for Safeguarding and Child Protection and has ensured that all governors (including those new to the role) have a clear understanding of their statutory responsibility to safeguarding those who use the school.

4.1.3 The Governing board will ensure that:

- An annual review of the school's safeguarding policy procedures adheres to the Royal Borough of Greenwich guidance and locally agreed interagency procedures;
- The safeguarding policy is made available publicly, on the school website or on request;
- The safer recruitment procedures as outlined in KCSIE part 3 are robustly implemented and all appropriate checks are carried out on staff and volunteers who work with children;
- The school has a behaviour policy which includes measures to prevent bullying of all types;
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection (including online safety). They will provide advice and support to other staff, liaise with the local authority and work with other agencies. The Designated Safeguarding Lead (DSL) will receive appropriate training, funding, time and robust cover arrangements to carry out the role effectively as outlined in KCSIE 2026 and their job description;
- Annual staff training is prioritised to ensure all staff are equipped to carry out their safeguarding and child protection responsibilities effectively. All staff, including temporary staff, will be made aware of the school's child protection arrangements and their responsibilities;

¹The school will work openly with parents/carers as far as possible, but it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

² Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to KCSIE 2026 (Part 2 and 3) guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

- The expectations of safeguarding responsibilities contained within the Teacher standards and the staff code of conduct policy are met;
- The school has clear systems and processes in place for identifying possible mental health concerns, including where mental health problems develop into or indicate a safeguarding concern, with routes to escalate the response and clear accountability systems;
- There are robust systems in place for the induction of new staff on the school's safeguarding procedures and relevant policies (CP policy, behaviour policy, staff code of conduct, online safety and filtering/monitoring arrangements, procedures regarding children missing from education and the role of the DSL), in line with KCSIE 2026;
- The school's filtering and monitoring arrangements take account of KCSIE 2026, the DfE filtering and monitoring standards and the DfE guidance on safe use of generative AI, including how filtering and monitoring requirements apply to AI tools used in education;
- An appropriate whistleblowing policy is in place to encourage any staff member or volunteer to report concerns regarding safeguarding practice in school
- The school has clear procedures for dealing with allegations of abuse made against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- Procedures are in place for regular evaluation of the effectiveness of safeguarding systems, including adherence to safer recruitment procedures and checks on online safety. The effectiveness of filtering and monitoring will be reviewed at least once every academic year by the responsible SLT member, with support from the DSL and IT support, including checks on all internet-connected devices in relevant locations and a record of those checks;
- With staff welfare in mind, the Governing board will consider the necessity and appropriateness of arranging for 'Safeguarding Supervision' for the DSL and Deputy DSLs within the school.

4.2 Headteacher's Role and Responsibilities

In line with the statutory guidance KCSIE 2026, the headteacher will ensure that systems and procedures are in place to support all staff to understand their individual and collective roles in safeguarding and promoting the welfare of children.

The Headteacher will ensure:

- The policies and procedures adopted by the governing board or proprietor are fully implemented, and followed by all staff.
- The DSL has a clear and concise job description, explicitly referring to the role of taking **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies, where appropriate.
- There are robust arrangements in place for DSL or deputy DSL availability, including cover for out-of-hours or out-of-term activities and when the DSL is unavailable. Arrangements may include a confidential shared safeguarding mailbox or equivalent secure system;
- Induction procedures are robust and meet the requirements outlined in KCSIE 2026;

- A barred list check is completed and a risk assessment is in place, to ensure any individual who starts before a DBS certificate is received is appropriately supervised.
- Procedures are in place to refer to DBS any person dismissed or removed from their role due to safeguarding concerns.
- The school will take the lead role in the investigation of any allegation concerning a supply teacher in post and will keep the supply agency informed throughout.
- The school is responsible for the pupils they place in any alternative provision and for ensuring the provider has appropriate safeguarding procedures in place.
- The school is satisfied that visitors attending in a professional capacity have appropriate safeguarding checks/assurances. Where school premises are hired or let to another organisation, the school will seek assurance that the provider has appropriate safeguarding and child protection policies and liaison arrangements, include safeguarding requirements in any hire/transfer-of-control agreement, and apply the school's own child protection arrangements where activities are directly supervised or managed by school staff;
- The school curriculum provides regular opportunities for children to learn about personal safety and how to protect themselves from harm in an age appropriate way.
- Any use of restrictive intervention or reasonable force will follow the DfE guidance 'Restrictive interventions, including the use of reasonable force, in schools' (effective from 1 April 2026). Staff will use no more force than is necessary for the least amount of time, taking particular account of the additional vulnerability of children with SEND, mental health needs or medical conditions and the need for reasonable adjustments/proactive support.
- When a pupil is placed with an Alternative Provision (AP) provider that:
 - Written confirmation is obtained that appropriate safeguarding checks have been carried out on individuals working at the establishment and that the provider will notify the school of staff changes or other arrangements that may put the pupil at risk;
 - Prompt notification is received of staff changes or any other arrangements that may put the pupil at risk, so that the school can assure itself that appropriate checks have been completed;
 - The school remains fully aware of where the pupil is based during school hours and keeps records of the provider's address and any subcontracted provision or satellite sites the pupil attends;
 - Alternative Provision placements are reviewed at least half termly to assure the school that the pupil is attending, the placement remains safe and it continues to meet the pupil's needs;
 - Any placement is reviewed immediately where safeguarding concerns arise and is terminated where necessary unless or until those concerns have been satisfactorily addressed.

4.3 The Designated Safeguarding Lead's Role and Responsibilities

The DSL will act to meet the requirements of the role, as outlined in KCSIE 2026 Annex B, including taking lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). Requirements of the role include (but are not limited to):

- Referring cases of suspected abuse, neglect, radicalisation or allegations to the relevant statutory agencies (children's social care, the police or the Channel programme)

- Act as a source of support, advice and expertise to staff within the school
- Liaise as appropriate with staff, including IT technician, the SENDCo, the designated teacher for LAC, the virtual headteacher and the named person with oversight for mental health.
- The [role of the Virtual School Heads](#) includes a non-statutory responsibility to “promote the educational achievement of all children in kinship care.”
- Promote positive engagement with parents and/or carers to safeguard children and support families facing challenging circumstances
- Champion educational outcomes for vulnerable children and those who have or have had a social worker
- Have procedures in place to re-assess concerns when a child’s situation fails to improve
- Ensure procedures and guidance are in place to ensure all pupil searches are appropriately witnessed (including the appointment of an appropriate adult for strip searches ^{3 4}) and all searches for prohibited items are logged on the school safeguarding reporting system. See also guidance in appendix 6.

4.3.1 Record keeping

- Maintain clear, concise and confidential records of the **concern, action taken and outcome**
- Ensuring safe and secure transfer of records when a child leaves the school.

4.3.2 Promoting a culture safeguarding and training

- Maintain their own secure and up-to-date knowledge of safeguarding developments and share as appropriate with staff in line with advice from the Greenwich Safeguarding Children’s Partnership (GSCP)
- Understand the assessment process for universal services and community-based early help and the targeted early help level of Family Help, including locally agreed processes such as Royal Greenwich FaASS and MASH referral/consultation procedures;
- 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
- Ensure each member of staff has access to and understands the school’s safeguarding/child protection policy and procedures, especially new or part-time staff.
- Ensure all staff have robust induction training, covering safeguarding/child protection, and are confident to recognise and report any concerns about children’s safety and welfare immediately as they arise
- Promote a culture of listening to children and building trusting relationships to support those children who find difficulty in approaching staff with a concern.
- Ensure all staff are aware of the additional risks that children with Special educational needs

³ [PACE Code C 2019](#)

⁴ [searching screening and confiscation July 2022](#)

and disabilities face online and offline.

