

Eastcote Primary Academy



Eastcote

Primary Academy

EYFS-Safeguarding and Child Protection Policy

2023 - 2024

Safeguarding and Child Protection Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Date written: August 2023 (with KCSIE 2023 guidance)

Date of next review: August 2024

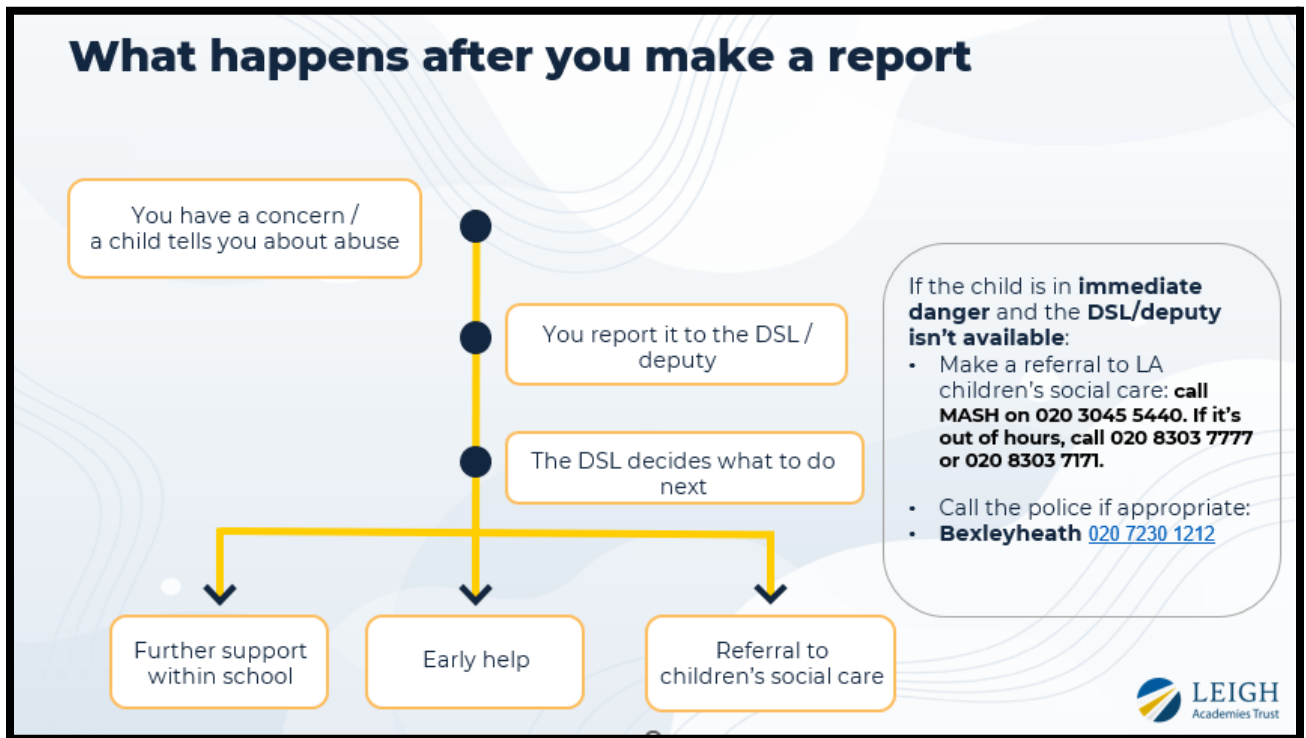
This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedure.

Key Contacts

	Name
Designated Safeguarding Lead (DSL)	Rebecca England
Deputy Designated Safeguarding Lead	Katie Hall
Looked After Children Coordinator	Rebecca England
Mental Health Lead	Katie Hall
Medical Needs Lead	Amanda Kinghan
Principal	Rebecca England
Safeguarding Link Governor	Jani Levanen
Trust Safeguarding Lead	Emma Elwin
Trust Safeguarding Advisor	Marla England
Trust Director - Safeguarding	Theresa Davies
Trust CIO	Stephane Vernoux

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What to do if you have a welfare concern in Eastcote Primary Academy



1. Child Focused Approach to Safeguarding

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.'

Early Years Foundation Stage (EYFS) 2021

1.1 Introduction

- Eastcote Primary Academy believe that all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child can achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.
- Eastcote Primary Academy believe that the best interests of children always come first. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
- This policy applies where there are any child protection concerns regarding children who attend the settings but may also apply to other children connected to the setting, for example, siblings or younger staff (under 18s) or children on student/work placements.
- Staff working with children at Eastcote Primary Academy will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- As part of the safeguarding ethos of the setting we are committed to:
 - Maintaining children's welfare as our paramount concern.
 - Developing a child centered environment and fostering a culture in which children feel safe, secure, valued, and respected, confident to talk openly and are sure of being listened to.
 - Developing appropriate and positive relationships between children and the adults that care for them.
 - Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties.
 - Using learning opportunities to increase self-awareness, self-esteem, assertiveness, and decision making, so young children can develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
 - Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations.
 - Collaborating with both parents, where possible, to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
 - Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse, and ensure they are aware of our procedures and reporting mechanisms.

