



Child Protection & Safeguarding Policy

SCHOOL POLICY

Review: Annually

Next Review Date: September 2027

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	Elton Sperring
Designated Senior Lead	Caroline Rodgers – Headteacher

SECTION 1: INTRODUCTION

1.1 Safeguarding and Child Protection

This Safeguarding and Child Protection Policy outlines how Brockley Primary School safeguards and promotes the welfare of children to keep all pupils safe from abuse, neglect, exploitation and harm.

This policy applies to all adults working in or on behalf of Brockley Primary School, including:

- Staff
- Governors
- Volunteers
- Supply staff
- Agency workers
- Contractors
- Students
- Visitors

In accordance with Working Together to Safeguard Children (2026), safeguarding and promoting the welfare of children means:

- Providing help and support when problems first emerge.
- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children grow up in circumstances consistent with safe and effective care.
- Supporting children wherever possible to remain within their family network when this is in their best interests.
- Taking action to enable all children to achieve the best possible outcomes.

Effective safeguarding means understanding and responding to the individual circumstances of children. Staff recognise that factors including poverty, disability, SEND, neurodiversity, ethnicity, family circumstances, adverse childhood experiences and community influences may affect children's safety and wellbeing.

Safeguarding is broader than child protection. Child protection refers specifically to activity undertaken to protect children who are suffering, or are likely to suffer, significant harm.

For the purpose of this policy, a child is defined as any person under the age of 18 years.

1.2 Brockley Safeguarding Statement

At Brockley Primary School safeguarding is at the heart of everything we do.

We operate a whole-school safeguarding approach where every member of our school community understands that safeguarding is everyone's responsibility.

We maintain an attitude of:

"It could happen here."

Through our values of Respect, Resilience and Responsibility, known collectively as The Brockley Way, we strive to create a safe, inclusive and nurturing environment where every child feels valued, listened to and protected.

We recognise that children may not always be able to tell us when something is wrong. We are therefore committed to creating a culture where:

- Children feel safe
- Children feel heard
- Children know who to talk to
- Concerns are taken seriously
- Action is taken promptly
- Children's voices influence decision-making

All systems, policies, procedures and decisions place the best interests of the child at their centre.

Safeguarding is embedded within:

- Leadership and governance
- Curriculum design
- Behaviour and relationships
- Attendance systems
- SEND provision
- Online safety
- Staff recruitment
- Educational visits
- Multi-agency working
- Pastoral care
- Family support

We recognise that safeguarding extends beyond child protection and includes:

- Physical health and safety
- Mental health and emotional wellbeing
- Attendance and engagement
- Online safety
- Equality, diversity and inclusion
- Personal development
- Protection from abuse, neglect and exploitation

The welfare of children is always our paramount consideration.

1.3 Context of Brockley Primary School

Brockley Primary School is a small village primary school serving a rural Derbyshire community.

Leaders recognise that understanding the local community and contextual safeguarding risks affecting pupils is fundamental to effective safeguarding practice.

The school community includes:

- Approximately 48% of pupils eligible for Pupil Premium funding
- Over 25% of pupils identified as SEND Support or with an Education, Health and Care Plan (EHCP)
- Children with a diverse range of additional needs and vulnerabilities
- Families requiring varying levels of support through Family Help and multi-agency services

Leaders recognise that factors such as:

- Poverty
- Trauma
- Domestic abuse
- Adverse childhood experiences
- Family instability
- Neurodiversity
- Disability
- Poor mental health

may increase vulnerability and require additional safeguarding support.

Based upon local data, safeguarding records and Derbyshire safeguarding priorities, contextual safeguarding risks may include:

- Neglect
- Domestic abuse
- Emotional abuse
- Child-on-child abuse
- Online harm
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Attendance concerns
- Serious violence
- Mental health difficulties
- Harmful sexual behaviour
- Bullying and discriminatory behaviour
- Radicalisation and extremism

Safeguarding priorities are reviewed regularly to ensure school practice remains responsive to local and national developments.

1.4 How Brockley Keeps Children Safe

Brockley Primary School maintains a comprehensive safeguarding framework designed to protect children and provide support at the earliest opportunity.

We do this by:

- Operating robust safeguarding procedures using My Concern
- Maintaining a secure site with controlled access arrangements
- Delivering a comprehensive safeguarding curriculum
- Teaching children how to stay safe online and offline
- Providing strong pastoral support through our SMILERS wellbeing approach
- Participating fully in Operation Encompass
- Maintaining effective attendance systems
- Completing individual risk assessments where required
- Working proactively with families

- Securing support through Family Help at the earliest opportunity
- Working alongside external safeguarding partners
- Following safer recruitment procedures
- Promoting a culture of vigilance and professional curiosity.

Parents, carers and professionals can access safeguarding information through:

- The school website
- School policies
- Safeguarding notices around school
- Communication from safeguarding leaders
- Induction arrangements

1.5 Preventative Safeguarding

The school recognises that preventative safeguarding is one of the most effective ways of protecting children.

Children are taught how to keep themselves safe through:

- PSHE
- Relationships Education
- Health Education
- Assemblies
- The Brockley Way curriculum
- Online safety learning
- Wider curriculum opportunities
- External visitors and workshops

Teaching supports children to:

- Develop healthy relationships
- Understand consent and boundaries
- Recognise abuse
- Recognise exploitation
- Stay safe online
- Build emotional resilience
- Respect diversity and difference

- Seek help from trusted adults
- Understand their rights and responsibilities

The safeguarding curriculum is reviewed regularly and adapted to reflect emerging risks including artificial intelligence, social media and changing online technologies.

1.6 Online Safety, Filtering and Monitoring

Online safety forms an integral part of Brockley Primary School's safeguarding arrangements.

The school recognises that safeguarding risks increasingly involve technology and online platforms.

Appropriate filtering and monitoring systems are in place and are regularly reviewed to ensure compliance with current DfE expectations.