- Ensure all staff are aware of the guidance [What to do if you are worried a child is being abused](#)
- Ensure staff are aware of contextual safeguarding and extra-familial harm from the influence of factors outside of school or in the child's own family, including vulnerability to possible abuse, exploitation and youth violence.
- Provide feedback and reassurance to staff who have raised a child protection concern

4.4 The Role & Responsibilities of Staff and Volunteers

- 4.4.1 At the start of the academic year (or commencement of employment if starting during the academic year), all staff will sign a declaration to indicate that they have read and understood 'Keeping Children Safe in Education' Part One and the school's Safeguarding/Child Protection Policy. School leaders and staff who work directly with children should also read KCSIE 2026 Annex A (Further information). In signing this, staff indicate that they understand their statutory duty to safeguard children and to report concerns.
- 4.4.2 All staff will familiarise themselves with the signs of abuse, neglect and exploitation (Appendix 1, attached) so that they are able to identify children who may be in need of help or protection.
- 4.4.3 All staff will ensure they understand and can follow the school's procedures for reporting concerns
- 4.4.4 Staff members will maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- 4.4.5 All staff will:
- Be aware that mental health problems can develop into safeguarding concerns (including self-harm, eating disorders, suicidal ideation or risk of suicide) and can also indicate that a child has suffered or is at risk of suffering abuse, neglect or exploitation;
 - Recognise that a disclosure may come directly from the child, or from a third party, e.g., friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of signs, symptoms and knowledge of possible indicators of abuse
 - Recognise that child-on-child abuse (including serious physical harm or threats involving weapons, harmful sexual behaviour, sexual violence and harassment, making or sharing nudes or semi-nudes including AI-generated images, upskirting, bullying and initiation/hazing) must not be downplayed and must be taken seriously and appropriately reported;
 - Be alert to serious violence, including physical assault, carrying, threatening with or using weapons, peer conflict and criminal exploitation. Concerns about a child carrying/using a weapon or expressing an intention to do so must be reported to the DSL/deputy. Risk may be higher where education has been disrupted (for example through suspension, permanent exclusion or Alternative Provision) or there is a history of offending;
- 4.4.6 Staff will take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour (*without promising they will not tell anyone*). Ensuring the victim or person disclosing is not given the impression they are causing a problem by reporting a concern or abuse.
- 4.4.7 Staff will read carefully any documentation provided by the DSL to update their safeguarding training.
- 4.4.8 All staff and volunteers have a duty to raise concerns about poor or unsafe practice and

potential failures in the school's safeguarding regime. Staff should follow the school's Whistleblowing Policy. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them

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

5. Strategies and Procedures to Support Safeguarding

5.1 Promoting Equality

- 5.1.1 Some children have an increased risk/vulnerability to abuse. They can face additional barriers with respect to recognising or disclosing concerns. The school is committed to anti-discriminatory practice and recognises children's diverse circumstances. We ensure that all children have the same protection, regardless of additional barriers they may face.

Children who may be more vulnerable include:

- Children who are young carers, recognising that caring responsibilities may affect attendance, attainment, behaviour and wellbeing and that early identification and appropriate support are important;
- Children who are lesbian, gay or bisexual (or perceived to be) and may be vulnerable to discriminatory bullying, and children who are questioning their gender. When responding to any request relating to social transition, the school will follow KCSIE 2026: it will not initiate social transition, will take a careful and professionally curious approach, document decisions, and involve parents/carers as a priority unless doing so would place the child at greater risk. Particular caution will be exercised for primary-aged children;
- Those who have English as an additional language
- Children known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Children at risk of FGM, sexual exploitation, forced marriage, or radicalisation/exploitation
- Children who are asylum seekers or at risk of modern slavery/trafficking
- Those at risk due to either their own or a family member's mental health needs
- Children looked after, previously looked after or privately fostered
- Children frequently missing from education, home or care⁵
- A child whose parent/carer has expressed an intention to remove them from school to be home educated

- 5.1.2 The school recognises that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions, can face additional safeguarding challenges online and offline. Additional barriers can exist when recognising abuse, neglect or exploitation. Staff recognise the need to:

⁵ Please note [Working together to improve school attendance](#) is now statutory guidance (KCSIE 2026).

- Explore the reasons for changes in behaviour, mood and injury rather than assume they are related to the child's disability, SEND or medical condition;
- Recognise these children as being more prone to peer group isolation or bullying (including prejudice-based bullying), and that abuse may be harder to recognise where a child needs intimate care or is isolated from others;
- Understand that children with SEND or certain medical conditions can be disproportionately impacted by behaviours such as bullying without outwardly showing signs, and may be more dependent on adults for care;
- Overcome communication barriers and difficulties in reporting, including where a child may not understand that what is happening is abuse or may have difficulty distinguishing fact from fiction in online content. Reports involving children with SEND will be closely liaised between the DSL/deputy and SENCO, with additional communication and pastoral support considered where needed;
- Where an incident relating to a child's medical condition raises concern that the child may be at increased risk of neglect, abuse or exploitation (for example repeated failure to provide essential medication), staff will follow the school's safeguarding procedures.

5.2 Trained Workforce

- 5.2.1 All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.
- 5.2.2 The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training and disseminate information to staff.
- 5.2.3 Any newly appointed DSL will attend the DSL one-day training, provided by the Royal Borough of Greenwich Direct Services to Schools, or another accredited training provider, followed by the GSCP Working Together course, before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.
- 5.2.4 All governors will receive annual safeguarding training to support them in understanding their statutory duties. All new governors will have safeguarding training as part of their induction. The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training annually.
- 5.2.5 The DSL will maintain a training record indicating attendance at safeguarding training so that absent staff can receive an update on their return. Additionally, the DSL will retain a record showing that all staff have read KCSIE Part One and that school leaders/staff working directly with children have been directed to KCSIE 2026 Annex A;
- 5.2.6 All new members of staff will receive safeguarding training as part of their induction programme.
- 5.2.7 At least one member of every appointment panel will have gained accreditation through Safer Recruitment training (statutory requirement).

5.3 Safer Recruitment

The statutory guidance will be followed (see KCSIE Part 3). This includes:

- The [Check a teacher's record](#) service being used to make GTCE, prohibition, direction, restriction, and children's barred list checks.
- The Government's [list of individuals prohibited from managing or governing schools](#) being used to check if a person proposed to be a governor is barred as a result of being subject to a section 128 direction.
- Outlining the school's commitment to safeguarding and promoting the welfare of children in all advertising.
- At least one safer recruitment trained adult will undertake the shortlisting and be present on any interview panel.
- Providing a copy or link to the school's CP/ safeguarding policy to applicants.
- Requesting a self-declaration at interview so any relevant information can be discussed.
- Seeking references prior to interview and checking employment history
- Following shortlisting, carrying out pre-employment checks (including the applicant's online presence)
- The shortlisted applicant should be required to sign a hard copy of the application at interview to confirm that the information they have given is true. (applicable for online applications received)
- All interview documentation should be retained in the staff file of the successful applicant.
- Recording required information on the school's Single Central Record.
- From 1 September 2026, following the Crime and Policing Act 2026, the previous 'supervision exemption' from regulated activity no longer applies. Volunteers whose role involves teaching, training, instructing or supervising children frequently, on more than 3 days in a 30-day period, or overnight are in regulated activity and the school will obtain the appropriate enhanced DBS check with children's barred list information. Existing volunteers newly brought into regulated activity will have their barred list status checked in accordance with KCSIE 2026.
- For trainee/student teachers, the school will carry out the required checks for salaried trainees. For fee-funded trainees, the school will obtain written confirmation from the initial teacher training provider that all required pre-appointment checks have been carried out and the trainee is suitable to work with children.

5.4 Embedding High Standards of Behaviour

The school's behaviour policy promotes positive and respectful behaviour of staff and pupils.

- 5.4.1 All school staff have been trained to challenge any child-on-child abuse in all its forms. (see Appendix 1 in this policy)
- Staff will challenge derogatory or sexualised language and inappropriate behaviours including that carried out online.
 - Deliver a curriculum to educate children about appropriate behaviour and developing positive relationships
 - Staff will tackle prejudice and promote empathy through awareness and acceptance of differences. A whole school approach will be adopted to tackling sexism and challenging homophobic language, banter and racist language.
 - Staff will remain vigilant to all forms of bullying, including physical, emotional and verbal.