- o Monitoring children who have been identified as 'in need', including the need for protection and implementing specific interventions and taking action for those who may be at risk of harm.
 - o Keeping confidential child protection records, which are stored securely and shared appropriately, including with other professionals.
 - o Developing effective and supportive liaison with other agencies to ensure children are safeguarded where concern arise.
- The procedures contained in this policy apply to all staff, including trustees, temporary or third-party agency staff and volunteers.
 - Eastcote Primary Academy] adheres to LCP Safeguarding Procedures.

1.2 Policy context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, Early Years and Foundation Stage (EYFS) 2021, especially section 3: the safeguarding and welfare requirements.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
 - o Keeping Children Safe in Education 2023 (KCSIE)
 - o Working Together to Safeguard Children 2018 (WTSC)
 - o Ofsted: Education Inspection Framework
 - o Framework for the Assessment of Children in Need and their Families 2000
 - o <https://bexleysafeguardingpartnership.co.uk/>
 - o Early Years and Foundation Stage Framework 2021 (EYFS)
 - o The Education Act 2002
 - o The Human Rights Act 1998
 - o The Equality Act 2010 (including the Public Sector Equality Duty)
- Eastcote Primary Academy will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.
- Eastcote Primary Academy recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

1.3 Definition of safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE 2023, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - o providing help and support to meet the needs of children as soon as problems emerge.
 - o protecting children from maltreatment, whether that is within or outside the home, including online.
 - o preventing impairment of children's mental and physical health or development.
 - o ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
 - o promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren).

- o taking action to enable all children to have the best outcomes.
- Safeguarding “*is everyone’s responsibility*” and everyone who comes into contact with children and families has a role to play. Everyone should consider wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.
- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- Our setting acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - o Abuse and neglect
 - o Bullying, including cyberbullying
 - o Child-on-child abuse
 - o Children with family members in prison
 - o Children who are absent or missing from education
 - o Child missing from home or care
 - o Child Sexual Exploitation (CSE)
 - o Child Criminal Exploitation (CCE)
 - o Contextual safeguarding (risks outside the family home)
 - o County lines and gangs
 - o Domestic abuse
 - o Drugs and alcohol misuse
 - o Fabricated or induced illness
 - o Faith abuse
 - o Gender based abuse and violence against women and girls
 - o Hate
 - o Homelessness
 - o Human trafficking and modern slavery
 - o Mental health
 - o Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
 - o Online safety
 - o Preventing radicalisation and extremism
 - o Private fostering
 - o Relationship abuse
 - o Serious violence
 - o Sexual violence and sexual harassment
 - o So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
 - o ‘Upskirting’
- Annex B of [‘Keeping Children Safe in Education’](#) (KCSIE) contains important additional information about specific forms of abuse and safeguarding issues. Staff at the setting who work directly with children will read part one and annex B of KCSIE.
- If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow this policy and speak to the Designated Safeguarding Lead (or deputy).

1.4 Related safeguarding policies

Trust Policies	Academy Policies
Complaints	Emergency Procedures such as evacuations and lockdowns
Staff Code of Conduct	Behaviour Policy
Searching, screening and confiscation	Anti-Bullying
Online Safety	Acceptable Use Templates/Policy
Data protection and Information Sharing Policy	Relationship and Sex Education (RSE)
Health and Safety Policy including Risk Assessment Policy and including plans for school reopening	Attendance Policy
Managing Allegations Against Staff, including Low Level Concerns	Curriculum for Life (RSHE, PSHE and citizenship)
Whistleblowing	Relationships and Sex Education (RSHE)
Safer Recruitment Policy	Risk assessments, such as school trips, use of technology, school reopening
First aid and accidents, including medication and managing illness, allergies, health, and infection	
Mobile and smart technology	
Personal and intimate care	
Social media and Image Use	

Supporting Guidance (to be read and followed alongside this document)

- o “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - [Safer Recruitment Consortium](#)
 - o “What to do if you are worried a child is being abused” – DfE, March 2015
 - o Early Years Foundation Stage 2021 Welfare Requirements
 - o UK Council for Internet Safety (UKCIS) “Safeguarding children and protecting professionals in early years settings: online safety considerations”
- These documents can be found on Google Drive in a shared policies folder.

1.5 Policy compliance, monitoring and review

- Eastcote Primary Academy will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE 2023 as appropriate. A copy will be kept in the staffroom and saved on Google Drive in a shared Safeguarding folder.

Parents/carers can obtain a copy of the Eastcote Primary Academy Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the Eastcote Primary Academy website: <https://eastcoteprimaryacademy.org.uk/>

- The policy forms part of our development plan and will be reviewed annually by the Principal/Manager which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead (DSL) and manager will ensure the Academy Board receive regular reporting on safeguarding activity and systems. They will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

2. Key Responsibilities

2.1 Governance and leadership

- The Academy Board and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The Academy Board have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The Principal will facilitate a whole setting approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.
- The Principal is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Bexley Safeguarding Children Multi-Agency Safeguarding Hub.
 - o This includes but is not limited to safeguarding all members of our community (for example, staff, children, parents/carers, and other family members) identified with protected characteristics within the Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
 - o For further information about our approaches to equality, diversity, and inclusion, please access our school's policies: <https://eastcoteprimaryacademy.org.uk/statutory-information/policies/>

- The Academy Board and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The Academy Board will ensure that the Designated Safeguarding Lead is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The manager/Principal will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.