Children are taught about:

- Safe internet use
- Online relationships
- Social media
- Gaming environments
- Artificial intelligence
- Digital citizenship
- Sharing images safely
- Online exploitation
- Harmful content
- Privacy and security

The school works proactively with parents and carers to develop digital resilience and safe online behaviour both at school and at home.

1.7 Operation Encompass

Brockley Primary School is an Operation Encompass school.

Operation Encompass is a partnership between schools and Derbyshire Police which enables safeguarding leaders to receive information regarding domestic abuse incidents where a child may have been affected.

This information is shared securely and allows the school to provide support at the earliest possible opportunity.

The Designated Safeguarding Lead ensures that all notifications are:

- Treated confidentially
- Recorded appropriately
- Used to inform support arrangements
- Shared on a need-to-know basis only

Children affected by domestic abuse will receive appropriate pastoral and safeguarding support.

1.8 Family Help and Multi-Agency Working

Brockley Primary School recognises that safeguarding children is a shared responsibility.

The school works in accordance with:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Derby and Derbyshire Safeguarding Children Partnership Procedures
- Derbyshire Threshold Document
- Families First Partnership arrangements

The school is committed to providing help as soon as concerns emerge and recognises the importance of Family Help, early intervention and multi-agency collaboration.

We work closely with:

- Children's Social Care
- Family Help
- COMPASS
- P4YP
- CAMHS
- School Nursing
- Health Services
- Derbyshire Police
- Education Welfare
- Derbyshire SEND Services
- The Elm Foundation

- Voluntary organisations

School leaders actively contribute to:

- Child Protection Conferences
- Child in Need Meetings
- Core Groups
- Team Around the Family Meetings
- Family Help Assessments
- Strategy Discussions

1.9 Learning from Safeguarding Reviews

Brockley Primary School is committed to continual safeguarding improvement.

The school regularly reviews:

- DDSCP Briefing Notes
- Local safeguarding reviews
- National Child Safeguarding Practice Reviews
- Serious Case Reviews
- Local Authority safeguarding updates
- DfE safeguarding updates
- Ofsted findings
- National safeguarding developments

Learning from these reviews informs:

- Staff training
- Curriculum development
- Policy review
- Quality assurance
- Safeguarding systems and procedures

The Governing Body receives regular safeguarding reports and monitors the effectiveness of safeguarding arrangements across the school.

SECTION 2: WHAT IS ABUSE?

2.1 Definition of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse, neglect, exploit or otherwise harm a child by inflicting harm or by failing to act to prevent harm.

Harm can occur:

- Inside or outside the home
- In person or online
- Within the family
- Within the wider community
- Through technology and digital communication
- By an adult or adults
- By another child or children

Brockley Primary School recognises that abuse, neglect, exploitation and safeguarding concerns rarely occur in isolation. In many cases, multiple vulnerabilities overlap, increasing risk and adversely affecting a child's welfare, safety and development.

All staff understand that safeguarding concerns may present in many different ways. Any concern, however small, may indicate that a child requires support, Family Help intervention, or protection from significant harm.

Safeguarding extends beyond protecting children from deliberate harm. It also includes the prevention of impairment to health and development, ensuring effective care and promoting children's wellbeing and life chances.

2.2 Categories of Abuse

Staff at Brockley Primary School are trained to recognise the four categories of abuse identified within *Working Together to Safeguard Children (2026)* and *Keeping Children Safe in Education (2026)*.

Physical Abuse

Physical abuse is deliberately causing physical harm to a child.

This may involve:

- Hitting
- Shaking
- Throwing
- Poisoning

- Burning or scalding
- Drowning
- Suffocating
- Fabricating illness
- Inducing illness

Physical abuse can also occur when a parent or carer deliberately causes, exaggerates or fabricates symptoms of illness in a child.

Staff understand that physical abuse may involve a single incident or a pattern of behaviour occurring over time.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes severe and adverse effects on emotional development.

This may include:

- Conveying that a child is worthless, unloved or inadequate
- Making children feel frightened or in danger
- Imposing inappropriate expectations
- Preventing children from expressing their views
- Humiliating, blaming or scapegoating
- Serious bullying, including cyberbullying
- Exposure to domestic abuse
- Exploitation or corruption of children

Staff recognise that emotional abuse may be difficult to identify and can have long-term effects on a child's mental health, self-esteem and relationships.

Children who experience domestic abuse are victims of emotional abuse in their own right.

Sexual Abuse

Sexual abuse involves forcing, enticing or persuading a child to take part in sexual activities, whether or not the child is aware of what is happening.

Activities may involve:

- Physical contact
- Non-contact activities
- Online abuse

- Grooming
- Exploitation

Sexual abuse may include:

- Rape
- Sexual assault
- Penetration
- Sexual touching
- Exposure to sexual acts
- Indecent images
- Grooming
- Child Sexual Exploitation
- Online sexual abuse

Children may not always recognise that they are being abused and may not disclose concerns immediately.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development.

Neglect may include:

- Failure to provide food, clothing or shelter
- Failure to protect from physical or emotional harm
- Failure to ensure access to appropriate medical care
- Failure to provide adequate supervision
- Failure to meet emotional needs

Brockley Primary School recognises that neglect often develops gradually and can sometimes be difficult to identify.

Staff understand that neglect remains one of the most common forms of abuse experienced by children.

2.3 Specific Safeguarding Issues

Staff receive safeguarding training to recognise and respond appropriately to a wide range of safeguarding concerns.

Child-on-Child Abuse

The school recognises that children can abuse other children and that child-on-child abuse is a serious safeguarding issue.

This may include:

- Bullying
- Cyberbullying
- Prejudice-based bullying
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Physical abuse
- Initiation or hazing behaviour
- Online abuse
- Sharing nude or semi-nude images

At Brockley Primary School:

Abuse is abuse and will never be dismissed as banter, horseplay, friendship issues, part of growing up or boys being boys.

The school operates a zero-tolerance approach to all forms of child-on-child abuse.

Online Safety

The school recognises that technology presents both opportunities and safeguarding risks.