5.5 Promoting online safety through a whole school approach.

- Ensuring staff have appropriate training to understand and reduce the risks associated with content, contact, conduct and commerce (the 4 Cs), including evolving KCSIE 2026 risks such as racism, misogyny, self-harm/suicide content, misinformation/disinformation, interaction with generative AI applications, AI-generated explicit images/deepfakes, grooming/exploitation and online scams;
 - Actively promoting online safety within policies and procedures in the school and engaging with parents.
 - Ensuring the online safety policy addresses mobile and smart technology and the 4 Cs. In line with KCSIE 2026 and DfE guidance, the school will be a mobile phone-free environment for pupils by default, with any exceptions set out clearly in school policy;
 - Ensuring appropriate filtering and monitoring systems are in place. Their effectiveness will be reviewed at least once every academic year by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT support. Reviews will check that filtering works appropriately on all internet-connected devices in relevant locations, records of checks will be kept, and relevant staff will know how to manage the systems and escalate concerns;

5.6 Referral to Family and Adolescent Support Services (FaASS) / Family Help

KCSIE 2026 distinguishes universal services and community-based early help from the targeted early help level of Family Help. In Royal Greenwich, the Family and Adolescent Support Service (FaASS) supports children and families with emerging or more complex needs and works with parents/carers and families to build resilience, prevent escalation and protect children from harm.

Staff are alert to the potential need for universal/community-based early help, Family Help or FaASS support for a child who:

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

Further information can be found from:

www.greenwichsafeguardingchildren.org.uk

www.greenwichcommunitydirectory.org.uk

FaASS consultation line 0208 921 2267

Mash-referrals@royalgreenwich.gov.uk

5.7 Recognising Abuse and Taking Action

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

- Neglect

- Physical abuse
- Sexual abuse
- Emotional abuse

- 5.7.2 All staff and volunteers must act in accordance with this policy if a child presents with indicators of abuse⁶
- 5.7.3 Staff will follow the guidance in this policy for dealing with a disclosure or reporting concerns (see Appendix 3)
- 5.7.4 If any member of staff has a concern about a particular child in their care, they must immediately report their concern to, and seek advice from, the Designated Safeguarding Lead or, in their absence, a Deputy Designated Safeguarding Lead. Staff must provide a signed and dated written/electronic record of the concern using CPOMS. DSL/deputy availability must not delay appropriate safeguarding action.
- 5.7.5 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow referral, along with the role they might be expected to play in such assessment.
- 5.7.6 Staff will follow the guidance in Appendix 3 of this policy if a child discloses that he/she has been abused in some way.
- 5.7.7 Staff must be aware that an incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or personal expressions/comments when recording the disclosure.
- 5.7.8 The DSL (or, in their absence, a Deputy DSL) will normally decide whether to refer a concern to Children's Social Care. The MASH consultation line will be used where there is uncertainty. This does not prevent any member of staff making a direct referral where necessary, and the absence of the DSL/deputy must never delay an immediate referral where a child is suffering or likely to suffer harm.

MASH Consultation Line Tel- 0208 921 2267 or contact

RBG LADO/RBG Schools' Safeguarding Officer on 0208 921 3930.

- 5.7.9 Where a child is suffering, or is likely to suffer, harm, a referral to Children's Social Care (and, if appropriate, the police) will be made immediately and in accordance with the local referral process. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (MASH) Tel 0208 921 3172.

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

- 5.7.10 If the DSL has raised a safeguarding concern but does not feel that appropriate action has been taken by Royal Borough of Greenwich Children's Services, he/she should use the RBG

⁶ (See Appendix 1 in this policy for brief details of types of abuse and [KCSIE 2026](#) (part 1 and Annex A for greater detail)

Safeguarding Children's Partnership escalation policy to take this further. (This is available on the GSCP website, click on the professional's tab)

5.8 Reporting Concerns and Record Keeping (see also Appendix 3)

- 5.8.1 The school uses the electronic safeguarding system CPOMS. Any paper notes or other relevant records will be scanned/held securely as appropriate. Records will provide an accurate, factual and contemporaneous account of the concern, discussion, decision, rationale and action taken by the school.
- 5.8.2 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded securely to the new setting.
- 5.8.3 Records will include
- Clear and comprehensive summary of concern
 - Details of how concern was followed up
 - Note of any action taken, decision reached and outcome, including the rationale for decisions and whether a referral was or was not made to another agency;
- 5.8.4 The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Partnership Agencies (e.g. solicitor, investigating agent) will be referred to the Headteacher/DSL, who is advised to seek legal advice before acting.
- 5.8.5 All records of concern and multi-agency involvement should be kept separate from the child's academic records. They must be kept securely, with access only for the DSL, Deputy DSLs and Headteacher.

6. Dealing with Concerns/Allegations Made Against School Staff, Supply Staff, Trainee Teachers, Volunteers and Contractors.

- 6.1 There are two levels of concern/allegation
- Allegations that may meet the harm threshold
 - Allegations/concerns that do not meet the harm threshold ('low level concern')
- 6.2 An allegation that meets the 'harm threshold' is any information which indicates that a member of staff (including supply staff or a trainee teacher), volunteer or contractor may have:
- behaved in a way that has, or may have harmed a child
 - possibly committed a criminal offence against or in relation to a child
 - behaved towards a child or children in a way which indicates s/he would pose a risk of harm to children
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children⁷
 - behaved in a way contrary to the Staff Code of Conduct
- 6.3 Any concern or allegation should be reported immediately to the Headteacher (or Chair of Governors if the concern relates to the Headteacher), who will follow KCSIE 2026 Part Four and Appendix 4 of this policy. Consideration will be given to referral to the LADO in

⁷ This applies to behaviours outside the school environment, in the adult's personal, professional or community life.

accordance with KCSIE 2026 and local procedures.

- 6.4 The Headteacher will assess whether the concern or allegation meets any of the five criteria set out in section 6.2 (i.e., may meet the harm threshold). If it does, then the Headteacher shall contact the RBG LADO without delay, and provide the LADO with written confirmation of the allegation.
- 6.5 The Headteacher shall, as soon as possible following advice/briefing from the LADO where applicable, inform the subject of the concern or allegation. Where a concern or allegation involves supply staff, a trainee teacher or contracted staff, the relevant agency, training provider or employing organisation will be informed and the school will work with that organisation, recognising the shared safeguarding responsibilities set out in KCSIE 2026.
- 6.6 If an allegation or concern is raised against the Headteacher, the Chair of Governors should be contacted. They will inform/consult the LADO as appropriate and follow KCSIE 2026 Part Four and Appendix 4 of this policy.
- 6.7 Following the outcome of any investigation, there is a legal requirement for employers to make a referral to the DBS, where they consider whether the individual has engaged in conduct that harmed or is likely to harm a child, or if they pose as risk of harm to a child. Consideration must also be made, if it is appropriate, to refer to the Teacher Regulation Agency (TRA) for them to determine if the individual should be banned from teaching.
- 6.8 A low-level concern is any concern about the behaviour of an adult working in or on behalf of the school that is inconsistent with the staff code of conduct and does not meet the harm threshold described above. Low-level concerns may arise from a single incident or a pattern of behaviour.
- 6.9 All staff, supply staff, trainee teachers, volunteers and contractors must share low-level concerns promptly with the Headteacher (or the Chair of Governors if concerns are about the Headteacher).
- 6.10 The Headteacher (or Chair of Governors where appropriate) will ensure all low-level concerns are recorded in writing (details of the concern, context, action and outcome) and stored securely in accordance with the school's record-keeping and data protection procedures.
- 6.11 Low-level concern records will be reviewed regularly by the Headteacher to identify any emerging patterns of behaviour. Where a pattern is identified then appropriate action will be taken in line with the staff code of conduct and disciplinary procedures.

7 Child-on-Child Abuse (including Harassment and Violence)

- 7.1 This policy recognises that children are capable of abusing other children, including online, and that child-on-child abuse is preventable and is a safeguarding issue for both the victim and the alleged perpetrator. It can include bullying; abuse in intimate personal relationships; physical abuse; serious physical assault or threats involving a weapon; harmful sexual behaviour, sexual violence or sexual harassment (including misogyny/misandry); consensual or non-consensual making or sharing of nudes/semi-nudes including AI-generated images; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing.
- 7.2 The school will maintain well-promoted, easily understood and easily accessible systems for children to report child-on-child abuse confidently, including by speaking to any trusted member of staff. Children will be reassured that their concerns will be treated seriously. Staff will pass concerns to the DSL/deputy and record them in accordance with the school's safeguarding procedures.
- 7.3 All staff understand that the absence of reports does not mean child-on-child abuse is not happening. There is a zero-tolerance approach to abuse: it will never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Staff will challenge

inappropriate behaviour and recognise that, for some forms of abuse, girls are more likely to be victims and boys perpetrators, while all child-on-child abuse is unacceptable and will be taken seriously.

