

Parkway Primary School

Safeguarding/Child protection policy

Including statement of procedures for dealing with allegations of abuse against staff



Key Information

<u>Date ratified by Governors</u>	<u>Date policy was shared with all staff:</u>	<u>Date of next review of policy:</u>
October 2025	1 st September 2025	1st September 2026

Name of Designated Safeguarding lead for Child Protection:	Donna Tume (AHT P)
Name(s) of Deputy Designated Safeguarding lead for Child Protection:	Roger Trevena (DHT) Dami Alabi (AHT I) Lucy Cross (SENCO)
Name(s) of Designated Safeguarding Officer(s) for Child Protection:	Frances Shepherd (FLO) Julie Noakes (LM)
Name of Designated teacher for Looked After Children:	Donna Tume (AHT P)
Name of person in charge of E-Safety: (Note; KCSIE 2023 requires the DSL to have an oversight of reviewing and setting appropriate Filters.)	Dami Alabi (AHT I)
Name of Governor for Safeguarding/ child protection:	LoriAnn Mackey head@shenstone-tkat.org
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Policy statement

As Parkway Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

The school endeavours to provide a safe and welcoming environment where children and adults feel respected and valued.

At Parkway Primary school, we maintain an attitude of *'it could happen here'* where safeguarding is concerned, and promote a culture of openness where children have a voice and are listened to.

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

The procedures contained in this policy apply to all staff, volunteers and Governors and are consistent with those of the Bexley Safeguarding Children's procedures. The policy takes account of the *"Keeping Children Safe In Education" 1 September 2025* ' statutory guidance and makes frequent references to it. KCSIE 2025 . This policy provides information regarding different types of abuse, and encompasses other statutory and non-statutory documentation and legislation (shown in Appendix 1 of this policy). The policy outlines the procedures that the school has in place to ensure all children in the school receive effective support, protection and justice. Preventative education is effective within our whole school approach and prepares children for life in modern Britain with a zero tolerance for sexism, misogyny/misandry, homophobia, biphobic, sexual violence/harassment and gender questioning.

Definition of safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- acting to enable all children to have the best outcomes.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police. The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect and exploitation

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger. This includes someone in a position of trust such as a teacher or other professional. Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the safeguarding thresholds the school will seek effective early help. At Parkway Primary School we are committed to safeguarding children and young people and it is expected that everyone who works in our school will share this commitment. Adults in the school take all welfare concerns seriously and provide opportunities for children and young people to talk about anything that worries them. We will always act in the best interest of the child.

Aims:

At Parkway Primary School we will aim to safeguard children by:

- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- sharing information about child protection and good practice with children, parents and carers, staff and volunteers. All policies are available on our website and in the Google Drive;
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately;
- carefully following the procedures for recruitment and selection of staff and volunteers;
- providing effective management for staff and volunteers through support, supervision and training;
- being committed to reviewing our policy and good practice at least annually;
- by recognising that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
- establish and maintain an environment where children feel secure, are confident to talk, and are listened to;
- ensure children know they can approach adults employed in the school if they are worried;
- include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

Procedures:

Parkway Primary School will follow the procedures set out by London Safeguarding Children Board and Local Safeguarding Children's Board and take account of guidance issued by the Department for Education to:

- ensure we have a designated teacher for child protection who has received appropriate training and support for this role. The designated teacher at the time of writing this policy is Mrs Tume, Assistant Head Teacher (Pastoral);
- ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is Ms LoriAnn Mackey;
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Teachers responsible for child protection and their role –

posters have been placed around the school, leaflets are provided and information can be found on the website;

- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Teachers responsible for Child Protection;
- provide induction for all new staff which includes clear explanations of systems that support safeguarding;
- ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus;
- notify Children's Social Care immediately if there is an unexplained absence of a child who is subject to a child protection plan;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (if it proves impossible to send a representative, a written report should be submitted to the child protection conference chair);
- keep chronological records of concerns about children on CPOMs, even if it is assessed that a referral is not necessary; and if that is the case, consider whether early help should be sought;
- ensure all records are kept securely on CPOMs. Records should include all concerns, discussions and decisions;
- follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer – notification to the Head Teacher when concerns with regards to a member of staff, notification to the Chair of Governors if the concern is regarding the Head Teacher;
- ensure safer recruitment practices are always followed;
- work with other professionals to ensure that there is an effective sharing of information between practitioners and local organisations social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- ensure evacuation procedures are always followed. Children take part in evacuation procedures throughout the year; all school staff/personnel are aware of these procedures;
- ensure an effective sharing of information between practitioners and local organisations.
- when a child transfers to another school the Designated Teacher (or deputies) will contact the designated member of staff of the receiving school to inform them that there are concerns. All documentation is sent securely to the receiving school (by CPOMs if possible otherwise through secure post) with a copy kept at Parkway Primary School until receipt is acknowledged;
- ensure that children are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- ensure that children are taught to recognise when they are at risk and how to get help when they need it.

Equality Statement

Parkway Primary School is committed to promoting equality and preventing discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation. Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. Parkway Primary is committed to anti-discriminatory practice and recognises children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

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

Role and responsibilities

All staff will:

- read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- sign a declaration at the beginning of each academic year to say that they have reviewed the guidance and understood it
- reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- have a good understanding of safeguarding issues
- be aware of the signs to look for to identify children who might need help.
- should never promise confidentiality
- engage with professions to support child/children involved
- be aware of anonymity witness support, where an allegation of sexual violence or sexual harassment through criminal justice system
- have a good understanding that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sharing nude and semi-nude imagery (previously known as 'Sexting') put children in danger.
- have a good understanding that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-

based violence/sexual assaults and sharing nude and semi-nude imagery (previously known as 'Sexting').