Online risks may include:

- Grooming
- Exploitation
- Radicalisation
- Cyberbullying
- Exposure to harmful content
- Online fraud
- Online abuse
- Sharing indecent images
- Artificial intelligence misuse

- Manipulated or generated imagery
- Online sexual harassment

Children are taught how to stay safe online through the curriculum and wider safeguarding programme.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where individuals or groups take advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity.

This may include:

- County Lines activity
- Drug trafficking
- Theft
- Violence
- Gang-related activity
- Financial exploitation

Staff understand that exploitation can take place without a child's full understanding or consent.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

The exploitation may appear consensual but involves an imbalance of power and may occur in person or online.

Staff recognise that CSE can affect any child regardless of age, gender, ethnicity, disability or background.

Domestic Abuse

Brockley Primary School recognises that children who live in households affected by domestic abuse are victims in their own right.

Domestic abuse can significantly affect:

- Safety
- Emotional wellbeing
- Mental health
- Behaviour
- Attendance
- Educational attainment

Through Operation Encompass and other multi-agency arrangements, the school provides support to children affected by domestic abuse at the earliest opportunity.

Children Missing Education

The school recognises that children who are persistently absent, severely absent or missing from education may be at increased risk of:

- Neglect
- Exploitation
- Criminal activity
- Child Sexual Exploitation
- Child Criminal Exploitation
- Radicalisation
- Forced marriage
- Harm outside the home

Attendance is therefore viewed as a safeguarding priority.

Mental Health

The school recognises the vital link between safeguarding and mental health.

Staff understand that mental health difficulties may:

- Be an indicator of abuse, neglect or exploitation
- Increase vulnerability to harm
- Affect attendance and engagement
- Require early intervention and support

While mental health concerns do not automatically indicate safeguarding issues, staff remain alert to situations where emotional wellbeing may indicate wider risks.

Brockley Primary School provides support through:

- The SMILERS wellbeing approach
- Pastoral interventions
- Emotional check-ins
- Family Help
- COMPASS
- P4YP
- CAMHS

- Other specialist services where required

Prevent Duty

Brockley Primary School fulfils its duties under the Counter-Terrorism and Security Act 2015.

Staff are trained to identify children who may be vulnerable to:

- Radicalisation
- Extremism
- Terrorist ideology

The school works with Derbyshire Prevent professionals and safeguarding partners where concerns arise.

The school promotes:

- Critical thinking
- Respect
- Inclusion
- Fundamental British Values

as part of its preventative approach.

2.4 Additional Vulnerabilities

The school recognises that some children may face additional barriers to learning, participation, safety and disclosure.

Particular vigilance is exercised where concerns relate to:

- Children with SEND
- Children with EHCPs
- Neurodiverse children
- Looked After Children
- Previously Looked After Children
- Children in kinship care
- Children who require a social worker
- Young carers
- Children affected by domestic abuse
- Children experiencing poor mental health

- Children experiencing poverty or disadvantage
- Children absent from education
- Children at risk of discrimination
- Children experiencing homelessness or unstable housing

The school recognises that some children may find it harder to recognise abuse, communicate concerns or seek help.

Safeguarding arrangements, support systems and reasonable adjustments will be implemented where necessary to ensure that all children are protected.

2.5 Professional Curiosity

All staff are expected to maintain professional curiosity and remain alert to the possibility that a child may be suffering or at risk of abuse, neglect or exploitation.

Staff will:

- Notice changes in presentation or behaviour
- Identify patterns of concern
- Ask appropriate questions
- Seek advice where uncertain
- Record concerns promptly
- Report concerns without delay

No concern about a child's welfare will be considered too small.

The welfare and safety of the child will always remain paramount.

SECTION 3: SCHOOL STAFF SAFEGUARDING ROLES AND RESPONSIBILITIES

3.1 Safeguarding is Everybody's Responsibility

At Brockley Primary School safeguarding is everyone's responsibility.

All adults working in or on behalf of the school have a responsibility to safeguard and promote the welfare of children and must act in the best interests of the child at all times.

All staff share an equal responsibility to:

- Protect children from harm
- Promote children's welfare
- Maintain an attitude of *"it could happen here"*
- Recognise signs and indicators of abuse, neglect and exploitation
- Identify children who may benefit from Family Help or additional support
- Act immediately where concerns arise
- Report concerns in accordance with school procedures
- Record concerns accurately and promptly
- Challenge unsafe or inappropriate practice
- Contribute to safeguarding plans, referrals and assessments where required

No member of staff should ever assume that somebody else has taken action.

The welfare and safety of the child will always remain paramount.

3.2 Safeguarding Culture

Brockley Primary School is committed to maintaining a strong safeguarding culture where:

- Children feel safe and listened to
- Staff remain professionally curious
- Concerns are taken seriously
- Information is shared appropriately
- Staff are supported to challenge and escalate concerns
- Safeguarding is viewed as a core responsibility
- Continuous safeguarding improvement is expected

The school promotes a culture of vigilance where safeguarding is embedded throughout all aspects of school life and school improvement.

Safeguarding is a standing agenda item in leadership, governor and staff meetings.

3.3 Staff Induction

All new staff, governors, volunteers, students, contractors and regular visitors receive safeguarding induction appropriate to their role.

Induction includes:

- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Behaviour and Relationships Policy
- Attendance Policy
- Online Safety Policy
- Whistleblowing Procedures
- Child-on-child abuse procedures
- Low-level concerns procedures
- Safeguarding reporting arrangements
- MyConcern procedures
- DSL contact details
- Part One of *Keeping Children Safe in Education 2026*

All staff are required to confirm that they have read and understood safeguarding expectations and statutory guidance relevant to their role.