2.2 Designated Safeguarding Lead (DSL)

- The EYFS states; '*a practitioner must be designated to take lead responsibility for safeguarding children in every setting*'. The Academy Board have appointed Rebecca England (principal) as the Designated Safeguarding Lead (DSL) for our setting; they are appropriately qualified and experienced to enable them to fulfil this role.
- The Academy has also appointed a Deputy DSL who will have delegated responsibilities and act in the DSLs absence.
 - **Katie Hall** – Vice Principal
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in the setting. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The Designated Safeguarding Lead (and any deputies) will be most likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.
- It is the role of the DSL to:
 - Act as the central contact point for all staff to discuss any safeguarding concerns.
 - Maintain a confidential recording system for safeguarding and child protection concerns.
 - Coordinate safeguarding action for individual children.
 - When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker in the authority that looks after the child.
 - Liaise with other agencies and professionals in line with EYFS 2021 and WTSC 2018.
 - Ensure that locally established procedures as put in place by the three safeguarding partners as part of the Bexley Safeguarding Children Multi-Agency Partnership procedures, including referrals, are followed, as necessary.
 - Represent, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
 - Managing and monitoring the setting's role in any multi-agency plan for a child.
 - Being available during setting hours for staff to discuss any safeguarding concerns and ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
 - Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
 - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS 2021.

- o Liaise with the Academy Board to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

2.3 Members of staff

- The welfare requirement of the EYFS requires providers *'to take all necessary steps to keep children safe and well'* and accordingly, everyone involved in the care of young children has a role to play in their protection.
- Our staff are in a unique position to observe any changes in a child's behaviour or appearance, may be able to identify concerns early, provide help and support for children, promote children's welfare and prevent concerns from escalating.
- All members of staff have a responsibility to:
 - o provide a safe environment in which children can learn.
 - o be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
 - o know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
 - o be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - o be prepared to identify children who may benefit from early help.
 - o understand the early help process and their role in it.
 - o understand our safeguarding policies and systems.
 - o undertake regular and appropriate training which is regularly updated.
 - o be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - o know how to maintain an appropriate level of confidentiality.
 - o reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Staff at Eastcote Primary Academy recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.
- Staff at Eastcote Primary Academy will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our behaviour policies.

2.4 Children

- Children have a right to:
 - o Feel safe, be listened to, and have their wishes and feelings taken into account.
 - o Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - o Receive help from a trusted adult.
 - o Learn how to keep themselves safe, including online.

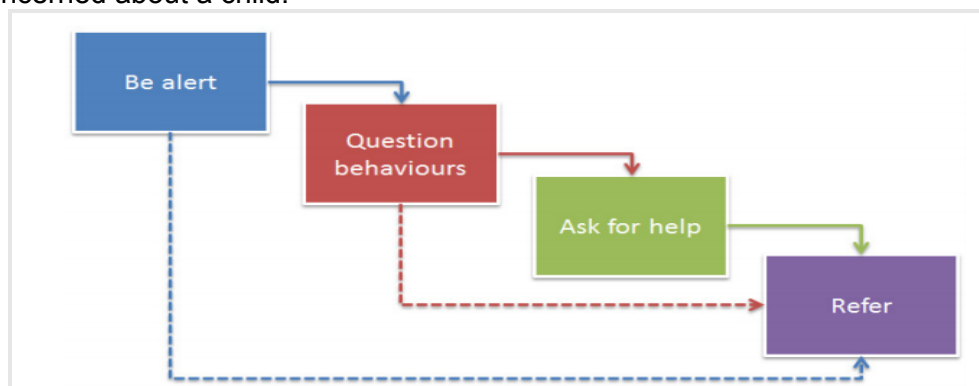
2.5 Parents and carers

- Parents/carers have a responsibility to:
 - Understand and adhere to any relevant setting policies and procedures.
 - Talk to their children about safeguarding issues and support the setting in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from the setting or other agencies.

3. Child Protection Procedures

3.1 Recognising indicators of abuse and neglect

- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.
- All staff are made aware of the definitions and indicators of abuse and neglect as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.
- Eastcote Primary Academy recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 1):
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:



['What to do if you are worried a child is being abused'](#) 2015

- Eastcote Primary Academy recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is

important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

- Eastcote Primary Academy recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.
- Parental behaviors can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, other children, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the setting. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- Eastcote Primary Academy recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- Eastcote Primary Academy recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- In all cases, if staff are unsure of what action to take, they will always speak to the DSL (or deputy).

3.2 Responding to child protection concerns

- If staff are made aware of a child protection concern, they are expected to:
 - Listen carefully to the child, reflecting back the concern.
 - Use the child's language.
 - Be non-judgmental.
 - Avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example, who, what, where, when or tell, explain, describe (ted).
 - Do not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially integrated children's services.
 - To be clear about boundaries and how the report will be progressed.
 - Record the concern using the facts as the child presents them, in line with academy record keeping requirements.
 - Inform the DSL (or deputy), as soon as practically possible.