- 7.4 Allegations of child-on-child abuse will be recorded, investigated and dealt with in line with KCSIE 2026 and school procedures. The DSL will consider the wishes and best interests of the child, risk and needs assessments, referrals to Children's Social Care and/or police where appropriate, and clear support for victims, alleged perpetrators/perpetrators, witnesses and any other children affected. Disciplinary action and safeguarding support may take place at the same time.
- 7.5 The school will minimise the risk of child-on-child abuse through a whole-school culture of respect, clear behaviour expectations, staff vigilance, accessible reporting routes and preventative education. The curriculum, including RSE/RSHE and online safety, provides regular age-appropriate opportunities for children to learn about healthy relationships, consent, personal safety, harmful sexual behaviour, online risks and how to seek help.
- 7.6 The revised DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education applies from 1 September 2026 and will be reflected in the school's curriculum and linked policies.
- 7.7 The school provides regular online safety information for children and parents/carers, drawing on appropriate DfE, UKCIS, CEOP and other trusted resources, including information about emerging risks such as AI-generated/deepfake sexual imagery.

8 Confidentiality

- 8.1 Safeguarding in schools raises issues of confidentiality that must be clearly understood by all staff and volunteers. Staff/volunteers have a responsibility to share relevant information where this is necessary to safeguard children. The DfE information sharing advice (updated 2024) provides the seven golden rules. The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 ('data protection laws') and human rights law do not prevent justified information sharing for safeguarding purposes; they provide a framework for sharing information lawfully, proportionately and securely. Staff should consider the risks of sharing or not sharing information and record the rationale for significant decisions.
- 8.2 If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.
- 8.3 Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

9 Communication with Parents

- 9.1 Parents and carers will be made aware of the school safeguarding/child protection policy through published information and in initial meetings with the school. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.
- 9.2 The governing board makes this Safeguarding/CP policy available to parents, carers and children through the school website. A hard copy is also available on request.
- 9.3 Parents will also have access to information (on the school website and within policy documentation), outlining the school's approach to meeting the Digital Technology Standards for schools including online filtering and monitoring.

10 Monitoring and Evaluation

- 10.1 The responsibility for ensuring that the Safeguarding/Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Governing board. This policy will be reviewed in line with the timescale and details set out on the front cover.
- 10.2 Governors and school leaders will implement a strategy to evaluate the effectiveness of safeguarding procedures including ensuring safer recruitment procedures are robustly implemented and online protection is regularly assessed.

11 Linked Policies/Procedures

Behaviour: Principles and Exclusion
Anti-bullying policy
Children Missing Education
Medical Needs
E-safety/online policy
Computing policy
Acceptable use agreements
Equalities policy
Whistleblowing
Safer Recruitment in schools
Induction policy
Drugs in school

Staff Code of Conduct (staff behaviour policy)
CSE/CCE
Female Genital Mutilation (FGM)
Forced Marriage
Intimate care policy
Restrictive interventions / Positive handling /
Physical restraint
Relationships and Health/Sex Education (RHSE)
Attendance
Health and Safety
Curriculum policy

Appendix 1: Types and Indicators of Abuse

(To be read in conjunction with KCSIE 2026 Part One and Annex A)

NB. This abbreviated guidance provides a useful reminder of the types and indicators of abuse but **MUST be considered within the context of a comprehensive training programme and relevant sections of KCSIE 2026 (Part One and Annex A). This guidance is not a substitute for more in-depth consideration of harm.**

There are four broad categories of abuse. Where concerns meet the relevant threshold, a child may become subject to a Child Protection Plan. The categories are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Definitions of child abuse

'Child abuse, neglect and exploitation' is a generic term encompassing all ill treatment of children, including serious physical and sexual assault as well as cases where the standard of care does not adequately support the child's health (physical or mental) or development needs. The impact of witnessing the ill treatment of others may also cause harm to the child. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Child sexual and child criminal exploitation are forms of child abuse.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Abuse can occur in families, institutions or community settings. The alleged perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or any other act of 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.

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

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

2. Emotional Abuse

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

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

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

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

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not violence is used and whether or not the child is aware of what is happening. It can involve physical contact, including rape or assault by penetration, as well as non-penetrative acts. It can also involve non-contact activity such as creating or viewing sexual images, watching sexual activity, encouraging sexually inappropriate behaviour, or grooming a child in preparation for abuse. Sexual abuse can take place online or be facilitated by technology and may be perpetrated by adults or other children. Child-on-child sexual abuse is a specific safeguarding issue and must be dealt with under this policy and KCSIE 2026 Part Five.

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

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger

- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD *
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

4. Neglect

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

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

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

Additional safeguarding issues

Further details are provided in KCSIE 2026 Annex A.

Mental Health

Mental health problems can develop into safeguarding concerns, including self-harm, eating disorders, suicidal ideation or risk of suicide. They can also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should diagnose a mental health problem. Education staff are, however, well placed to observe children day to day and identify warning signs, which can include significant changes in behaviour, persistent sleep difficulties, withdrawal, loss of interest, physical signs of self-harm or self-neglect. The school will promote wellbeing, identify concerns early, provide appropriate early support and liaise with or refer to specialist services where needed.

If staff have a mental health concern that is also a safeguarding concern, they must follow this policy and speak to the DSL/deputy immediately. If a child is in immediate danger, emergency help will be sought via 999/A&E; where urgent mental health help is needed but it is not an emergency, NHS 111/111 mental health support may be used as appropriate.

Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour, often involves a wider network or family or community pressure and can include multiple perpetrators.

a) FGM mandatory reporting duty

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

Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers and other health/social care professionals, 9 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report this to the police where they discover that 'FGM appears to have been carried out on a girl under 18'⁸.

Possible indicators of Female genital mutilation (FGM)

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

b) Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 75-80 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fcdof.gov.uk. See also Royal Borough of Greenwich Safeguarding Children Partnership website:

www.greenwichsafeguardingchildren.org.uk

Domestic Abuse

⁸ [Statutory duty to report FGM](#)

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. It can include psychological, physical, sexual, financial or emotional abuse, stalking and financial exploitation. Children can be victims of domestic abuse by seeing, hearing or experiencing its effects at home, through abuse in their own intimate relationships, or through child-to-parent/caregiver abuse. All of these can have a detrimental and long-term impact on health, wellbeing, development and learning.

Operation Encompass – helps police and schools to work together to provide emotional and practical help when children have experienced a domestic incident. The DSL will be notified of a domestic incident before the child arrives at school the following day and can therefore arrange appropriate support.

Children missing from Education (and those with regular unauthorised absence)⁹

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child with unexplainable and/or persistent absence patterns, regular unauthorised absence or a child going missing from education is a potential indicator of abuse or neglect, which may include sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, honour based abuse or risk of forced marriage. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

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

Private fostering

Private fostering is when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not their parent, a person with parental responsibility for them or a relative in their own home

If a member of school staff suspects a child may be being privately fostered without formal arrangement it is important to notify Multi Agency Safeguarding Hub (**MASH**) Tel 0208 921 3172

Preventing Radicalisation

Extremist ideology, radicalisation and terrorism

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

Extremism: the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces¹⁰.

⁹ [CME statutory guidance](#) and [Working together to improve school attendance](#) which is now statutory guidance (KCSIE 2026).

¹⁰ March 2024 New definition of extremism

Radicalisation: the process of a person legitimising support for, or use of, terrorist violence¹¹.

Terrorism: an 'action that endangers or causes serious violence to a person; causes serious damage to property or seriously interferes or disrupts an electronic system'. The use or threat must be designed to influence government or intimidate the public to advance a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Background factors combined with specific influences such as family and friends may contribute to a child's susceptibility for which an extremist or terrorist group may appear to provide an answer. Similarly, radicalisation can occur through different methods, such as social media or the internet. Staff should use their own judgement in identifying children at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent duty – Section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), places a duty on schools to have due regard to the need to prevent people from becoming involved with or supporting terrorism". This duty is known as the Prevent duty. Paragraphs 141-210 of the Revised Prevent duty guidance: for England and Wales¹² is specifically concerned with schools (but also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. The school or college's designated safeguarding lead (and any deputies) should be aware of this revised guidance and the local procedures for making a Prevent referral.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Staff should be able to demonstrate both a general understanding of the risks affecting children and young people in the area and an understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation.
- The Prevent duty builds on existing local partnership arrangements and take into account the policies and procedures of the Local Safeguarding Children Partnership. Effective engagement with parents/the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures, unless they have specific reason to believe that to do so would put the child at risk.
- Schools need to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, schools should ensure that the DSL lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

11 New definition for Radicalisation

12 [Revised Prevent Duty guidance for England and Wales latest update 2024](#)

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. If a Prevent referral is passed to a multi-agency Channel Panel, then a member of school staff will attend (if asked) to help with any assessment of susceptibility/vulnerability.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) ¹³.