- have a good understanding that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.
- All staff, but especially the designated safeguarding lead should consider whether children are 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, and serious youth violence.
- Provide a safe space for children who are LGBT to speak out and share their concerns.
- All staff will be aware of online safety and understand their responsibilities in relation to filtering and monitoring.
- Use the DFE's data protection guidance for schools to help comply with data protection law and development policies and processes.

The Governing Body

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

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

The Governing Body will ensure that:

- An annual review of the school's safeguarding policy procedures adheres to the Bexley Borough guidance and locally agreed interagency procedures;
- The policy is made available publicly, on the school website or on request;
- The safer recruitment procedures as outlined in KCSIE part 3 are robustly implemented and all appropriate checks are carried out on staff and volunteers who work with children;
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection (including online safety). To provide advice and support to other staff, liaising with the local authority, and working with other agencies. The Designated Safeguarding Leader (DSL) will receive appropriate training, funding and time to carry out the role effectively as outlined in his/her job description;
- Annual staff training is prioritised to ensure all staff are equipped to carry out their responsibilities for child protection effectively. Also, that all temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- The school has clear systems and processes in place for identifying possible mental health concerns, including routes to escalate response and clear accountability systems;
- There are robust systems in place for the induction of new staff on the school's safeguarding procedures and relevant policies (CP policy, behaviour policy, staff handbook, procedures regarding children missing from education and the role of the DSL);

- An appropriate whistleblowing policy/procedure is in place to encourage any staff member or volunteer to report concerns regarding safeguarding practice in school;
- The school has clear procedures for dealing with allegations of abuse made against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- Procedures are in place for regular evaluation of the effectiveness of safeguarding systems, including adherence to safer recruitment procedures and checks on the effectiveness of online safety (including the filtering strategies), as outlined in KCSIE 2025 ;
- With staff welfare in mind, the Governing Body will consider the necessity and appropriateness of arranging for 'Safeguarding Supervision' for the DSL within the school;
- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness;
- Review the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards;
- Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role;
- Make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners;
- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
- Use the DfE's data protection guidance for schools to help comply with data protection law and development policies and processes.

The Head Teacher

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

- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly;
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate;
- making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this;
- induction procedures are robust and meet the requirements outlined in KCSIE 2025 ;
- the school curriculum provides regular opportunities for children to learn about personal safety and how to protect themselves from harm in an age appropriate way;
- ensuring that online safety training is included in staff safeguarding and child protection training
- the safe use of technology, mobile phones and cameras in the setting.

The Designated Teacher (DSL)

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Parkway Primary School.

The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- make a referral to Children’s Social Care or the police immediately if it is agreed during the consultation or there is an immediate risk to the child. If the child is disabled, the referral should be made to the Disabled Children Service. It is essential that disabilities are explained at the time of referral. Upload to CPOMs;
- make a telephone referral and confirm in writing using an inter-agency referral form (through the London Authority) within 4 hours – the report should be saved to CPOMs;
- when making a referral, the DSL or deputies, should file a record on CPOMs of:
 - discussions with child;
 - discussions with parent/s;
 - discussions with staff;
 - discussion with and information provided to Social Care;
 - advice given and decisions taken (with time, date)
- ensure Children’s Social Care acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days. Following referral, Children’s Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Teacher. Any correspondence should be saved to CPOMs;
- be aware of the children who have a social worker;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents;
- ensure that child protection information is transferred to the Child’s new school;
- understand harmful sexualised behaviours
- have a knowledge of the local specialist support that is available to support the children involved (including victims and alleged perpetrators) and confident in sexualised violence and harassment in accessing support;
- be aware that children have an ‘appropriate adult’ to support and help them in a case of a police investigation or search;
- obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information on CPOMs;
- assess the information quickly and carefully and ask for further information as appropriate. Consult with the Local Authority Designated Officer (LADO – see appendix 5) as appropriate;
- consult with appropriate Local Authority Children’s Social Care (including the Disabled Children Services) or Safeguarding Children Service, in which the child lives, to clarify any doubts or worries;

- during term time, the designated safeguarding lead and/or deputies should always be available (during school hours) for staff to discuss any safeguarding concerns. At the time of writing this policy, Mrs Tume, Assistant Head Teacher (Pastoral) is the designated Safeguarding Lead;
- inform the team of any updated advice received from the local 3 safeguarding partners and update the policy;
- add any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need;
- work closely with the police if there are delays in criminal process;
- Be aware of online safety, including the filtering and monitoring processes.

Virtual school heads

Virtual School Heads (VSHs) hold a **non-statutory strategic leadership** role, responsible for championing the **educational attendance, attainment, and progress** of children with a social worker—and, since September 2024, those living in kinship-care arrangements too. They are expected to **identify and collaborate** with key professionals (e.g., DSLs, SENCOs, social workers, mental health leads), **raise awareness** of the specific barriers these children face, and **promote best practices** to narrow attainment gaps and boost engagement. VSHs also provide **advice and guidance**, on request, to kinship carers (particularly those with Special Guardianship or Child Arrangements Orders), helping them navigate the education system and effectively advocate for children’s educational success—all through strategic oversight rather than direct casework.

Multi-agency working

The DSL and deputies at Parkway Primary School will make themselves aware of and follow local arrangements. They understand that the three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children and make sure that when the school is involved in safeguarding cases, that if named as a relevant agency, will cooperate with the published arrangements.