3.4 Responsibilities of All Staff

All staff will:

Know and Understand

- Who the Designated Safeguarding Lead (DSL) and Deputy DSLs are
- Safeguarding reporting procedures
- How to record concerns using My Concern
- The indicators of abuse, neglect and exploitation
- The safeguarding implications of attendance concerns

- Local safeguarding arrangements
- Their responsibilities under the Prevent Duty
- The risks associated with child-on-child abuse
- Online safety risks
- The importance of early intervention and Family Help

Be Alert To

- Changes in behaviour, presentation or attendance
- Emerging safeguarding concerns
- Vulnerability factors affecting children
- Indicators of mental health difficulties
- Signs of child criminal exploitation
- Signs of child sexual exploitation
- Radicalisation and extremism
- Harmful sexual behaviour
- Domestic abuse
- Children missing education

Take Action

- Report concerns immediately
- Record concerns before the end of the working day
- Support safeguarding plans where required
- Share information appropriately
- Escalate concerns if they feel insufficient action has been taken

Staff will never:

- Investigate concerns themselves
- Promise confidentiality
- Delay reporting concerns
- Assume another person has reported concerns

3.5 Governing Body Responsibilities

The Governing Body has strategic responsibility for safeguarding at Brockley Primary School.

Governors ensure that:

- Safeguarding arrangements comply with legislation
- Appropriate policies are in place and reviewed annually
- Sufficient safeguarding resources are available
- Safer recruitment procedures are effective
- Appropriate filtering and monitoring arrangements are in place
- The Single Central Record is maintained
- Appropriate safeguarding training is undertaken
- Safeguarding remains a strategic priority
- Leaders are held accountable for safeguarding practice

The Governing Body provides support, challenge and scrutiny to school leaders and receives regular safeguarding reports.

A safeguarding audit is completed annually, and governors review the findings and associated action plans.

3.6 Safeguarding Governor

The designated Safeguarding Governor is: **Elton Sperring**

The Safeguarding Governor will:

- Meet regularly with safeguarding leaders
- Monitor safeguarding systems and procedures
- Review safeguarding documentation
- Monitor training compliance
- Support safeguarding audits
- Report safeguarding matters to the Governing Body
- Provide appropriate challenge regarding safeguarding effectiveness

The Safeguarding Governor does not have operational safeguarding responsibilities and does not investigate safeguarding concerns.

3.7 The Headteacher

The Headteacher is responsible for ensuring safeguarding arrangements are effectively implemented throughout the school.

The Headteacher will:

- Ensure safeguarding policies and procedures are implemented consistently
- Promote a strong safeguarding culture
- Ensure staff understand safeguarding expectations
- Ensure safeguarding remains central to decision-making
- Promote the educational outcomes of vulnerable children
- Ensure appropriate resources are available
- Support the work of the DSL and safeguarding team
- Ensure concerns regarding adults are managed appropriately
- Ensure safer recruitment requirements are met

The Headteacher is also responsible for ensuring that safeguarding remains embedded within school improvement planning and self-evaluation.

3.8 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is: **Caroline Rodgers, Headteacher**

The DSL has lead responsibility for safeguarding and child protection, including online safety.

The DSL will:

Lead Safeguarding Practice

- Manage safeguarding systems
- Promote a safeguarding culture
- Oversee safeguarding policies
- Monitor safeguarding effectiveness

Manage Safeguarding Concerns

- Assess safeguarding risks
- Review safeguarding records
- Make referrals to external agencies
- Liaise with Children's Social Care
- Liaise with Police
- Liaise with Family Help services
- Attend safeguarding meetings
- Coordinate support plans

Support Children and Families

- Secure help at the earliest opportunity
- Coordinate Family Help support
- Work with parents and carers
- Monitor vulnerable pupils
- Ensure child protection plans are supported

Support Staff

- Provide safeguarding advice
- Deliver safeguarding briefings
- Support safeguarding decision-making
- Promote professional curiosity

Maintain Records

- Oversee MyConcern
- Monitor safeguarding chronologies
- Ensure secure record keeping
- Ensure compliant safeguarding transfers

Training and Development

- Complete accredited DSL training.
- Attend DSL updates
- Disseminate safeguarding developments
- Ensure staff training remains current

3.9 Deputy Designated Safeguarding Leads

Deputy Designated Safeguarding Leads are:

- **Sarah Wheeldon**
- **Jayne Saxton**

Deputy DSLs are trained to the same standard as the Designated Safeguarding Lead.

Deputy DSLs:

- Support the DSL
- Act on behalf of the DSL when required

- Manage safeguarding concerns
- Liaise with external agencies
- Support vulnerable children
- Promote safeguarding within school

Ultimate safeguarding responsibility remains with the Designated Safeguarding Lead.

A DSL or Deputy DSL will always be available during school hours

3.10 Special Educational Needs Co-ordinator (SENCo)

The SENCo is: **Caroline Rodgers (accredited)**

The SENCo works closely with the DSL to ensure that the safeguarding needs of pupils with SEND are effectively identified and addressed.

The SENCo will:

- Share relevant safeguarding information
- Support risk assessment processes
- Help identify additional vulnerabilities
- Promote appropriate communication support
- Contribute to safeguarding planning

The school recognises that children with SEND may face additional barriers to recognising abuse, disclosing concerns and accessing support.

3.11 Attendance Lead

The Attendance Lead is: **Caroline Rodgers & Jayne Saxton**

Attendance is viewed as a safeguarding priority.

The Attendance Lead will:

- Monitor attendance patterns
- Identify persistent and severe absence
- Investigate unexplained absences
- Escalate safeguarding concerns linked to attendance
- Work with families to improve attendance
- Liaise with the Education Welfare Service

- Contribute to safeguarding planning

3.12 Designated Teacher for Looked After and Previously Looked After Children

The Designated Teacher is: **Caroline Rodgers**

The Designated Teacher will:

- Promote educational achievement
- Support attendance and engagement
- Work with social workers and carers
- Liaise with Derbyshire Virtual School
- Monitor safeguarding needs
- Support children in kinship care arrangements where appropriate

3.13 Senior Mental Health Lead

The Senior Mental Health Lead is: **Caroline Rodgers**

The Senior Mental Health Lead supports the school's whole-school approach to wellbeing and emotional health.

Responsibilities include:

- Promoting positive mental health
- Supporting early identification of needs
- Developing wellbeing provision
- Supporting staff training
- Coordinating external support where required
- Working closely with safeguarding leaders

3.14 Online Safety Responsibilities

Safeguarding and online safety are intrinsically linked.