Both CCE and CSE are forms of abuse where an individual, group, organised network or gang takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal or sexual activity. This may involve an exchange for something the child needs or wants, financial advantage or status for the perpetrator/facilitator, violence or threats. CCE/CSE can affect boys and girls, can involve trafficking and may constitute modern slavery. A relevant child protection and modern slavery referral will be considered/made where a potential victim is identified.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet. CSE can be a one-off occurrence and may happen without the child's knowledge, e.g. by sharing videos or images on social media.

A child cannot consent to being exploited, abused or trafficked. This includes 16- and 17-year-olds who can legally consent to sex. Some children may not recognise that they are being exploited, for example where they believe they are in a genuine romantic relationship, and victims may be criminalised for actions taken while under coercion.

CCE is when children are forced or manipulated into criminal activity. This can include transporting drugs, weapons or money through county lines; working in drug manufacture; shoplifting or vehicle crime; or threatening/committing serious violence. Children can become trapped through threats to themselves or family members, debt or coercion, and may be coerced into carrying weapons. Children who are criminally exploited should be recognised as victims; experiences and indicators may differ between boys and girls, and both may also be at increased risk of sexual exploitation.

Possible indicators of CSE and CCE

- Having unaffordable/unexplained gifts or new possessions
- Going missing from home or care or coming home late
- Associating with other young people involved in exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Changes in emotional well-being
- Drug or alcohol misuse
- Unexplained injuries

¹³ See Annex A [KCSIE 2025](#) for further information

Further indicators of CSE include

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections, inappropriate sexual or sexualised behaviour or pregnancy

County lines is where gangs and organised criminal networks transport illegal drugs, both locally and across the UK. Children and susceptible adults are exploited to move, store and sell drugs and transport money, sometimes from urban areas to suburban and rural areas, market/seaside towns. Offenders will often use coercion, intimidation and serious violence (including sexual violence and weapons) to ensure compliance of victims. There may also be a threat of violence to the victim and their families can be used to trap the victim in continued criminality.

Possible indicators of County line involvement (in addition to some of the indicator mentioned for CSE and CCE) include¹⁴:

- Victim is missing from home and subsequently found in area away from home or in accommodation to which they have no connection
- As a victim or perpetrator of serious violence (e.g. knife crime)
- In possession of more than one phone and receiving multiple calls requesting movement of drugs or money

Child-on-child/ child on child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse, can take many forms and can happen both inside and outside of school and online. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- **sexual violence** such as rape, assault by penetration; sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence); causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **sexual harassment** such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. Sexual harassment is likely to violate a child’s dignity, make them feel intimidated, degraded or humiliated.
 - deliberately brushing against or interfering with someone’s clothes (this may cross into sexual violence)
 - displaying pictures, photos or drawings of a sexual nature
 - consensual and non-consensual making or sharing of nudes and semi-nudes,

14 Other indicators found in [KCSIE 2026](#) Annex A) Annex A

- including images that are digitally altered or wholly generated using AI (including deepfakes/deep nudes)
- **upskirting**, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

Note: Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. This is referred to as "harmful sexual behaviour" (HSB) and can occur online and/or face-to-face and can also occur simultaneously

KCSIE 2026 signposts specialist support for children and young people who have displayed harmful sexual behaviour, alongside resources such as Shore Space, the HSB Toolkit and the NSPCC Harmful Sexual Behaviour framework.

KCSIE 2026 signposts additional advice and support, including resources from the Centre of Expertise on Child Sexual Abuse (CSA Centre) and resources on preventing child sexual exploitation.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children **5-11-year olds** and **12-17 year olds**.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Information regarding the definitions and signs of further safeguarding issues, including homelessness, modern slavery, cybercrime, children with family members in prison and other specific harms, can be found in KCSIE 2026 Annex A.

Appendix 2 Statutory Guidance, Legislation and Advice:

Statutory Guidance, legislation and advice includes:

- [The Children's Act 2004](#)
- [The Education Act 2002 \(section 175\)](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- Keeping Children Safe in Education 2026
- KCSIE 2026 Part Four: Safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors
- Working Together to Safeguard Children 2026
- [KCSIE 2026 Part Five: Child-on-child sexual harassment and sexual violence](#)
- [Searching, screening and confiscation \(July 2022\)](#)
- [What to do if you're worried a child is being abused \(March 2015\)](#)
- Information sharing advice for safeguarding practitioners providing safeguarding services to children, young people, parents and carers (updated 2024)
- [Domestic Abuse Act 2021](#) updated 2023
- [Designated teacher for looked-after and previously looked-after children \(February 2018\)](#)

- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
- [Greenwich Safeguarding Children Partnership](#).
- [Children Missing Education, September 2016](#) *updated 2024*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (revised guidance effective from 1 September 2026)*
- [NSPCC](#)
- [Harmful sexual behaviour framework](#)
- [Preventing Child Sexual Exploitation](#)
- [Centre of Expertise on Child Sexual Abuse \(CSA Centre\)](#) *to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours*
- [Shore Space](#) - *developed in collaboration with the Home Office, is an online resource offering a confidential chat service to support young people concerned about their own or someone else's sexual thoughts and behaviour.*
- [Harmful Sexual Behaviour Toolkit](#) *Lucy Faithfull Foundation*
- [The Rehabilitation of Offenders Act 1974](#), *which outlines when people with criminal convictions can work with children*
- [Disqualification under the Childcare Act 2006](#) *(updated 2018)*
- [The Equality Act 2010](#)
- [The Public Sector Equality Duty \(PSED\)](#)
- [Statutory guidance on the Prevent duty](#) *(updated 2024)*
- [Meeting digital and technology standards in schools and colleges](#) *(updated 2025)*
- Generative AI: product safety expectations and Generative artificial intelligence in education
- Data (Use and Access) Act 2025
- Crime and Policing Act 2026 (including changes to regulated activity for volunteers)
- Early Years Foundation Stage statutory framework, section 3 (for children aged 0 to 5 in school-based nursery/reception provision)
- Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)
- Mobile phones in schools statutory guidance
- Modern Slavery statutory guidance and the National Referral Mechanism
- Cyber security standards for schools and colleges

Other useful documents include:

- [Education Inspection Framework](#)
- [RBG Interagency referral form](#)

Appendix 3: Child Protection Recording and Referral Advice

A. Record Keeping and Referral Guidance - The School MUST:

- Keep clear records based on observation and evidence, separating fact, allegation, hearsay, opinion or unsubstantiated evidence and clearly indicating decisions, actions and the rationale for significant decisions, including whether referrals were or were not made.
- Keep Child Protection information in separate files (these may be electronic) held by the Designated Safeguarding Lead and only discussed with staff on a need-to-know basis. Staff need to know when a child is at risk and what plan has been decided by a case conference but may not need to know all the confidential details.
- Ensure all records, notes and observations made by class staff as part of ongoing monitoring of children subject to a Child Protection Plan or otherwise causing concern are kept securely/scanned and uploaded to the electronic system by the DSL. All documents must be dated and the person completing the form named.
- Ensure all child protection conference minutes are stored in the confidential files kept by the Designated Safeguarding Lead.

B. Recording Concerns

Initial concerns, incidents or disclosures by a child must be reported to the DSL. Staff understand that some children may not feel confident in reporting concerns or may not have the language in which to do so. Staff need to create a safe space for the child to speak (this is especially important for LGB, EAL and SEND children and children who are questioning their gender who wish to share concerns).

A copy of a body map in Appendix 5 should be used to record injuries/marks/bruises.

The following information must be recorded:

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

Details of injuries, marks or bruises - provide detail including number, length of marks, description of marks, colour of marks/bruises etc. Staff to record other relevant details - including information about previous incidents which may not have been reported but now seem relevant.

The DSL or staff as directed should continue to monitor for concerns and maintain a chronology of concern.

The record must contain information about how the concern/incident was followed up, the impact/outcome of any action and the rationale for decisions made.