The Governing body should understand the local criteria for action and the local protocol for assessment. They should also be prepared to supply information as requested by the three safeguarding partners. Parkway Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Safeguarding in Alternative Provision

Children in Alternative Provision often have complex needs and heightened vulnerability. Under **Keeping Children Safe in Education (KCSiE 2025)**, schools remain fully responsible for their safety when placed off-site. Schools must secure **written confirmation** from providers that all staff have undergone appropriate

safeguarding checks—including DBS and vetting comparable to school staff—and that the provider will **notify any staff changes** so schools can verify safeguarding compliance. Schools must also **maintain accurate records** of all placement locations and ensure regular monitoring of attendance. Placements are reviewed **at least every half-term**, assessing safety, attendance, and suitability for the pupil's needs. If **safeguarding concerns** arise, the placement must be **immediately reviewed and, if necessary, terminated** until they are resolved. These measures support compliance with KCSiE and **Working Together**, ensuring vulnerable children receive safe, consistent, and high-quality education.

Confidentiality

As a school, we recognise that all matters relating to child protection are confidential. The Head Teacher, Designated Teacher and deputies will disclose personal information about a Child to other members of staff on a need to know basis only. However, all staff should be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff should be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

Information Sharing

At Parkway, we will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Bexley Safeguarding Children Service on this point.

When considering sharing information, the staff will consider: Keeping Children Safe in Education (2025): 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. 'This includes allowing practitioners to share information without consent...'.

When sharing information, the following needs to be considered:

- remember that the Data Protection Act is not a barrier to sharing information, it provides the framework;
- be open & honest with the person from the outset about how information may be shared;
- seek advice, do not fail to share information because you are unsure what to do;
- share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared;
- consider safety and well-being of the child and base information sharing decisions on this;
- ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure;
- ensure any third party or hearsay information is identified and that you have consent to share it;

- keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

Interviewing Children

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a Child alone, particularly if the Child has an experience of sexual/emotional abuse. Interviewing individual Children is an integral part of our work and therefore staff should exercise their own professional judgment and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- ask another person (teacher or Child's friend – as appropriate to the content) to sit in on the interview;
- sit in a room where it is possible to be observed through a window or glass-panelled door;
- do not close the door of the room, if you are not clearly visible from outside the room.

Recognising abuse and acting

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

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

All staff and volunteers must act in accordance with this policy if a child presents with indicators of abuse. Staff will follow the guidance in this policy for dealing with a disclosure or reporting concerns (see Appendix 4)

If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. Staff must provide the DSL with a signed and dated written/electronic record of their concerns.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow referral, along with the role they might be expected to play in such assessment. Staff will follow the guidance in Appendix 4 if a child discloses that he/she has been abused in some way. Staff must be aware that an incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or personal expressions/comments when recording the disclosure.

The DSL (or in their absence, the Deputy DSL) will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

MASH Consultation Line Tel-0203 045 5440

LADO - 0203 045 3436

Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time**. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (MASH) Tel: **0203 045 5440**

https://mybexley.bexley.gov.uk/service/Early_help_family_wellbeing_and_children_s_social_care_referral

What to do if you suspect that abuse may have occurred

You should report the concerns via the electronic system, CPOMs, promptly by:

- Logging on to CPOMs
- Add incident - click top right-hand corner
- Begin to type child's name – name will appear
- Type in incidents with as much detail as possible.
- Click the category – CP (major concerns) or Cause for concern (where no immediate action is required)
- Click add incident – bottom left hand corner. (See CPOMs appendix 4 for support)

The Designated Teacher, Mrs Tume, has been nominated by the governing body of Parkway Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of the Designated Teacher, they will speak to:

Mr Trevena (Deputy Designated Safeguarding Lead)

Mrs Alabi (Deputy Designated Safeguarding Lead)

Mrs Cross (Deputy Designated Safeguarding Lead)

In their absence, speak to the Learning Mentor/Designated Safeguarding Officer, Mrs Noakes, Mrs Shepherd the Family Liaison Officer/ Designated Safeguarding Officer, or the Head teacher, Mr Celino-Stock.

Suspicions should not be discussed with anyone other than those nominated above. It is the right of any individual to make direct referrals to the Child Protection Services. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly on **0203 045 5440**.

Online safety and the use of mobile technology

The Governing Body of Parkway Primary School require the DSL to ensure that appropriate filters and monitoring systems are in place. Most young people experience the internet and mobile phones as a positive, productive

and creative part of their activities and development of their identities. However, issues of Online Safety do arise as some students use the technologies negatively.

In Parkway Primary School, we have a responsibility to educate our Children; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. We do this through twice termly internet and online safety lessons. We also include parents as much as possible in this process given that children often have access to computers at home, information is shared on the school newsletter and via Google Classroom if children are working at home. The school will ensure that appropriate filters and monitoring systems are in place including ensuring that sites being used for learning are checked and checked as children work, to protect children when they are online in school as per our E Safety Policy. LGFL has the technical knowledge to maintain our safe IT arrangements.

Parkway Primary School will do all that it reasonably can to keep all of the children safe. Where children are not physically attending school, teachers will consider their safety when work is set online. The starting point for online teaching will be the same principles as set out in the Parkway Primary School's Code of Conduct and the Online Safety Policy. Teachers will ensure that any online sites that they ask children to access whilst on line are safe and that they have first been viewed by the teacher. It will be important that all staff who interact with them online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and, as required, the police. Parkway Primary School ensures any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Children who are set to work online (outside of school), and who find something which they are uncomfortable about, will report to a parent in the first instance and then teacher. Children have been given Childline numbers (0800 1111) and can follow the link [Childline - for support](#).