- If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy).
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to a member of the senior leadership team, take advice from the Education Safeguarding Service or a consultation with a social worker from the [MASH/Front door](#). In these circumstances, any action taken will be shared with a DSL as soon as possible.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- Eastcote Primary Academy will respond to safeguarding concerns in line with Bexley S.H.I.E.L.D the safeguarding partnership for young people.
- Bexley Safeguarding Children Multi-Agency Partnership procedures. The full Bexley procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: <https://bexleysafeguardingpartnership.co.uk/>
- London Child Protection Procedures and London Safeguarding Children Threshold Document (which is found online at: <https://www.londonsafeguardingchildrenprocedures.co.uk/>)
- Where it is identified a child may benefit from Early Help support, the DSL (or deputy) will generally lead as appropriate and make a request for support via the [MASH/Front door](#). The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to the Front Door/MASH or seeking advice via the [Education Safeguarding Service](#) if the situation does not appear to be improving or is getting worse.
- All staff are made aware of the process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), a 'request for support' will be made immediately to the Bexley Multi-Agency Safeguarding Hub [MASH/Front door](#) and/or the police in line with Bexley procedures and Safeguarding Procedures.
- - Eastcote Primary Academy recognise that in situations where there are immediate child protection concerns for a child as identified in line with

Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with the Bexley Multi-Agency Safeguarding Hub guidance which may involve multi-agency decision making.

- The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the [Education Safeguarding Service](#) before deciding next steps.
 - They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for [Integrated Children's Services](#) (ICS).
- In the event of a request for support to the [MASH/Front door](#) being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Bexley S.H.I.E.L.D and Integrated Care System. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
 - If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the Bexley escalation procedures: <https://bexleysafeguardingpartnership.co.uk/for-professionals/resolving-professional-differences-escalation-of-issues/> to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the [Education Safeguarding Service](#).
 - DSLs and staff will be mindful of the need for the Academy to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the Academy where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network. Where the Academy is unsure, advice will be sought from the [Education Safeguarding Service](#).

Child Protection Procedures

Eastcote Primary Academy adheres to the:

- Bexley Safeguarding Children Multi-Agency Partnership procedures. The full procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: <https://www.bexley.gov.uk/services/health-and-social-care/social-care-for-children/reporting-concerns-about-child/worried-about-child>
- London Child Protection Procedures and London Safeguarding Children Threshold Document - which is found online at: londonsafeguardingchildrenprocedures.co.uk/

- Eastcote Primary Academy is an [Operation Encompass School](#). This means we work in partnership with Bexley Metropolitan Police to provide support to children experiencing domestic abuse.
- The academy recognises that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with <https://bexleysafeguardingpartnership.co.uk/> guidance which may involve multi-agency decision making. The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door/Single Point of Access/MASH service who are the first point of contact for Integrated Children's Services (ICS) Bexley Children's Social Care.
- If a child is in immediate danger or is at risk of harm, a request for support will be made immediately to Integrated Children's Services/Bexley Social Services ([MASH/Front door](#)) and/or the police in line with Bexley S.H.I.E.L.D Safeguarding Procedures.
- All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- In most cases, a request for support will be made by the DSL or a deputy. However, if the DSL or a deputy is not immediately available to discuss an urgent concern, staff will seek advice from another member of the academy leadership team or from the Education Safeguarding Service or via consultation with a social worker from the Front Door/SAP/MASH (outline here how your staff would do this - e.g the contact details.) If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- In the event of a request for support to the [MASH/Front door](#) being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Bexley Safeguarding. Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the [MASH/Front door](#) if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following bexleysafeguardingpartnership.co.uk/for-professionals/resolving-professional-differences-escalation-of-issues/ to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.
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3.3 Recording concerns

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing via the Academy's safeguarding system Bromcom and brought without delay to the attention of the DSL.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries to a child have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Child protection records are kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the Academy. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent Academy, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.
- Where the Academy receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-ordinators (SENCOs) will be made aware of relevant information as required.
- Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil, and if so, if the files have been sent.

3.4 Multi-agency working

- Eastcote Primary Academy recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the Local arrangements as identified within 'Working Together to Safeguard Children'.
- The Academy leadership team, Academy Board and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.
- Eastcote Primary Academy recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to LCP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The Academy will allow access for Bexley Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

3.5 Confidentiality and information sharing

- Eastcote Primary Academy] recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within EYFS 2021 and KCSIE 2023.
 - here reasonably possible, the school will hold more than one emergency contact number for each pupil. There is an expectation that contact information will be held for both parents, unless doing so would put a child at risk of harm.
 - Eastcote Primary Academy has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
 - Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
 - KCSIE 2023, the Information Commissioner's Office (ICO) and the DfE "Information sharing advice for safeguarding practitioners" guidance provides further details regarding information sharing principles and expectations. This is shared on Google Drive in the current shared Safeguarding folder.

- The Principal and DSL will disclose relevant safeguarding information about a pupil with staff on a 'need to know' basis.
- In regard to confidentiality and information sharing, staff will only involve those who need to be involved, such as the DSL (or a deputy) and outside agencies such as Police and Children's Social Care. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

3.6 Complaints

- All members of the Academy community should feel able to raise or report any concerns about children's safety or potential failures in the Academy safeguarding regime. The Academy has a complaints procedure available to parents, pupils and members of staff and visitors who wish to report concerns or complaints. This can be found on the school website: [Eastcote Policies](#)
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse in education can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
 - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The leadership team at Eastcote Primary Academy will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
- Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Safeguarding Issues

Eastcote Primary Academy is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm, or concerns may be identified where there are risks for children's family members or siblings, and/or young staff members, including for example, children on work placements/experience.

- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Bruising in non-mobile children

- Bruising in babies, infants or children with complex needs that are not mobile (meaning a child who is unable to move independently through rolling, crawling, cruising, or bottom shuffling) is unusual and should always be explored.
- If our setting is concerned about actual or suspected bruising on a non-mobile child, we will respond in line with the Bexley MASH guidance and if a child appears seriously ill or injured, emergency treatment should be sought through an emergency department.
 - In all other cases:
 - Staff must inform the DSL immediately and describe and document accurately on a body map, the size, shape, colour, and position of the mark/s on the head and/or body.
 - Any explanation of the history of the injury or comments by the parents/carers will be documented accurately (verbatim) in the child's record, along with the body map.
 - If there is a concern about parental response to the injury, no explanation, or an explanation that is inadequate, unlikely or does not rule out abuse or neglect, an immediate referral will be made to Bexley MASH team, who have responsibility for arranging further multi-agency assessments.
 - If there are concerns regarding the immediate safety of the child or staff, the police will be called.
 - If the setting is in any doubt as to how to respond to bruising on a non-mobile child, advice will be sought from Bexley MASH.

4.2 Child-on-child abuse

- All members of staff at Eastcote Primary Academy] recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of the setting and online.
- Eastcote Primary Academy recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as 'sexting' or youth produced sexual imagery)
 - 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
 - Upskirting (which is a criminal offence), 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
 - Initiation/hazing type violence and rituals
- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy.
- Eastcote Primary Academy adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.

- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability, and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- Eastcote Primary Academy recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.
 - In order to minimise the risk of child-on-child abuse, Eastcote Primary Academy will:
 - Ensure that the anti-bullying policy is robust and fit for purpose
 - Deliver an appropriate and engaging PSHE and RSE curriculum
 - Use Bromcom to report incidents and be transparent and communicate with parents/carers
 - Promote worry boxes
 - For the Safeguarding team to regularly monitor all incidents and give effective support to staff, children and parents
- Eastcote Primary Academy want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated policies, including child protection, anti-bullying, and behaviour. Children who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Concerns about children's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with children and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.

- Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:
 - Behaviour and Discipline Policy
 - Anti-bullying Policy
 - Acceptable Use Policy

4.3 Child-on-child sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, Eastcote Primary Academy will follow the principles of the guidance outlined in Part five of KCSIE.
- Eastcote Primary Academy recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' Eastcote Primary Academy recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
 - Abuse that occurs online or outside of the Academy will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies: the behaviour, child protection and online safety policies.
- Eastcote Primary Academy recognises that the law is in place to protect children and young people rather than criminalise them, and where appropriate, this will be explained in such a way to children that avoids alarming or distressing them.
- Eastcote Primary Academy recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
 - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE and relevant local/national guidance and support.
 - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
 - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.
- Reports will initially be managed internally by the setting and where necessary will be referred to [Integrated Children's Services](#) (Early Help and/or Children's Social Work Service) and/or the police. Important considerations which may influence this decision include:
 - the wishes of the victim in terms of how they want to proceed.
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior (HSB) has been displayed.
 - the ages of the children involved.
 - the developmental stages of the children involved.
 - any power imbalance between the children.
 - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
 - that sexual violence and sexual harassment can take place within intimate personal relationships between children.
 - understanding intra familial harms and any necessary support for siblings following incidents.
 - whether there are any ongoing risks to the victim, other children, adult students, or staff.
 - any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

- The setting will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis.
 - The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk.
 - Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

4.4 Nude and/or semi-nude image sharing by children

- astcote Primary Academy recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised:
 - to report any concerns to the DSL immediately.
 - never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
 - do not delete* the imagery or ask the child to delete it.
 - to avoid saying or doing anything to blame or shame any children involved.
 - to reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
 - not to investigate or ask the child(ren) involved to disclose information regarding the imagery
 - to not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.
- DSLs will respond to concerns in line with the non-statutory UKCIS guidance: '[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)' and the local [Bexley Safeguarding](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
 - The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
 - Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.

- All decisions and action taken will be recorded in line with our child protection procedures.
- A referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
 - the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If DSLs are unsure how to proceed, advice will be sought from the [Education Safeguarding Service](#).

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4.5 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Eastcote Primary Academy recognises that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- Eastcote Primary Academy recognises that children can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).
- Eastcote Primary Academy recognises that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.

- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.6 Serious violence

- All staff are aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with a DSL or deputy. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.7 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.
- All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fm@fcdo.gov.uk
- Whilst all staff will speak to the DSL (or deputy) if they have any concerns about FGM, there is a specific legal reporting duty on teachers.
 - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover that FGM appears to have been carried out on a girl.
 - It will be rare for teachers to see visual evidence, and they should not be examining children, however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#) and [FGM Mandatory reporting Duty Fact Sheet](#).
 - Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy) and inform the Bexley MASH team.

4.8 Preventing radicalisation

- Eastcote Primary Academy recognises that children are vulnerable to extremist ideology and radicalisation. Eastcote Primary Academy is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism",

also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

- All staff have received appropriate training to enable them to be alert to changes in children's behaviour which could indicate that they may need help or protection from radicalisation.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the [local procedures](#) to follow for making a Prevent referral. If there is an immediate threat, the police will be contacted via 999.

4.9 Cybercrime

- Eastcote Primary Academy recognises that children with particular skills and interests in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support and/or referring into the [Cyber Choices](#) programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection policy and other appropriate policies.

4.10 Domestic abuse

- Eastcote Primary Academy recognises that:
 - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
 - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
 - children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
 - anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
 - domestic abuse can take place within different types of relationships, including ex-partners and family members.