C. Recording a disclosure – the adult should:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me," and "How did that happen?"

- Do not ask leading questions but, if necessary, the member of staff can ask the question: 'have you been harmed' and 'how'?
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells, nor should any abuser be questioned.
- Sign and date the record of disclosure
- Speak with the Designated Safeguarding Lead for Child Protection, and provide him/her with the signed, dated written record, using the agreed school procedures, without delay.

D. Referrals (see also flow chart)

The DSL must keep detailed, contemporaneous notes of:

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

The DSL will confirm telephone/verbal referrals in writing or electronically without delay and in accordance with Royal Greenwich MASH procedures.

Reports for Child Protection Conferences/Core Group Meetings

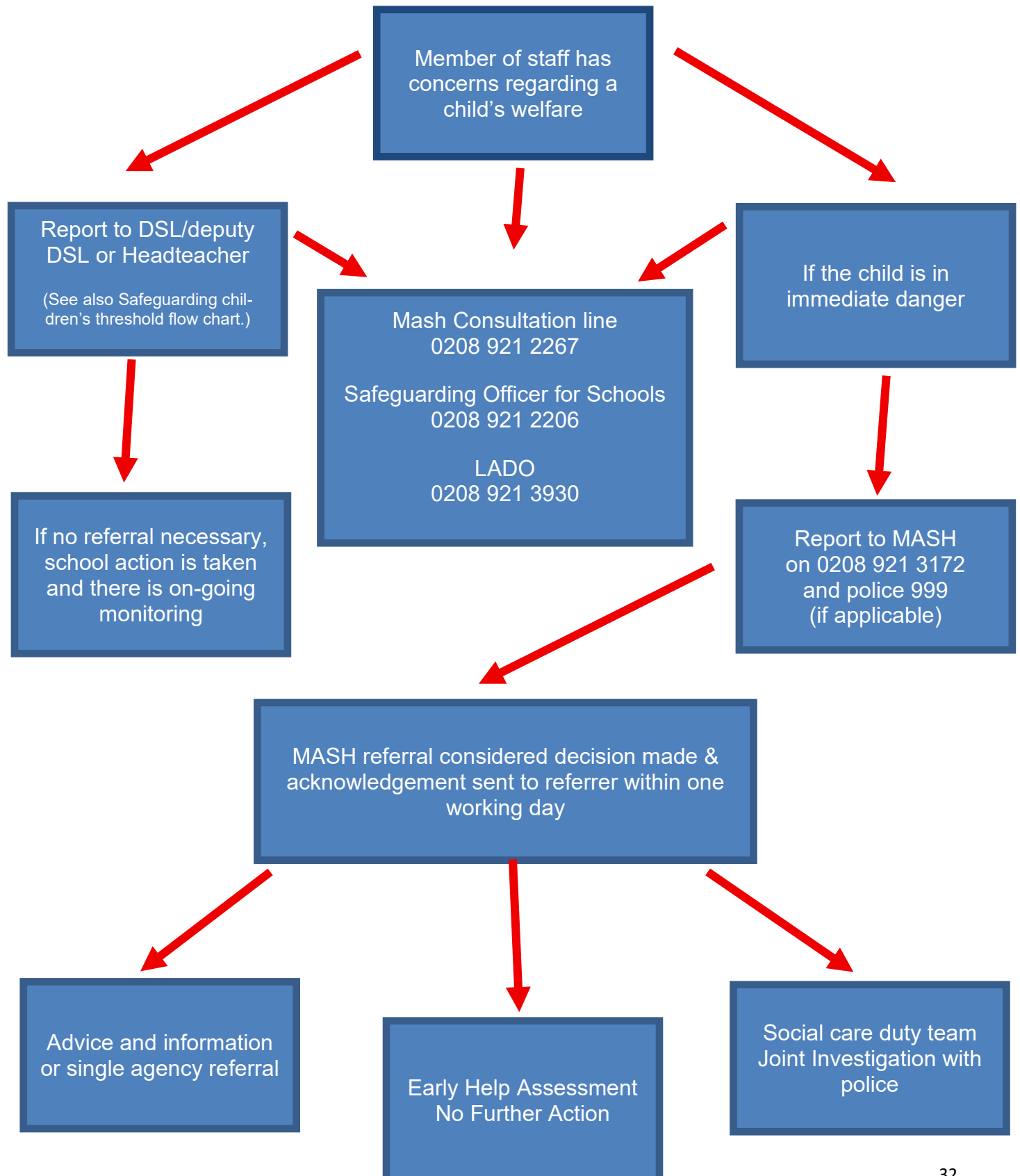
Reports for child protection conferences must be written on the agreed pro-forma. They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

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

If appropriate, the DSL should consider discussing the content of the report with the parent/carer in advance of any CP conference to help maintain a trusting and effective partnership.

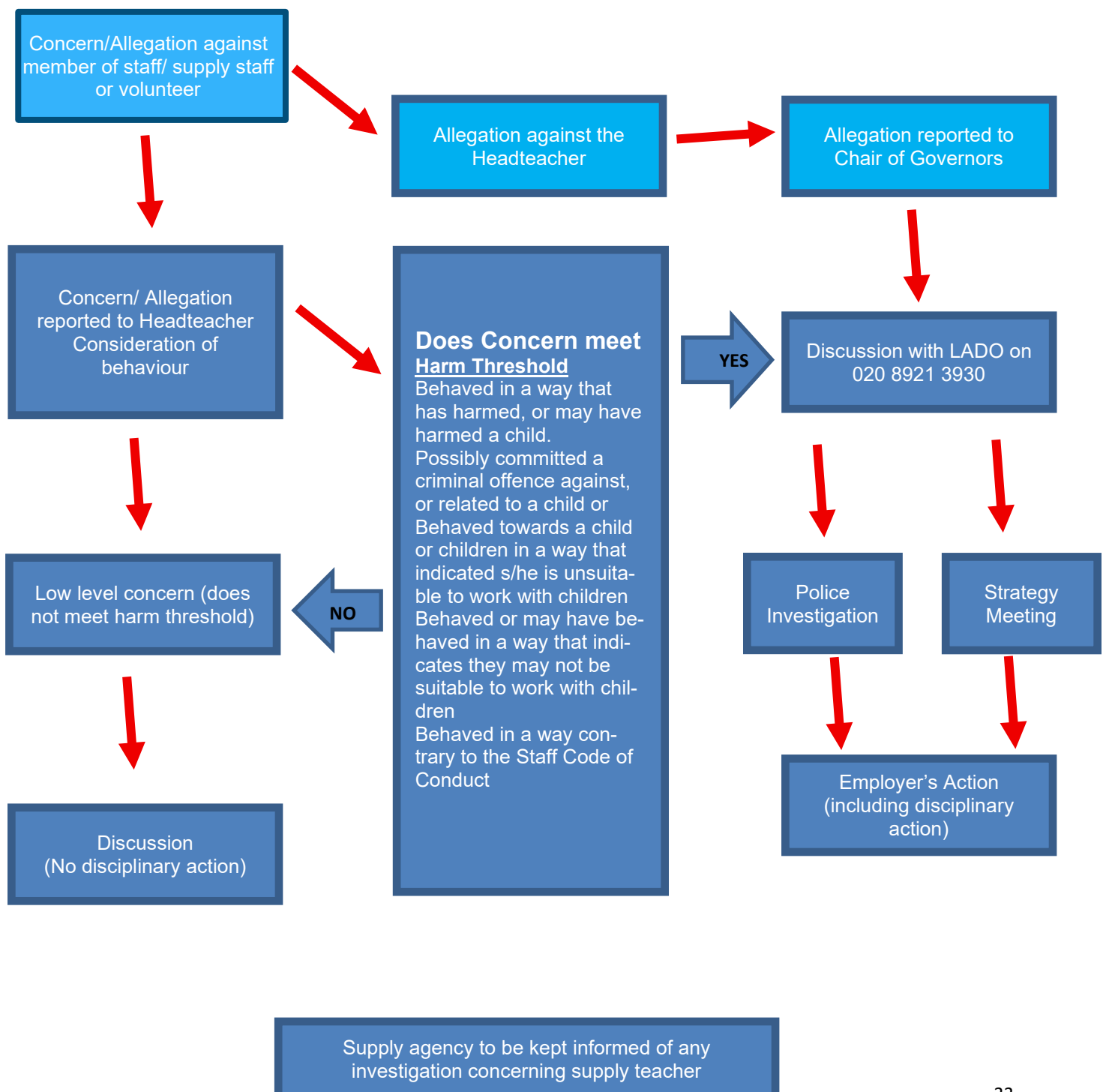
Appendix 3 continued: Reporting concerns about a child

Flow Chart for Reporting Concerns



Appendix 4: Managing and Reporting Concerns or Allegations Against School Staff, Supply Staff, Trainee Teachers, Volunteers and Contractors

For the purposes of this appendix, references to staff include trainee teachers. Where a trainee teacher, supply worker or contracted worker is involved, the school will liaise with the relevant training provider, agency or employing organisation in line with KCSIE 2026 shared safeguarding responsibilities.