Cyber-bullying is, unfortunately, another area which is growing rapidly. It is different from more traditional forms of bullying. Some students have 24-hour access to the internet or a mobile phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures are likely to stay online forever. As with all forms of bullying, the school will deal with this in accordance with the Behaviour for Learning Policies, even if the cyberbullying is happening outside School hours. If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the School as soon as possible.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff should not take any device home which has photos saved on it e.g. camera and iPads. Staff should not communicate with Children through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and should not discuss school business or any issues relating to Children.

The school adheres to the Department for Education's **Generative AI: Product Safety Expectations** (published 22 January 2025), implementing robust filtering, monitoring, and age-appropriate safeguards throughout all generative AI interactions. All tools must record usage logs, alert when harmful content is blocked, and deliver transparent feedback. School enforce secure configurations to prevent misuse, apply permission-based access, and conduct regular security reviews. In line with UK GDPR and the ICO Age Appropriate Design Code, we carry out DPIAs, protect children's data, and strictly forbid using child-generated work for model training without explicit consent. These measures align with KCSIE, Filtering & Monitoring Standards, and the Online Safety Act, ensuring safe, responsible, and transparent AI use.

Use of Technology - (Please refer to Online-Safety Policy)

Mobile phones and other electronic devices with imaging and sharing capabilities

- Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles
- Staff should not use a mobile phone in the presence of school Children or in areas of the school site unless it is an emergency.
- In relation to photographs, staff will not use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school. Staff will have an absolute commitment to seek advice from their line manager about any situation that may be capable of being understood as inappropriate.
- Communication by email should only be through the school's email system and personal emails should not be shared with children.
- Staff will not communicate with Children through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school.
- Staff should be extremely careful in their personal use of social networking sites and should not discuss school business or any issues relating to Childs.
- **Staff will be expected to challenge concerns when safe and appropriate and will always inform the Designated Safeguarding Lead of any breaches of use by visitors.**

Use of Internet

Staff will **NOT** access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow Online-safety standards about access to and use of the internet and uphold the Teacher Standards.

The Head teacher will have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner.

Notify parents or carers

Where appropriate, the safeguarding team will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

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

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

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

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

Children with special education needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff recognise that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

At Parkway Primary School, we identify children who might need more support to be kept safe or to keep themselves safe by monitoring progress and attainment and identifying children who are making less than expected progress and through observations of behaviour. We will actively seek to remove barriers to communication by providing children with alternative ways to communicate e.g. through drawing, Picture Exchange and sign language.

Children with a social worker

Children may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

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

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

Looked-after and previously looked-after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. It is important that all agencies work together to prompt action taken when necessary to safeguard these children, who are a particularly vulnerable group.

The DSL and AHT I will work with the local authority to promote the educational achievement of looked after children. She will liaise with the virtual school head as appropriate.

Allegations of abuse against a member of staff

Responding to Allegations of abuse against a member of staff, including supply teachers, other workers or volunteers, the Bexley Safeguarding Partnership procedures on allegations against school staff, other workers or volunteers will be followed in all such cases. It is available on the school Google drive, Safeguarding folder and on the Bexley LSCB website.

Concerns relating to a member of school staff

At Parkway primary, staff are not to staff any investigations or inquire themselves and should not discuss with anyone else other than those named. We recognise the possibility that adults working in the school may harm children, including Governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Head Teacher (without delay); any concerns about the Head Teacher should go to the Chair of Governors, Dee Higham, who can be contacted by email - dk.higham@hotmail.co.uk . In the absence of the Head Teacher, DSL - will need to be informed. If the Chair of Governors is unavailable the Safeguarding Governor, can be contacted on head@shenstone-tkat.org .

The safety of the child at risk is of paramount importance and an assessment will be carried out to ensure that immediate action is taken. A referral will be made to the LADO (Local Authority Designated Officer), then a full account will be taken from both the child, adult involved and any others that may have witnessed the issue. The LADO will offer advice to the school and HR or agencies may also then be contacted.

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offense 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;
- may have behaved in a way that indicates they may not be suitable to work with children.

In no circumstances will Parkway Primary School decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome.

The Sexual Offences (Amendment) Act 2000 established a criminal offense of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a Child or student by virtue of the work or nature of the activity being undertaken. The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. 'Grooming' a child or young person under 18 with a view to a future sexual relationship may also be an offense in this context.

The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual or heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

Concerns about safeguarding practices within the school

All staff and volunteers at Parkway Primary School should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know such concerns will be taken seriously by the Senior Leadership Team. Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them, general guidance can be found in Bexley's Whistleblowing Policy – see school website.

A whistleblowing disclosure should be about something that affects the general public such as:

- a criminal offense has been committed, is being committed or is likely to be committed;
- a legal obligation has been breached;
- there has been a miscarriage of justice;
- the health or safety of any individual has been endangered;
- the environment has been damaged;
- information about any of the above has been concealed.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call **0808 800 5000** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk .

Record keeping

Department of Education guidance says that the Designated Teacher should keep detailed, accurate, secure written records of referrals and concerns. These will be kept separately from academic records, on CPOMs, accessible only by the safeguarding team. They are exempt from records available for examination by parents or children unless subject to a court order.