School leaders, staff and governors share responsibility for ensuring effective online safeguarding arrangements through:

- Appropriate filtering and monitoring
- Curriculum provision

- Staff training
- Parental engagement
- Cyber security measures
- Ongoing risk assessment

All staff must understand their role in protecting children from online harm.

3.15 Safeguarding Supervision and Professional Support

To ensure high-quality safeguarding practice, the DSL team receives:

- Accredited Derbyshire DSL training
- Regular safeguarding briefings
- DDSCP updates
- National safeguarding updates
- Safeguarding supervision opportunities
- Professional networking and peer support

The school recognises that safeguarding work can be emotionally demanding and is committed to supporting staff wellbeing.

3.16 Safeguarding Training

All staff receive safeguarding training appropriate to their role.

At Induction

Staff receive training on:

- Safeguarding procedures
- KCSIE 2026
- Online safety
- Prevent Duty
- Child-on-child abuse
- Reporting procedures
- My Concern

Ongoing Training

Staff receive:

- Annual safeguarding updates

- Regular safeguarding briefings
- Child-on-child abuse training
- Online safety and AI updates
- Attendance safeguarding training
- Prevent updates
- Local safeguarding developments

Governors receive safeguarding training appropriate to their governance responsibilities.

Those involved in recruitment receive safer recruitment training.

3.17 Key Safeguarding Personnel

Role	Name
Designated Safeguarding Lead	Caroline Rodgers
Deputy Designated Safeguarding Lead	Sarah Wheeldon
Deputy Designated Safeguarding Lead	Jayne Saxton
Safeguarding Governor	Elton Sperring
SENCo	Caroline Rodgers
Attendance Lead	Caroline Rodgers & Jayne Saxton
Designated Teacher for CLA/PLAC	Caroline Rodgers
Senior Mental Health Lead	Caroline Rodgers

3.18 Professional Curiosity and Escalation

All staff are expected to demonstrate professional curiosity and act in the best interests of children.

If any member of staff believes:

- A child is at risk;
- A safeguarding concern has not been addressed appropriately; or
- Further action is required;

they must escalate concerns through safeguarding procedures.

Staff should never allow professional disagreement to prevent action being taken to safeguard a child.

SECTION 4: KEY SAFEGUARDING CONTACTS

4.1 Key Safeguarding Contacts

Brockley Primary School maintains a clear safeguarding structure to ensure that all staff, governors, volunteers, pupils, families and visitors know who to contact when safeguarding concerns arise.

Safeguarding concerns must always be reported immediately to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).

A DSL or DDSL will always be available during the school day.

4.2 School-Based Safeguarding Contacts

Safeguarding Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Caroline Rodgers, Headteacher	Via school office, telephone, email or My Concern
Deputy Designated Safeguarding Lead	Sarah Wheeldon	Via school office, telephone, email or My Concern
Deputy Designated Safeguarding Lead	Jayne Saxton	Via school office, telephone, email or My Concern
Safeguarding Governor	Elton Sperring	Via Clerk to Governors
SENCo	Caroline Rodgers	Via school office
Attendance Lead	Caroline Rodgers and Jayne Saxton	Via school office
Designated Teacher for Looked After and Previously Looked After Children	Caroline Rodgers	Via school office
Senior Mental Health Lead	Caroline Rodgers	Via school office
PSHE and Relationships Education Lead	School Leadership Team	Via school office
Online Safety Lead	Headteacher and Senior Leadership Team	Via school office

Safeguarding Role	Name	Contact Details
Data Protection Officer	School Data Protection Officer	Via school office

4.3 Designated Safeguarding Lead Arrangements

The Designated Safeguarding Lead is: **Caroline Rodgers, Headteacher**

Deputy Designated Safeguarding Leads are **Sarah Wheeldon & Jayne Saxton**

The DSL and DDSLs are appropriately trained and undertake regular safeguarding updates in accordance with statutory requirements.

A DSL or DDSL will be available throughout the school day to:

- Discuss safeguarding concerns
- Provide safeguarding advice
- Support decision-making
- Liaise with external agencies
- Coordinate safeguarding responses

Staff can contact safeguarding leaders through:

- Face-to-face communication
- School telephone systems
- School email
- My Concern
- Microsoft Teams where appropriate

During educational visits, residential visits, after-school activities and extended provision, appropriate safeguarding cover arrangements will be in place.

4.4 Dedicated Safeguarding Communication

Brockley Primary School recognises the importance of secure communication when managing safeguarding concerns.

Safeguarding concerns must be reported through:

- Direct communication with the DSL or DDSL
- MyConcern
- School telephone systems

- School email where appropriate

Staff must never delay reporting concerns because they are unsure whether the issue meets a safeguarding threshold.

If in doubt, staff should always consult a DSL or DDSL.

Safeguarding information will be:

- Shared on a need-to-know basis
- Stored securely
- Managed in accordance with data protection legislation
- Processed in accordance with safeguarding responsibilities

4.5 Derbyshire Family Help and Early Intervention Contacts

Starting Point Consultation and Advice Service

For professional consultation and safeguarding advice:

Telephone: 01629 535353

This service provides advice regarding:

- Family Help
- Emerging safeguarding concerns
- Threshold discussions
- Support available to children and families

Requests for Support

Where a child or family would benefit from additional support but is not at immediate risk of significant harm, referrals should be made through Derbyshire's Request for Support process.

4.6 Children's Social Care Contacts

Starting Point Consultation and Advice Service

For consultation and safeguarding advice:

Telephone: 01629 535353

Call Derbyshire

For urgent referrals where a child may be suffering or likely to suffer significant harm:

Telephone: 01629 533190

Emergency Out-of-Hours Support

Telephone: 01629 532600

Emergency Situations

Where a child is at immediate risk:

Police: 999

4.7 Local Authority Designated Officer (LADO)

The Local Authority Designated Officer manages allegations against adults working with children.

All allegations that may meet the harm threshold must be discussed immediately with the Headteacher or Chair of Governors, who will seek LADO advice as appropriate.