Appendix 5: Concern Form

If you are unable to record on CPOMs - Please complete this form if you have any concerns about a pupil. (Pastoral, Medical or Safeguarding)

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

Concern (Please describe as fully as possible)	
Body Map attached	Yes/ No

Immediate Action Taken		
Date	Person taking action	Action taken

Form passed to Designated Safeguarding Lead **Date/time:**

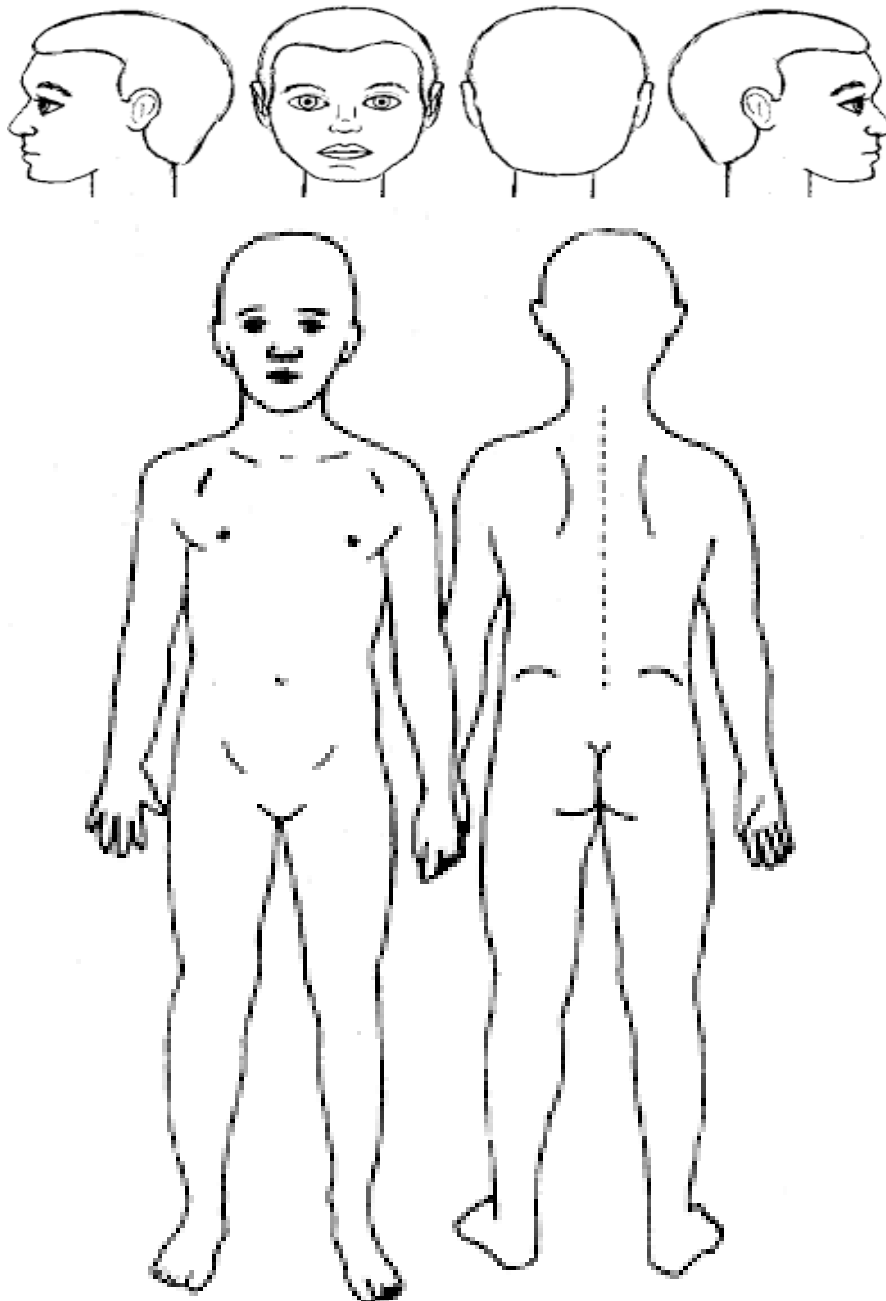
Date	Further Action

Body Chart

Once completed attach this body chart to the Concern Form

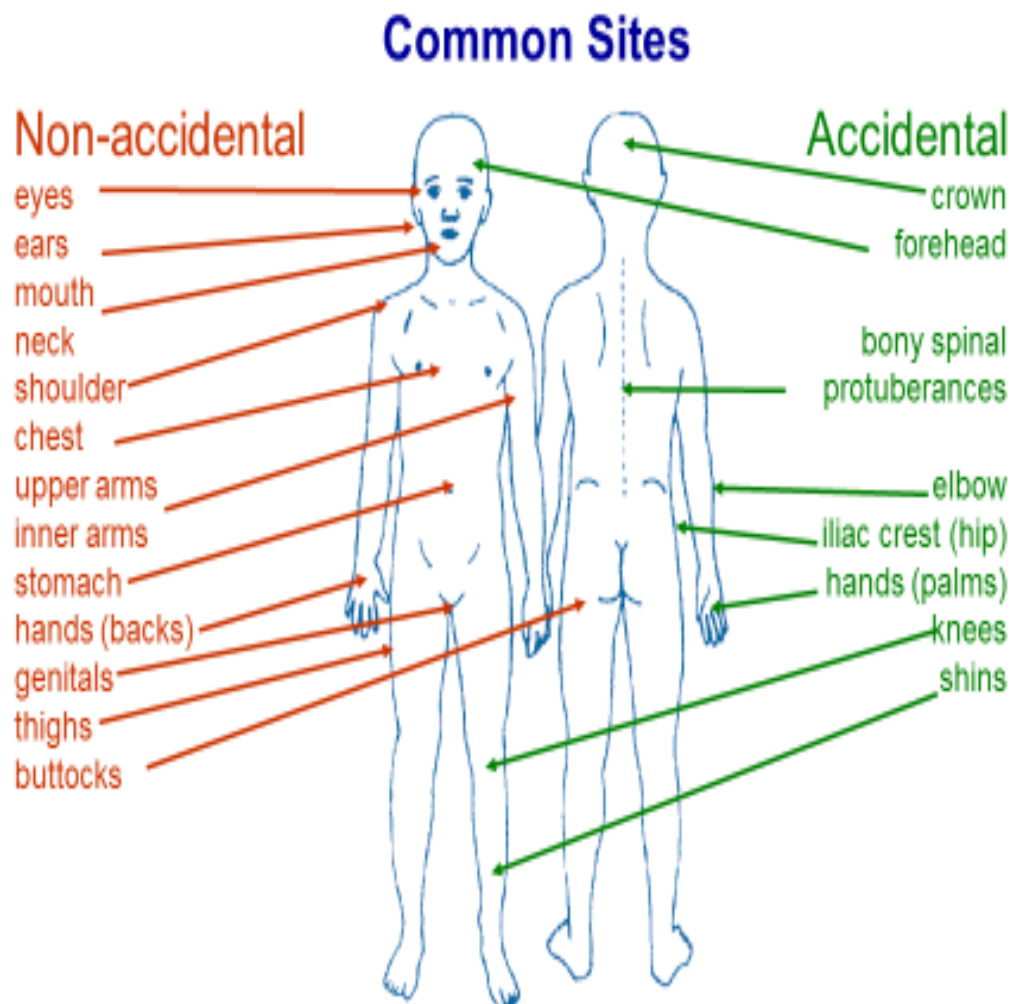
This chart must be used together with the Concern Form Show clearly the location of your concern and label with a number and a brief description, e.g. '1. Burn about 4cm.' On the Concern Form refer to the injury using the same number and description.