Bexley Safeguarding Partnership promotes the use of a chronological record for concerns. If a child transfers to another school or other educational establishment, the Designated Teacher will forward the child protection file, electronically if the receiving school has CPOMs or printed from CPOMs and then sent to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '***confidential, to be opened by addressee only.***' The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

Actions where there are concerns about a child



Recruitment and appointment of workers and volunteers

In recruiting and appointing workers at Parkway Primary School, will be responsible for following Bexley HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- at least one person on an appointment panel will have undertaken safer recruitment training;
- identifying the tasks and responsibilities involved and the type of person most suitable for the job;
- draw up the selection criteria and put together a list of essential and desirable qualifications, skills and experience;
- all applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience;
- application will be measured against the selection criteria;
- all applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them" substantial, unsupervised access on a sustained or regular

basis” to children under the age of 18 should declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that the applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly;

- photographic evidence will be used to confirm the identity of the applicant e.g. their passport and proof of address;
- documentation will be seen of any qualifications detailed by the applicant;
- candidates for a job will always be interviewed;
- two written references from previous employers. The referee to also comment on their suitability for working with children. If necessary, a follow up to a written references will be made with a telephone call.

Safer Recruitment

Part three: Safer Recruitment, KCSIE 2025 outlines the requirement for recruitment, selection and pre-employment vetting. At Parkway Primary School we follow these guidelines to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. The Governing Body will act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (Disclosure and Barring Service, (DBS), together with references and interview information. The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school.

Training

All staff

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

This training will be regularly updated and will:

- be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- be in line with advice from the 3 safeguarding partners (the local authority-through children and families, clinical commissioning groups and the police)
- include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- have regard to the Teachers’ Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government’s anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular

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

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

The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

Governors

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

- have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge;
- can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

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

Links with other policies

This policy links to the following policies and procedures:

- Behaviour for learning policy
- Anti-bullying policy
- Attendance
- Medical needs/ First aid
- Online safety policy
- Whistleblowing
- Health and safety
- Complaints
- Staff code of conduct (staff handbook)
- Curriculum and Relationships and Sex Education (RSHE)

Review & Implementation Dates

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff and parents. The outcome of the review will be communicated to all those involved as appropriate.

Policy was completed by:

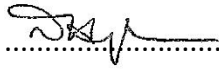
Donna Tume

July 2025

After consultation and agreement by Parkway Staff, this Policy was adopted by the School Governing Body and therefore implemented by the school.

Next Review Date: September 2026

Signature of Chair of Governors

.....

Signature of Head Teacher

.....

Appendix 1: Types and Indicators of Abuse

(to be read in conjunction with 'Keeping Children Safe In Education' KCSIE 2025 Part 1 and Annex B)

NB. This abbreviated guidance provides a useful reminder of the types and indicators of abuse but MUST be considered within the context of a comprehensive training programme and reference to relevant sections in KCSIE 2025 (Part 1 and Annex B). This guidance is not a substitute for more in-depth consideration of harm.

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Definitions of child abuse

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: 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 from 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.

Sharing nude and semi-nude abuse: (previously known as ‘sexting’) 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 nonpenetrative 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect and exploitation: 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, for example, 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.

Appendix 2: Specific safeguarding issues:

Mental health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child, immediate action should be taken. Staff should complete an incident sheet on CPOMs for the DSL or deputy on duty, this may then be backed up with a telephone call, unless the child is at risk of harm.

Negative experiences and distressing life events can affect the mental health of Children and their parents. Teachers should be mindful of this when setting expectations of Children's work if Children are accessing home learning. Children will be given opportunities to talk to a 'Trusted Adult' in school or access to a 'Worry Box' to share their concerns. Worry Boxes will be checked each day and concerns will be addressed by the class teacher and shared with the Safeguarding team if necessary. All school 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.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should report it on CPOMs for the attention of the DSL or deputies on duty. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).**

What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

Female genital mutilation (FGM)

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure. **Teachers should personally report to the police cases where they discover that an act of FGM appears to have been carried out;** and report any such cases via CPOMs with the DSL and children's social care. The duty does not apply in relation to at risk or suspected cases. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they **should not** be examining Children, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

FGM mandatory reporting duty for 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 along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

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

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;

- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

Domestic abuse

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. If you believe that a child has witnessed Domestic Abuse you should create a report via CPOMs.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Children who are absent from Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

At Parkway Primary School, attendance is monitored rigorously. We address poor or irregular attendance without delay. The Assistant Head Teacher (Pastoral) meets with the Educational Welfare Officer (EWO) at least termly to review the school's registers. Parents of children with attendance below 95%, where there is no reasonable explanation, are invited in for a meeting with the Assistant Head Teacher (Pastoral) and the Educational Welfare Officer (EWO). We will always follow up with parents/carers when Children are not at school – we have a voice recorded system for parents to leave messages which we follow up with a phone call to verify absence. This means we need to have at least two up to date contact numbers for parents/carers. Parents should update the school as soon as possible if the numbers change. In response to the guidance in Keeping Children Safe in Education (2025) the school has:

- Staff who understand what to do when children do not attend regularly;
- Ensure that there are at least two, up to date, emergency contacts for each child;
- Appropriate policies, procedures and responses for Children who go missing from education (especially on repeat occasions);
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
- Implemented the Working Together to Improve School Attendance Document.
- Procedures to inform the local authority when we plan to take Children off-roll when they:
 - leave school to be home educated;
 - move away from the school's location;
 - remain medically unfit beyond compulsory school age;
 - are in custody for four months or more (and will not return to school afterwards);
 - are permanently excluded.

At Parkway Primary School, we will ensure that Children who are expected to attend the school, but fail to take up the place will be referred to the local authority in consultation with the Educational Welfare Officer (EWO). When a Child leaves the school, we will record the name of the Child's new school and their expected start date.