Derbyshire LADO

Email: professional.allegations@derbyshire.gov.uk

The LADO provides advice regarding:

- Allegations against staff
- Allegations against volunteers
- Allegations against governors
- Safeguarding concerns regarding adults working with children

No internal investigation will commence before LADO consultation, where appropriate.

4.8 Derbyshire Police

Emergency

999

Non-Emergency

101

The school works closely with Derbyshire Police where safeguarding concerns involve:

- Child abuse
- Missing children
- Child Criminal Exploitation

- Child Sexual Exploitation
- Domestic abuse
- Online offences
- Serious violence
- Radicalisation concerns

4.9 Prevent and Radicalisation Contacts

For concerns relating to radicalisation, extremism or vulnerability to extremist ideology:

Derbyshire Prevent Team

Telephone: 01629 535646

Email: prevent@derbyshire.gov.uk

Police Prevent Team

Telephone: 101

Emergency concerns should be reported via **999**.

The school fulfils its statutory duties under the Prevent Duty and all staff receive Prevent training.

4.10 Attendance and Children Missing Education Contacts

Attendance is recognised as a safeguarding priority.

The school works closely with:

- Derbyshire Education Welfare Service
- Children Missing Education Team
- Elective Home Education Team
- Derbyshire Attendance Services

Safeguarding concerns relating to attendance will be escalated appropriately.

4.11 Virtual School Contact

Derbyshire Virtual School

Telephone: 01629 538028

Email: virtualschool@derbyshire.gov.uk

The Designated Teacher works closely with Derbyshire Virtual School to support:

- Looked After Children
- Previously Looked After Children
- Children living in kinship care arrangements

4.12 Health Services

Brockley Primary School works closely with a range of health professionals including:

- School Nursing Services
- Health Visitors
- General Practitioners (GPs)
- Paediatric Services
- Community Health Teams
- Specialist Health Services

Information is shared appropriately where safeguarding concerns affect a child's welfare.

4.13 Emotional Health and Mental Wellbeing Services

Children and families may be supported through:

COMPASS

Support for emotional wellbeing and mental health needs.

P4YP (Positive 4 Young People)

Targeted support for emotional wellbeing and personal development.

Child and Adolescent Mental Health Services (CAMHS)

Specialist mental health support.

Family Help Services

Early intervention and family support.

School-Based Support

Including:

- SMILERS wellbeing provision
- Hand in Hand support

- Nurture interventions
- Emotional check-ins
- Pastoral support
- Family support

4.14 Domestic Abuse Support

Brockley Primary School is an Operation Encompass school and works proactively with agencies supporting families affected by domestic abuse.

Support may be available through:

- Derbyshire Police Domestic Abuse Team
- Safer Derbyshire
- The Elm Foundation
- Family Help Services

National Domestic Abuse Helpline

Telephone: 0808 2000 247

Children affected by domestic abuse will receive appropriate safeguarding and pastoral support.

4.15 Online Safety and Cybercrime Support

The school may seek advice and support from:

UK Safer Internet Centre

Support and guidance relating to online harms.

CEOP (Child Exploitation and Online Protection Command)

Report sexual exploitation and online abuse.

East Midlands Cyber Choices Programme

Support relating to online criminal activity and cybercrime risks.

Derbyshire Police

Support relating to criminal online behaviour.

Online safeguarding concerns must always be reported immediately to the DSL.

4.16 National Safeguarding Contacts

NSPCC Helpline

Telephone: 0808 800 5000

Email: help@nspcc.org.uk

NSPCC Whistleblowing Advice Line

Telephone: 0800 028 0285

Childline

Telephone: 0800 1111

Report Abuse in Education Helpline

Telephone: 0800 136 663

Email: help@nspcc.org.uk

Police Anti-Terrorist Hotline

Telephone: 0800 789 321

National Domestic Abuse Helpline

Telephone: 0808 2000 247

CEOP

Online reporting service for concerns regarding online sexual exploitation and abuse.

4.17 Review of Contact Information

Safeguarding contact information will be reviewed:

- Annually
- Following staffing changes
- Following changes to Derbyshire safeguarding arrangements
- Following changes to national safeguarding guidance

All staff will be informed of updates through safeguarding briefings, training and internal communications.

Key Safeguarding Principle

If you are worried about a child, do not delay. Report your concern immediately to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.

SECTION 5: ENSURING A SAFE ENVIRONMENT FOR ALL CHILDREN

5.1 Creating a Safe Environment

Brockley Primary School is committed to providing a safe, nurturing and inclusive environment where every child can learn, develop and thrive.

Safeguarding is embedded throughout all aspects of school life and underpins the culture, ethos and values of the school.

Through **The Brockley Way**, our values of **Respect, Resilience and Responsibility** are actively promoted and modelled by staff, pupils and the wider school community.

We recognise that effective safeguarding requires a culture of vigilance where:

- Children feel safe, valued and listened to
- Positive relationships are promoted
- Concerns are identified and acted upon promptly
- Staff understand and fulfil their safeguarding responsibilities
- Families receive support at the earliest possible opportunity
- Safeguarding remains everyone's responsibility

The welfare of the child is paramount and all decisions are made in the best interests of children.

5.2 School Security and Site Safety

Brockley Primary School maintains appropriate and proportionate security arrangements to safeguard pupils, staff and visitors.

Security measures include:

- Controlled access arrangements
- Secure perimeter fencing and boundaries
- Locked external doors during the school day
- Visitor sign-in and sign-out procedures
- Visitor identification badges
- Appropriate supervision arrangements
- Risk assessments for activities and environments
- Health and safety inspections
- Educational visit procedures

- Fire and emergency evacuation arrangements

All visitors are provided with safeguarding information on arrival and made aware of procedures for reporting concerns.

Staff remain vigilant regarding unauthorised access to the school site and will appropriately challenge any unidentified adult.

5.3 The Brockley Way

The Brockley Way underpins the school's approach to safeguarding, behaviour, relationships and personal development.