Child's Name -----

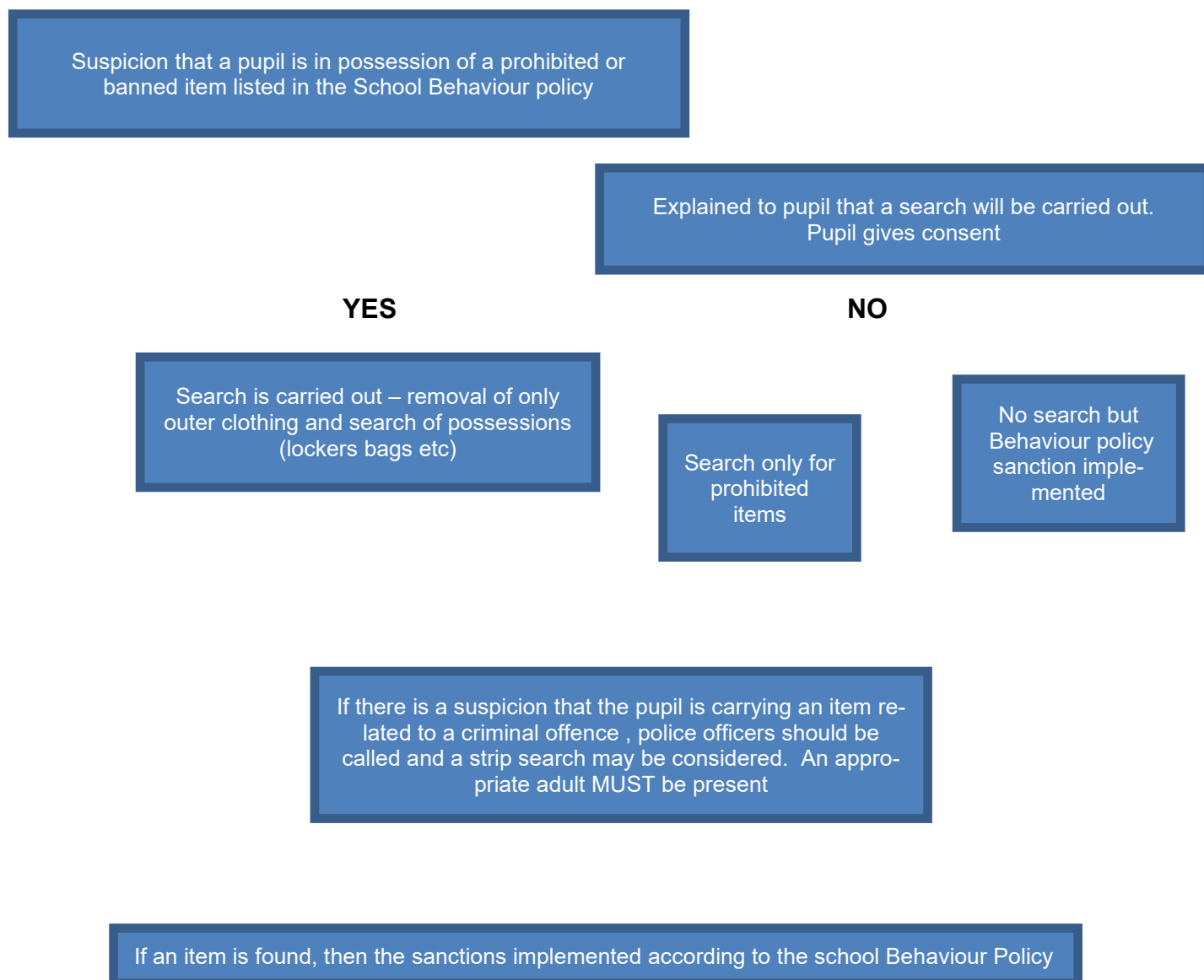


Observations made by----- Signed-----Date

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



Appendix 6: Searching pupils for prohibited and banned items



Note:

- All searches should be carried out with pupil's permission if possible and should be undertaken by a member of staff who has been authorised to do so by the headteacher.
- The person carrying out the search should be the same sex as the pupil and searches should be witnessed by a second adult member of staff.
- Searches will only require pupils to remove outer clothing (i.e., not worn wholly next to the skin or immediately over underwear).
- Strip searches can only be carried out by police officers. School staff should retain a duty of care/wellbeing for the pupil involved at all times.
- An appropriate adult must be present e.g., the parent/carer or a staff member (the school should facilitate the parent/carer as an appropriate adult if possible).
- Unless requested otherwise by the pupil, the appropriate adult should be the same sex as the pupil being searched.
- A record of all searches for prohibited items must be made by the DSL and the parents informed.

Guidance:

If there is a suspicion that the pupil is carrying an item related to a criminal offence, call the police. Do not investigate further. Police Officers attending may consider a more thorough search using their powers under the Police and Criminal Evidence Act (PACE). In these circumstances an appropriate adult MUST be made available for the pupil and must be present during this procedure.

An appropriate adult would not be required if the police are attending the school to support a child (pupil) who has reported a crime or is the victim of a crime. For example, police officers from the Child Abuse Investigation Team (CAIT), or the reporting of a street robbery where the pupil has been the victim of this act.

See KCSIE 2026 and current 'When to call the police' guidance for schools and colleges.

What is the aim of an appropriate adult?

The role of the appropriate adult is to safeguard the interests, rights, entitlements and welfare of children and vulnerable people who are suspected of a criminal offence, by ensuring that they are treated in a fair and just manner and are able to participate effectively.

Here is how the law describes the role:

- "To safeguard the rights, entitlements and welfare of juveniles and vulnerable persons to whom the provisions of this and any other Code of Practice apply". *Police and Criminal Evidence Act 1984 Code C 1.7A*
- "To act as appropriate adults to safeguard the interests of children and young persons detained or questioned by police officers". *Crime and Disorder Act 1998 s.38(4)*

<https://www.appropriateadult.org.uk>

Appendix 7: How the school meets the Digital Technology in Schools Standards

The school provides a safe environment in which to learn and work. Effective filtering and monitoring are key elements in safeguarding staff and pupils from potentially harmful and inappropriate online material.

- KCSIE 2026 requires the DSL to take lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place. KCSIE 2026 also signposts DfE guidance on safe and effective use of generative AI and explains how filtering and monitoring requirements apply to AI tools used in education.
- DfE digital and technology standards require the school to identify and assign responsibilities for filtering and monitoring, with appropriate leadership and governing board oversight and clear responsibilities for staff and third-party/external providers.
- The school is directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.
- The school will ensure that leadership, DSL, IT support/provider and governing board responsibilities for filtering and monitoring are clearly assigned and understood.

This school has the following assigned:

SLT - The procurement of the filtering and monitoring systems, decision making on restrictions/blocking/filtering, reviewing the effectiveness and overseeing reports are the responsibility of the SLT. They are also responsible for ensuring staff understand their role through staff training, adherence to policy and procedure and reporting concerns.

DSL – the DSL is responsible for receipt of filtering and monitoring reports, following up on safeguarding concerns and ensuring checks are undertaken by IT providers on the filtering and monitoring systems.

IT service provider - is responsible for maintaining, checking and reviewing the filtering and monitoring systems, providing filtering and monitoring reports to the DSL, implementing agreed actions following any concerns or checks to the system.

The governing board - will receive regular assurances from leaders that filtering and monitoring systems are effective, proportionate and reviewed.

In meeting this standard the school has agreed to:

- Undertake a review of the effectiveness of filtering and monitoring at least once every academic year. This will be led by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT support/provider, and will include recorded checks that filtering works appropriately on all internet-connected devices in all relevant locations. The wider online-safety approach will also be reviewed annually and supported by a risk assessment reflecting the risks pupils face.
- Provide regular staff training for online safety

- Ensure pupils are given the knowledge and skills to understand how to keep themselves safe online and learn about their digital footprint and the implications.
- To ensure online safety is promoted in school and is an embedded theme across all relevant curricular learning activities.
- Provide regular opportunities for communication with parents/carers to raise their awareness of online safety issues and deliver workshops or share information on relevant online safety topics and trends.
- Use the department's 'Plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.
- Guidance on e-security is available from the [National Education Network](#) and [National Cyber Security Centre \(NCSC\)](#) to support schools to help them improve their resilience against cyber-attacks.