Additional Support Plans (Behaviour)

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because: there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be

disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

At Parkway Primary School we identify and monitor children who might need more support to be kept safe or to keep themselves safe and then use strategies including those below to help to prevent safeguarding issues in school:

- Positive physical intervention when necessary (Please refer to Use of Reasonable Force Policy);
- Behaviour interventions (Please refer to Behaviour for Learning Policy);
- Additional Support Plans for identified children
- Specific strategies for children who are allocated to a member of staff they can talk to about issues of concern or another professional, preferably a counsellor that they can talk to;

Management of Children with Child Protection Plan

If a child is subject to a Child Protection Conference, the DSL or deputies will attend the conference to share any relevant information. All reports will be sent to the Chair one week in advance of the conference. If the child has a Child Protection Plan, the Designated Teacher is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences. Information will be shared with staff on a need to know basis but key personnel working with a child should have sufficient information to support them in planning for the academic progress of that child. If a child with a Child Protection Plan has an unexplained absence from school, the DSL or deputies will inform the Social Worker immediately.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offense. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the

local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

The Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to define 'the process of person legitimising support for, or use of, terrorist violence'. This has become known as the 'Prevent Duty'. Where staff at Parkway Primary School are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should complete an incident form on CPOMs which will be followed up by the DSL or deputy on duty.

All staff have received training about the Prevent Duty and tackling extremism. The Designated Lead is able to support staff with any concerns they may have. Parkway Primary School use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Parkway Primary School is committed to ensuring that our Children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

Staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgment in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL or deputy making a Prevent referral.

Radicalisation: the process by which a person comes to support terrorism and or extremist ideologies with terrorist groups.

Terrorism: an action that endangers or causes serious violence to a person/people; serious damage to property; or seriously interferes or disrupts an electronic system.

We recognise that Children in vulnerable social and domestic situations (mental health issues, single parent families, involvement in gangs) may be at greater risk of radicalisation than other Childs. Through fortnightly safeguarding meetings, information is shared on targeted Children and appropriate external support accessed as necessary.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE, children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- suffer from changes in emotional well-being;

- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late;
- regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child sexual abuse in which an individual or group exploits a power imbalance to coerce, manipulate or deceive someone under 18 into sexual activity—either (a) in return for something the child needs or wants, and/or (b) for the perpetrator’s or facilitator’s financial gain or social standing. CSE may occur even when the young person appears to consent, and it can involve physical contact or take place through technology—sometimes without the child knowing, such as when images they’ve posted are shared by others. It affects all young people under 18, including 16- and 17-year-olds who can legally consent to sex, and spans both contact (penetrative and non-penetrative) and non-contact activities. Indicators include having older partners or experiencing sexually transmitted infections or pregnancy.

In addition, the Lucy Faithfull Foundation’s **Shore** service offers a confidential, anonymous chat and email support platform for 13–18-year-olds who are worried about either their own, or someone else’s, sexual thoughts or behaviours—providing trustworthy information and guidance in a safe space.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, Child referral units, special educational needs schools, children’s homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

What do if concerned

Follow school safeguarding guidance – on an incident form on CPOMs. The DSL or deputies will share this information with Bexley Safeguarding services. ***If you believe a person is in immediate risk of harm, you should contact the police.***

Child on child sexual violence and sexual harassment

Staff at Parkway Primary School should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault, sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- sexting (also known as youth produced sexual imagery);
- initiation-type violence and rituals. Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Abuse should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. At Parkway Primary School, we believe that all children have a right to attend school and learn in a safe environment. We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour for Learning Policy. Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

At Parkway Primary School we know that reports of sexual violence and sexual harassment are likely to be complex and will be dealt with a calm and considered approach. We will ensure that all staff are trained to identify and address the issue. All victims will be taken seriously and will be supported and kept safe. Any reports should be placed on CPOMs which will then be referred to the designated safeguarding lead on duty and safeguarding reporting procedures followed.

When there has been a report of sexual violence the designated safeguarding lead will make an immediate risk and needs assessment. This will take into consideration the victim, the alleged perpetrator and all the other children.

When considering how to proceed the wishes of the victim need to be considered. This is especially important in the context of sexual violence and sexual harassment. Victims need to be given as much control as reasonably possible regarding how any investigation will progress and any support they will be offered. The victim will be

removed from any shared lessons. There are four likely scenarios for schools to consider when managing any reports of sexual violence/ harassment:

- manage internally;
- seek early help;
- referral to children’s social care;
- reporting to the Police (with referral to social care.)

Sharing of nudes and semi-nudes (‘sexting’)

In cases of ‘sexting’ Parkway Primary School will follow guidance given to schools by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools, responding to incidents, and safeguarding young people’.

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you should report it to the DSL immediately.

You should not:

- View, copy, print, share, store or save the imagery yourself, or ask a Child to share or download it (if you have already viewed the imagery by accident, you should report this to the DSL);
- Delete the imagery or ask the Child to delete it;
- Ask the Child(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility);
- Share information about the incident with other members of staff, the Child(s) it involves or their, or other, parents and/or carers;
- Say or do anything to blame or shame any young people involved;
- You should explain that you need to report the incident, and reassure the Child(s) that they will receive support and help from the DSL or deputies.

Appendix 3: Statutory guidance, legislation and advice

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

[The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

[The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

[The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

[statutory framework for the Early Years Foundation Stage](#)

Appendix 4: Records and referrals, including CPOMs examples



Flow Chart for Reporting Concerns



Safeguarding appendix – CPOMs

CPOMs will be the main port of recording all incidents.