- o there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
 - o domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
 - o domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
 - o it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.
 - Eastcote Primary Academy is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing the effects of domestic abuse. An Operation Encompass notification is sent to the school when the police are called to an incident of domestic abuse and there are children in the household; the police are expected to inform schools before the child(ren) arrive the following day.
 - o Operation Encompass notifications help ensure that we have up to date and relevant information about children's circumstances and enables us to put immediate support in place according to the child's needs.
 - o Operation Encompass does not replace statutory safeguarding procedures and where appropriate, a referral to the front door will be made if there are any concerns about a child's welfare.
 - o Where the school is unsure of how to respond to a notification, advice will be sought from the Education Safeguarding Service or the Operation Encompass helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

4.11 Mental health

- All staff recognise 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.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

5. Supporting Children Potentially at Greater Risk of Harm

- Whilst all children should be protected, Eastcote Primary Academy acknowledges that some groups of children are potentially at greater risk of harm. This can include the following groups:
 - **Socioeconomic factors** such as poverty, poor housing and deprivation.
 - **Child factors**: disabled children are more vulnerable to abuse or neglect.
 - **Family factors** such as parental/carer substance misuse problems, parental/carer mental health problems and domestic abuse. These factors may be compounded if the parent/carer lacks support from family or friends (social isolation).

5.1 Safeguarding children with Special Educational Needs or Disabilities (SEND)

- Eastcote Primary Academy acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Eastcote Primary Academy recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.
- To address these additional challenges, our Academy will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENCO (Mrs Vicki Adams) to plan support as required.
- Our Academy has robust intimate/personal care policies [EPA Intimate Care Policy](#) which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our policies: <https://eastcoteprimaryacademy.org.uk/statutory-information/policies/>

5.2 Children requiring mental health support

- Eastcote Primary Academy acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Eastcote Primary Academy recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.
- To address these additional challenges, our Academy will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENCO (Mrs Vicki Adams) to plan support as required.
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5.3 Children who are absent from education

- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.
- A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated Children's Services and/or have a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

- Where possible, the school will hold more than one emergency contact number for each pupil, so we have additional options to make contact with a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern (see section 3.5).
- Where the school have concerns that a child is missing from education, we will respond in line with our statutory duties (DfE: [Children missing education](#)) and local policies. Local support is available via the [PRU Bexley](#)

5.4 Children who need a social worker (child in need and child protection plans)

- The DSL will hold details of social workers working with children in the Academy so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform Academy decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.5 Looked after children, previously looked after children and care Leavers

- Eastcote Primary Academy recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.
- The school has appointed a '[designated teacher](#)' Rebecca England the Principal who works with local authorities, including [The Virtual School Bexley](#) (including the virtual school head), to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.
- The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.
- Where the Academy believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the Front Door.
- Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.6 Members of the community who are Lesbian, Gay, Bi, or Trans (LGBT)

- The fact that a child, a young person or an adult may be LGBT is not in itself an inherent risk factor for harm, however, [Name of setting] recognises that children, young people or adults who are LGBT or may be perceived to be LGBT (whether they are or not) can be targeted. Our staff will endeavour to provide a safe space which enables all members of our community to speak out or share any concerns.

5.7 Children who are privately fostered

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, however, Eastcote Primary Academy recognises that children who are LGBT or are perceived by other children to be LGBT (whether they are or not) can be targeted by other children or others within the wider community.
- Eastcote Primary Academy recognises risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT is included within our Relationships Education/ Relationship and Sex Education and Health Education curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

6. Online Safety

6. This section should be read in conjunction with the Trust's Online Safety Policy.
- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Eastcote Primary Academy will adopt a whole Academy approach to online safety which will empower, protect, and educate our pupils and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
 - Eastcote Primary Academy will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
 - Eastcote Primary Academy identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - o **Content:** being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - o **Contact:** being subjected to harmful online interaction with other users. For example, 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.
 - o **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and

semi-nudes and/or pornography), sharing other explicit images and online bullying.

- o **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Eastcote Primary Academy recognises that technology and the risks and harms related to it evolve and change rapidly. The Academy will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.
- The Principal, is informed of all online safety concerns as they are the DSL. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

6.1 Policies and procedures

- The DSL has overall responsibility for online safety within the Academy but will liaise with other members of staff, for example the Trust's CIO, IT technicians and curriculum leads as necessary.
- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Behaviour policy, Online Safety Policy and Staff Code of Conduct and behaviour policies.
 - o Internal sanctions and/or support will be implemented as appropriate.
 - o Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- Eastcote Primary Academy uses a wide range of technology. This includes: Chromebooks, computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - o All Academy owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place
- Eastcote Primary Academy recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities. In accordance with KCSIE and EYFS:
 - o Eastcote Primary Academy has appropriate Online Safety, BYOD (staff and students) Acceptable Use Templates (AUPs) which are shared and understood by all members of the community. These policies can be found <https://eastcoteprimaryacademy.org.uk/statutory-information/policies/>

6.2 Appropriate filtering and monitoring on school/college devices and networks

- The DSL has overall responsibility for online safety within the Academy but will liaise with other members of staff, for example the Trust's CIO, IT technicians and curriculum leads as necessary.
- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Behaviour policy, Online Safety Policy and Staff Code of Conduct and behaviour policies.
 - Internal sanctions and/or support will be implemented as appropriate.
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6.3 Information security and access management

- Eastcote Primary Academy is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and pupils. Further information can be found in the Acceptable use policy and Online safety policy.
- Eastcote Primary Academy will review the effectiveness of our procedures periodically to keep up with evolving cyber-crime technologies.
- Rebecca England, a member of the senior leadership team and Jani Levenan, governor, are responsible for ensuring that our Academy has met the DfE [cyber security standards](#) for schools.