Through our values of **Respect, Resilience and Responsibility**, children are taught how to:

Respect

Children learn to:

- Respect themselves
- Respect others
- Respect diversity
- Respect personal boundaries
- Respect their environment
- Respect differences between people

Resilience

Children learn to:

- Manage challenges positively
- Develop coping strategies
- Persevere when faced with difficulties
- Build emotional resilience
- Seek support when needed

Responsibility

Children learn to:

- Take responsibility for their actions
- Keep themselves safe
- Support others
- Make positive choices

- Contribute positively to their community

These values are reinforced through:

- Assemblies
- PSHE lessons
- Relationships Education
- Behaviour and Relationships Policy
- Online safety education
- Daily interactions across school

The Brockley Way contributes significantly to safeguarding by helping children understand healthy relationships, personal safety, emotional wellbeing and respectful behaviour.

5.4 Vulnerable Children

Brockley Primary School recognises that some groups of children may be particularly vulnerable to abuse, neglect, exploitation or barriers to learning and attendance.

Staff understand that additional vigilance may be required for vulnerable pupils and that safeguarding responses may need to be adapted to meet individual needs.

Children Who Need a Social Worker

The school recognises that children who are supported through statutory services often experience increased vulnerability.

This includes children who are:

- Subject to Child Protection Plans
- Subject to Child in Need Plans
- Open to Family Help services
- Open to Children's Social Care
- Receiving support from other safeguarding agencies

The DSL maintains oversight of these pupils and works closely with families and professionals to support:

- Welfare
- Attendance
- Safeguarding
- Emotional wellbeing

- Educational achievement

Children with Special Educational Needs and Disabilities (SEND)

The school recognises that children with SEND may face additional safeguarding challenges and barriers to disclosure.

These barriers may include:

- Communication difficulties
- Difficulties recognising unsafe situations
- Reduced independence
- Increased vulnerability to manipulation
- Online safety risks
- Difficulties reporting concerns

The DSL and SENCo work closely together whenever safeguarding concerns involve a child with SEND.

Particular consideration is given to the needs of children with:

- Autism
- ADHD
- Speech and language difficulties
- Social communication needs
- Physical disabilities
- Medical conditions
- Sensory needs

Appropriate reasonable adjustments and additional support will be provided where required.

Looked After and Previously Looked After Children

The school recognises that Looked After and Previously Looked After Children may experience additional vulnerability and require enhanced safeguarding support.

The Designated Teacher works closely with:

- Derbyshire Virtual School
- Social workers
- Carers
- Families
- External professionals

Educational achievement, wellbeing, attendance and safeguarding are monitored closely.

The school also recognises the needs of children living in kinship care arrangements.

Children Experiencing Mental Health Difficulties

The school recognises that mental health difficulties may:

- Be a safeguarding concern in themselves
- Be an indicator of abuse, neglect or exploitation
- Affect attendance
- Affect learning and relationships

Children may be supported through:

- The SMILERS wellbeing approach
- Pastoral interventions
- Wellbeing check-ins
- Emotional regulation support
- Family Help
- External agency involvement

Children are actively encouraged to discuss worries and concerns with trusted adults.

Children at Risk of Exclusion or Reduced Timetables

The school recognises that children excluded from full-time education may become increasingly vulnerable to safeguarding risks.

The school adopts a restorative and relational approach through the Behaviour and Relationships Policy and seeks to reduce the need for:

- Reduced timetables
- Suspensions
- Permanent exclusions

Where adjustments to education are necessary, safeguarding risks will be carefully considered and monitored.

5.5 Attendance

Attendance is a safeguarding priority at Brockley Primary School.

The school recognises that children who are absent from education may be at increased risk of:

- Harm
- Neglect
- Exploitation
- Child Criminal Exploitation
- Child Sexual Exploitation
- Radicalisation
- Mental health difficulties

The school promotes excellent attendance through:

- Positive relationships with families
- Early identification of concerns
- Attendance monitoring
- Attendance meetings
- Family support
- Multi-agency working
- Education Welfare involvement where necessary

Attendance data is reviewed regularly by:

- Senior leaders
- Safeguarding leaders
- Governors

Persistent absence and severe absence are investigated promptly and safeguarding concerns are escalated where appropriate.

5.6 Children Missing Education

The school recognises that children missing education represent a significant safeguarding concern.

Robust procedures are in place to:

- Monitor attendance daily
- Investigate unexplained absences
- Follow up missing pupils promptly

- Escalate concerns appropriately
- Notify Derbyshire County Council as required

Where children leave the school, safeguarding records will be transferred securely and promptly in accordance with statutory guidance.

5.7 Elective Home Education

Where parents express an intention to educate their child at home, Brockley Primary School will:

- Discuss the proposal with parents
- Consider the child's circumstances
- Assess any safeguarding concerns
- Work with Derbyshire County Council
- Complete all required notifications

Particular consideration will be given where a child:

- Has SEND
- Has an EHCP
- Is vulnerable
- Has a social worker
- Is subject to safeguarding concerns.

The child's welfare and best interests will remain central throughout the process.

5.8 Mental Health and Wellbeing

Promoting positive mental health is an important safeguarding responsibility.

The school adopts a whole-school approach to mental health and wellbeing.

The SMILERS Wellbeing Approach

Brockley's SMILERS approach promotes:

- Emotional wellbeing
- Resilience
- Positive relationships
- Confidence
- Self-esteem

- Self-regulation

Support may include:

- Daily emotional check-ins
- Nurture provision
- Hand in Hand support
- Pastoral interventions
- Wellbeing groups
- Emotional regulation strategies
- Family support

Additional support may be sought from:

- COMPASS
- P4YP
- CAMHS
- School Nursing
- Family Help Services
- Other specialist agencies

Staff understand that children displaying mental health difficulties may require safeguarding support as well as therapeutic intervention.

5.9 Relationships, Behaviour and Child-on-Child Abuse

Brockley Primary School promotes positive relationships and respectful behaviour throughout the school community.