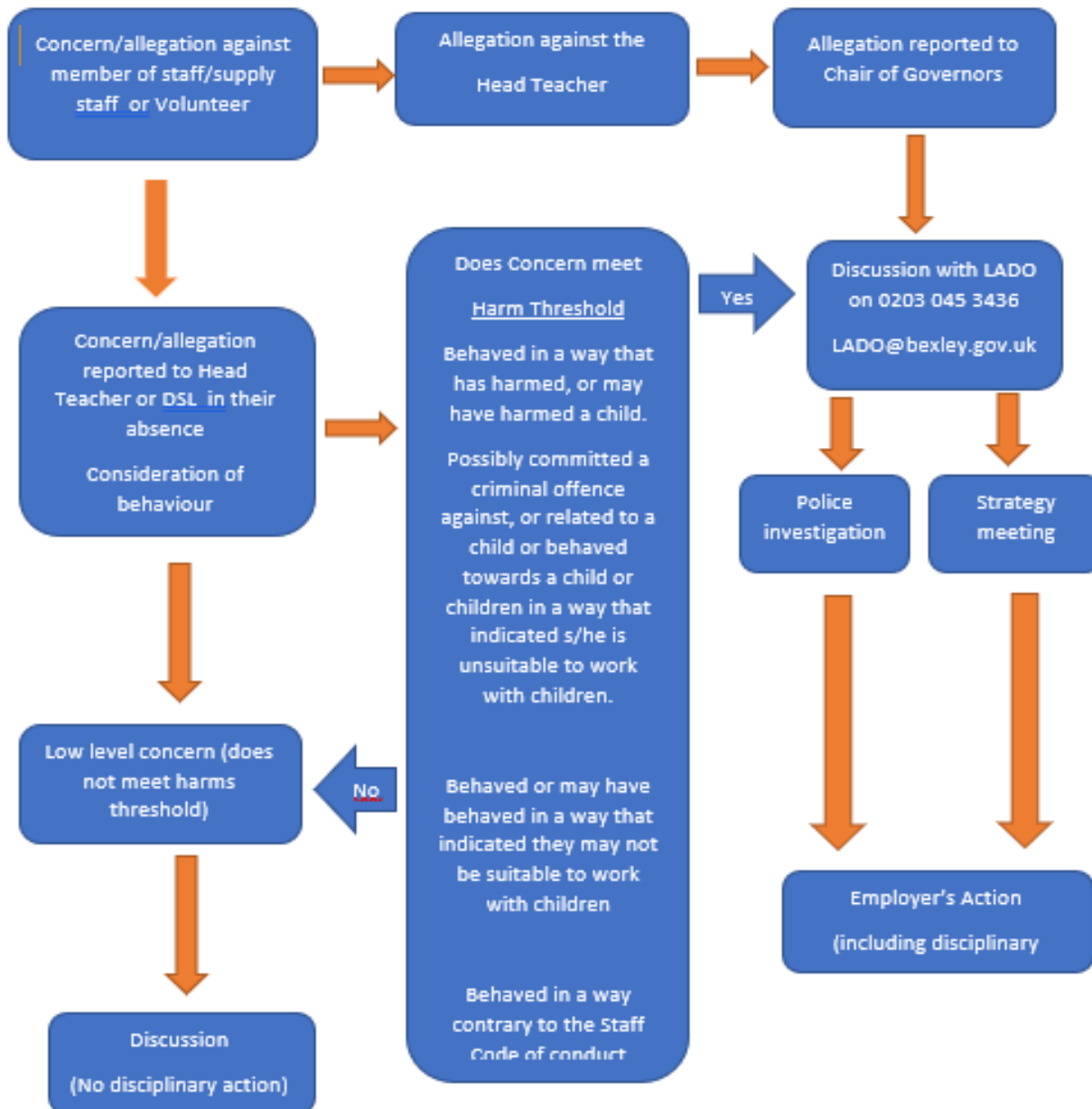
Category	Sub-category	Should/ Could include	Examples:
<u>Attendance</u>	Attendance surgery	Record children who will be invited to attend EWO surgery. Then action once meeting has taken place.	<i>X has been invited for a EWO surgery on xx/xx/xxxx</i>
	Punctuality	Record those who are continuously late or collected early by parents.	<i>X has been late . . . times this week</i>
<u>Behaviour related log</u>	Behaviour sheets	Behaviour sheets which were emailed to office manager to ensure scanned and uploaded. Office to scan and upload	See behaviour sheet attached
	Negative behaviour	Behaviours that are persistent that do not come in the ISN category. If a child has reached “behaviour sheet” on the diamond.	<i>During (class/play/lunch) X consistently (pushed/name calling/calling out etc) (additional child’s name if required). (Adult who dealt with it- what they did and how was it solved)</i>
	ISN (incident of serious nature)	Swearing at adults/conflict/physical – Document the incident, what sanction was given, what will be in place for next time to reduce the behaviour. Office to scan and upload	BACKGROUND INFORMATION (What led to, where, when, Why, what you did as adult) <i>At around midday, X _____ (put hands/punched/kicked) _____ in the classroom. (Adult name) dealt with the incident. (Child name) was seen to for first aid and parent spoken to by (Adult) after school. (Child name) was removed from class to work with (Adult)</i>
<u>Bullying/friendship related incidents</u> <u>Include one subheading</u>	Cyber bullying	Sending mean texts or IMs to someone. Pranking someone on the telephone. Hacking into someone's gaming Being rude or mean to someone in an online game. Spreading secrets or rumours about people online. Pretending to be someone else to spread hurtful messages online.	Each issue will be recorded, however if this is out of school. Parents are to be informed that their child has reported cyberbullying. <i>X reported that X was sending texts/messages to him/her continuously that are unkind.</i> <i>X reported that X had used his/her log in details and been affecting their online games.</i>
	Homophobic Incident	Include physical violence, name calling, put downs, ‘jokes’, sexual harassment, threats or damage to property linked to sexual orientation. Second incident a meeting with the parent (see prejudiced related in the school community policy)	<i>X said that X had called him/her _____. This has made them feel upset. When speaking to the children X said that they have just heard the word and are not aware of the meaning. I will undertake some work to support the child in their understanding of LGBTQ+.</i>
	Physical bullying	Include kicking, hitting, punching, slapping, shoving on more than one occasion	<i>X had informed _____ that X has been consistently hurting them on a number of occasions. Then X said that it was not bullying. _____ clarified the term bullying. X has been told to report any incidents that reoccur.</i>