6.4 Remote/Online learning

Specific guidance for DSLs and SLT regarding remote learning is available at:

- DfE: [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- NSPCC: [Undertaking remote teaching safely](#)
- The Education People: [Remote Learning Guidance for SLT](#)

- Eastcote Primary Academy will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements and any local/national guidance.
- All communication with pupils and parents/carers will take place using Academy provided or approved communication channels; for example, Academy provided email accounts and phone numbers and the agreed system: Google Classroom.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and pupils will engage with remote teaching and learning in line with existing behaviour principles as set out in our Acceptable Use Policy.
- Staff and pupils will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP).

6.5 Online Safety Training for Staff

- Eastcote Primary Academy will ensure that all staff receive online safety training, which, amongst other things, will include providing them with an understanding of the expectations, applicable roles and their responsibilities in relation to filtering and monitoring, as part of induction.
- Ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. See section 7 for more information.
- Eastcote Primary Academy will ensure a comprehensive whole Academy curriculum response is in place to enable all pupils to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. See section 9 for more information.
- DSLs and leaders may find it helpful to access UK Council for Internet Safety (UKCIS) '[Education for a Connected World Framework](#)' and DfE '[Teaching online safety in school](#)' guidance. A variety of online safety templates and guidance from the Education Safeguarding Service can be accessed [here](#).

6.7 Working with parents/carers

- Eastcote Primary Academy will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by:
 - Sharing up-to-date and current information on on-line safety

- Holding workshops to support an educate parents
- Holding workshops for pupils to educate and help them navigate on-line platforms
- Eastcote Primary Academy will ensure parents and carers understand what systems are used to filter and monitor their children’s online use at Academy, what their children are being asked to do online, including the sites they will be asked to access and who from the Academy (if anyone) their child is going to be interacting with online. This is achieved by:
 - Providing information on our school website
 - Annually issuing the acceptable use policy and home/school agreements
- Where the Academy is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we will respond in line with the DfE ‘[Harmful online challenges and online hoaxes](#)’ guidance to ensure we adopt a proportional and helpful response. Additional local advice and support is available for DSLs and SLT via the Education Safeguarding Service and our ‘[Think before you scare](#)’ blog post.

7. Staff Engagement and Expectations

7.1 Staff awareness, induction and training

- All members of staff have been provided with a copy of part one or annex A of the current version of ‘Keeping Children Safe in Education’ 2023 which covers safeguarding information for staff.
 - Academy leaders, including the DSL and governors/trustees will read KCSIE 2023 in its entirety.
 - leaders and all Academy members of staff who work directly with children will read annex B of KCSIE 2023.
- All members of staff have signed to confirm that they have read and understood the national guidance shared with them.
 - All staff sign a register to acknowledge that have completed the training and read KCSIE part One 2023. This will be kept in the Principal’s office
- It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.
- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety, which, amongst other things, will include ensuring an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) to ensure they are aware of the Academy Internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the local

safeguarding partners and explores the Bexley processes to follow. This will be achieved by:

- Giving new staff or volunteers a copy of KCSIE Part One and ask them to read and sign before they start working.
 - Issuing leaflets with the relevant information to inform staff and visitors to include online safety
 - Regularly reviewing safeguarding issues during weekly professional development time
 - Sharing DSL information with all visitors, pupils and staff
 - Displaying posters around the school
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) that is updated at least annually, to ensure they are aware of a range of safeguarding issues and how to report concerns. This will be completed:
 - During the September INSET training or when first returning to work
 - Units of safeguarding training will be completed on the staff platform Thrive
 - Updates shared via email
 - Additional training will take place during staff meetings and directed time
 - Online safety training for staff will be integrated, aligned and considered as part of the whole Academy safeguarding approach and wider staff training and curriculum planning.
 - Units of safeguarding training will be completed on the staff platform Thrive
 - Updates shared via email
 - Additional training will take place during staff meetings and directed time
 - In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
 - Updates shared via email
 - Additional training will take place during staff meetings and directed time
 - Eastcote Primary Academy recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape Academy safeguarding arrangements and child protection policies.
 - Discussing and sharing ideas during staff briefings
 - Reviewing procedures during professional development time
 - SLT reviewing procedures and amendments as needs arise and change
 - Sharing scenarios regularly to discuss procedures
 - Using Google quizzes to assess staff knowledge and understanding
 - All governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to be assured that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated:

- Annual training to update Governors
 - Bespoke training to meet the needs of the Governors
 - Updates shared via email
 - Updates shared at Governor meetings
- The DSL and Principal will provide an annual report to the Academy Board detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained.

7.2 Safer working practice

- Our Academy takes steps as outlined in this and other relevant policies to ensure processes are in place for staff that promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.
- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the Academy code of conduct.
- The DSL will ensure that all staff (including contractors) and volunteers are aware of the Academy expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).
- Staff will be made aware of the Academy behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant Academy policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

7.3 Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The Academy will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS).

- The Academy will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

8. Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- Eastcote Primary Academy is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- The principal of Eastcote Primary Academy responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers and registered person/trustees/committee members and includes appropriate information which may include:
 - Dates of recruitment
 - References
 - Identity checks
 - Criminal records check reference number, including date and details of person who completed it
 - Eligibility to work in the UK checks
 - Other essential key data.
- The setting will obtain an enhanced check by Disclosure and Barring Service (DBS) in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:
 - works directly with children
 - lives on the premises on which the childcare is provided and/or
 - works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).
- An additional check by the DBS (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
- Principal of Eastcote Primary Academy is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its center, regardless of employee or voluntary role.

- Principal of Eastcote Primary Academy is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance. At least one member of the interview panel will have completed safer recruitment training.
- Principal of Eastcote Primary Academy is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

8.2 Allegations/concerns raised in relation to staff, including supply teachers, volunteers and contractors

- Eastcote Primary Academy recognises that it is possible for any member of staff, including volunteers, contractors, agency and third-party staff (including supply staff) and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child
 - Means they have committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national guidance (Part four of KCSIE) and the <https://bexleysafeguardingpartnership.co.uk/for-professionals/local-authority-designated-officer/>.
 - In depth information can be found within our 'Managing Allegations against Staff' and/or [staff behaviour policy/code of conduct](#) policy. This can be found policy folder on google drive.
 - Ensuring concerns are dealt with effectively will protect those working in or on behalf of the setting from potential false allegations or misunderstandings.
- As part of our approach to safeguarding, our setting adopts an open and transparent culture in which all concerns are dealt with promptly and appropriately. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime. The leadership team at Eastcote will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the manager who will contact the <https://bexleysafeguardingpartnership.co.uk/for-professionals/local-authority-designated-officer/> (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the manager, staff are advised that allegations should be reported to the next member of senior management who will contact the LADO.
- Where managers are unsure how to respond to a concern about a member of staff, advice will be sought via the <https://bexleysafeguardingpartnership.co.uk/for-professionals/local-authority-designated-officer/> (LADO) Enquiry Line and/or the <https://bexleysafeguardingpartnership.co.uk/>

- All records of concerns will be kept confidential and will be held securely and retained and in compliance with safeguarding requirements, as well as the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example HR/Personnel and data retention policies).
- In all cases where concerns are reported against staff, once proceedings have been concluded, the Principal (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.
- In the situation that our settings receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.

8.3 Safe Culture

- As part of our approach to safeguarding, we will create and embed a culture of openness, trust and transparency in which our values and expected behaviour as set out in our [Eastcote Policies](#) are constantly lived, monitored and reinforced by all staff, and any concerns are dealt with promptly and appropriately.
- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in our safeguarding regime. The management team at Eastcote Primary Academy will take all concerns or allegations received seriously.
- All members of staff are made aware of our Whistleblowing procedure [Eastcote Policies](#) . It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- Eastcote Primary Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our setting, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [Bexley LADO](#) and/or LAT Human Resources.

- Eastcote Primary Academy have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

9. Opportunities to Teach Safeguarding

- Eastcote Primary Academy recognises that children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our setting will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.
- We recognise that early years settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Eastcote Primary Academy will provide age-appropriate educational opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- Eastcote Primary Academy recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at Eastcote Primary Academy will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

10. Physical Safety

10.1 Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Staff will be made aware of the behaviour management and physical intervention policies, and any physical interventions and/or use of reasonable force must be in line with our agreed policy and procedures and national guidance.

10.2 The use of premises by other organisations

- Where our setting facilities or premises are rented/hired out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.
 - Where those services or activities are provided under the direct supervision or management of our staff, our existing arrangements for child protection, including this policy, will apply.

- o Where services or activities are provided separately by another body using our facilities/premises, the Academy Board will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the setting on these matters where appropriate. If this assurance is not achieved, an application to use premises will be refused.
- Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

10.3 Site security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors' log and to display a visitor's badge whilst on site.
- Staff and visitors will be expected to adhere to any safety arrangements implemented in response to any Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance by staff.
- The setting will not accept the behaviour of any individual (parent or other) that threatens our safety or security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

11. Local Support

- All members of staff in Eastcote Primary Academy are made aware of local support available.

Education Safeguarding Service

- o **Area Safeguarding Advisor**
 - <https://www.bexley.gov.uk/services/schools-and-education>
- o **Online Safety in the Education Safeguarding Service**
 - 03000 423164
 - onlinesafety@kent.gov.uk (non-urgent issues only)
- **LADO Service**
 - o [Bexley LADO](#)
- **Integrated Children's Services/ Children's Social Work Services**
 - o Front Door: 03000 411 111
 - o Out of Hours Number: 03000 419 191
- **Early Help**
 - o https://mybexley.bexley.gov.uk/service/Early_help_family_wellbeing_and_children_s_social_care_referral
- **Bexley Police**

- o 101 or 999 if there is an immediate risk of harm
- o [Phone: 020 7230 1212](tel:02072301212)
- **Bexley Safeguarding Partnership SHIELD**
 - o [BexleySafeguardingpartnership](#)
 - o
- **Adult Safeguarding**
 - o Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm

may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect: 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.

Signs that MAY INDICATE neglect.

- Constant hunger

- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Support Organisations

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrensociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for Children and Young People

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Kent Resilience Hub

- <https://kentresiliencehub.org.uk/>

Substance Misuse

- We are with you Bexley -
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk

- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>