			<i>_____ will miss part of his/her play/lunch to reflect on his/her behaviour.</i>
	Racist incident	This is to be used if the child/parent/ observer sees an incident as a racial incident. Children must be spoken to and to record word for word what the children had said.	<i>During playtime (Child's name) called X _____. When both were spoken to child X felt that the incident was racist. (Child's name) did not feel that his/her comment was racist. (Adult name) to carry out some work on the language in which we use towards each other. Parents to be informed.</i>
	Verbal bullying	Consistent name calling (on more than three occasions).	<i>X had informed _____ that X has been consistently calling them unkind names on a number of occasions.</i>
<u>Cause for concern (in place of child spot)</u>	Emotional related	Any incidents whereby the child has been affected emotionally/mentally or any unusual behaviours you may have noticed that shows a change in the child	<i>(Child's name) came into school very upset; (withdrawn/ screaming/ crying). Whilst work had started (he/She) refused to work started throwing objects at the other children. Factual information was provided to the adult is recorded.</i>
	Neglect related	Any continuous behaviours linked to packed lunches, clothes too small, child smelling, not having a PE kit or having correct school uniform	<i>I have noticed that X has not had enough to eat in their lunchbox this week. When speak with X they said that _____.</i>
	Physical related	Any unusual behaviours you may have noticed that shows a change in the child	<i>X has never been physical with anyone. However today X _____. This is out of character. When speaking with X he/she said that "there was nothing wrong."</i>
<u>Child protection</u>	Child protection information	Safeguarding concerns are recorded under safeguarding category.	Safeguarding Team information is recorded here.
<u>Communication</u>	Email	Emails sent via admin that is not covered in any other category.	<i>Email received by a parent through admin, that wishes to communicate with the school ...</i>
	Telephone call	If a call has been made to a parent/carer regarding a concern that is not covered in any other category.	<i>X parent called to school today to express their concern about their child reporting that _____. He/she would like a meeting with _____.</i>
	Meeting/parents evening	Notes from all meetings with parents – using parents form.	Include: What was the concern, key points discussed, agreed actions
	Home visit	If a home visit is arranged to see why there are persistence absent from child.	<i>Due to the persistent issues with X ___ and ___ made a home visit. On arrival, ...</i>
	With child	If a child appears with a mark that might cause concern e.g. scratch but child is able to explain it.	<i>Child X reported that when playing with the cat it caught his/her face</i>
<u>Contact with external agency</u>	Only to include if aware of subcategory.	To be used by the safeguarding team for recording of conversations (unless safeguarding) via email or telephone.	<i>(Email/telephone call) received from __ at __ regarding __. During the session with the (S&L), he/she informed _____ that X would need _____.</i>
<u>Medical issues</u>	First aid	This includes any issue where first aid has been given (what happened, what first aid was given, if any marks are visible)	Include: How did the incident happen? What first aid was given and by whom?

		<p>Any incident that might lead to a mark, but not visible at the time and first aid not necessarily at the time. For the body figure to be clicked on where the incident was reported.</p> <p>If medication has been given and given as directed by a doctor</p> <p>Feedback from medical reported by a parent</p>	<p>Whether further first aid is needed and how this was passed on.</p> <p>Who and when a telephone call home was made e.g. bump on the head. If no phone call, who made the decision not to ring.</p>
<u>Safeguarding</u>	Only to include if aware of subcategory.	<p>Incidents where the child is at risk/possible risk of harm. Examples, neglect, emotional abuse, physical abuse, sexual abuse, domestic abuse, suspected abuse, sexual exploitation, radicalisation, grooming, forced marriage and female genital mutilation (FGM).</p>	<p><i>(Child's name) entered school today and it had been reported that a child was dragged into school. (Adult) shared that the child had entered the classroom not their usual self. No visible marks on the child.</i></p> <p>Include as much factual information as possible which may include but not limited to: How she/he got to school? How has her/ his morning been? Did anything happen this morning?</p> <p>What happened? What happened with X? How was X feeling this morning? Is there any evidence of why they may be feeling that way?</p>
<u>Team teach</u>	N/A	<p>For the green incident book to be completed, one adult from those involved to record "Team teach was required today for . . ."</p> <p>Office to scan and upload</p>	See green book.

Appendix 5; Allegations of abuse made against staff (including low-level concerns)

Managing and Reporting concerns or Allegations Against School Staff, Volunteers and Contractors



Appendix 6: Concerns form



Parkway Primary School CHILD PROTECTION RECORD

Report of a Concern

Child Name:		Year Group/class:	
D.O.B:			
Date of concern:		Time of concern:	
Name of referrer:		Role of referrer:	
Reported to:		Role of person reported to:	
Details of concern:	<i>(Use body map if appropriate)</i>		

Signed:	Date:



Parkway Primary School CHILD PROTECTION RECORD

Report of a Concern