Children are explicitly taught about:

- Respect
- Inclusion
- Equality
- Personal boundaries
- Consent
- Kindness
- Healthy friendships

The school adopts a zero-tolerance approach to:

- Bullying
- Discrimination
- Racism
- Sexism
- Homophobia
- Child-on-child abuse
- Sexual harassment
- Sexual violence

All concerns are taken seriously and managed in accordance with safeguarding procedures.

Regular teaching addresses:

- Healthy relationships
- Respectful communication
- Online behaviour
- Consent
- Personal safety
- Seeking help

5.10 Online Safety

Online safety forms a fundamental part of safeguarding at Brockley Primary School.

The school recognises that technology is a significant safeguarding issue and that risks evolve rapidly.

The school uses:

- Appropriate filtering systems
- Appropriate monitoring systems
- Acceptable Use Agreements
- Curriculum-based online safety education
- Staff training
- Parent engagement and awareness activities

Children are taught about:

- Safe internet use

- Digital citizenship
- Safe communication
- Online relationships
- Privacy
- Security
- Reporting concerns

Particular teaching addresses:

- Social media
- Online grooming
- Cyberbullying
- Online exploitation
- Sharing images
- Artificial intelligence
- Misinformation
- Harmful online content

The school's online safety arrangements are reviewed regularly to ensure they remain effective and responsive to emerging risks.

5.11 Systems for Children to Report Concerns

Brockley Primary School is committed to ensuring that children know how to seek help and feel confident that they will be listened to.

Children can raise concerns with:

- Class teachers
- Teaching assistants
- Midday supervisors
- Pastoral staff
- The DSL
- Deputy DSLs
- The Headteacher
- Any trusted adult

Children are regularly reminded that:

- They will be listened to
- They will be taken seriously
- They will be supported
- Concerns will be acted upon

Opportunities for pupil voice include:

- School Council
- Kindness Crew
- Reading Ambassadors
- Anti-Racism Ambassadors
- Sports Leaders
- Class discussions
- Wellbeing activities

The school actively promotes a culture where children feel safe to speak out.

5.12 Working with Parents and Carers

Brockley Primary School recognises that effective safeguarding depends on strong partnerships with families.

The school will:

- Work openly and honestly with parents
- Build positive relationships
- Share safeguarding information
- Offer support at the earliest opportunity
- Signpost families to appropriate services
- Involve parents wherever it is safe and appropriate to do so

Parents are informed about safeguarding arrangements through:

- The school website
- Published policies
- Newsletters
- Parent meetings
- School communications
- Safeguarding information events

Where safeguarding concerns arise, the school will work with parents unless doing so would place a child at greater risk of harm.

5.13 Learning from Local and National Safeguarding Developments

Brockley Primary School is committed to continual improvement and reflective safeguarding practice.

The school regularly reviews:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- DDSCP guidance
- Child Safeguarding Practice Reviews
- National safeguarding developments
- Local safeguarding priorities
- Emerging safeguarding risks

Learning is incorporated into:

- Policy review
- Staff training
- Curriculum development
- Quality assurance
- Safeguarding procedures

The school remains committed to ensuring safeguarding arrangements remain effective, responsive and child-centred.

SECTION 6: RESPONDING TO CONCERNS ABOUT A CHILD'S WELFARE

6.1 Responding to Safeguarding Concerns

At Brockley Primary School, all staff recognise that safeguarding concerns must be acted upon immediately.

No concern is too small and all concerns must be taken seriously.

Safeguarding concerns may arise from:

- A direct disclosure from a child
- Information provided by a parent, carer or member of the public
- Concerns raised by another professional
- Changes in a child's presentation, behaviour, emotional wellbeing or attendance
- Physical injuries
- Online activity
- Child-on-child abuse
- Mental health concerns
- Operation Encompass notifications
- Patterns of low-level concerns
- Concerns regarding family circumstances

All adults working within the school are expected to maintain an attitude of:

"It could happen here."

The welfare of the child is always paramount.

6.2 Immediate Actions for Staff

In an Emergency

Where a child is in immediate danger, at risk of significant harm, or requires urgent medical attention, staff must:

- Take immediate action to ensure the child's safety
- Contact emergency services where necessary
- Call 999 if there is an immediate threat to life or safety
- Inform the Designated Safeguarding Lead (DSL) or Deputy DSL as soon as possible

Any member of staff may make a referral to Children's Social Care or the Police if they believe a child is at immediate risk.

Where There is a Safeguarding Concern

Staff must:

- Report concerns immediately
- Record concerns on MyConcern as soon as possible and by the end of the working day at the latest
- Inform the DSL or Deputy DSL without delay
- Continue to monitor and report any further concerns
- Share information only with appropriate safeguarding professionals

Staff must never:

- Investigate concerns themselves
- Delay reporting concerns
- Promise confidentiality to a child
- Assume that someone else has reported the concern
- Discuss concerns with individuals who do not need to know

6.3 Brockley's Safeguarding Recording System

Brockley Primary School uses **MyConcern** as its electronic safeguarding and child protection recording system.

All safeguarding concerns, discussions, actions and decisions must be recorded on MyConcern.

Records must:

- Be factual
- Be completed promptly
- Distinguish between fact, opinion and third-party information
- Include dates, times and relevant context
- Record the child's words wherever possible
- Be objective and professional
- Be sufficiently detailed to support future safeguarding decision-making

Where handwritten notes are taken, they must be uploaded securely to MyConcern at the earliest opportunity.

The DSL maintains oversight of all safeguarding records and chronologies.

6.4 Concerns That Must Be Reported Immediately

Staff must immediately report concerns relating to:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child-on-child abuse
- Sexual violence or sexual harassment
- Child Criminal Exploitation
- Child Sexual Exploitation
- Domestic abuse
- Radicalisation or extremism
- Online abuse
- Harmful sexual behaviour
- Female Genital Mutilation (FGM)
- Forced marriage
- So-called honour-based abuse
- Child-on-child sharing of nude or semi-nude imagery
- Private fostering arrangements
- Children Missing Education
- Attendance concerns that may indicate safeguarding risks
- Mental health concerns linked to safety or welfare
- Concerns regarding adults working with children

Staff should always err on the side of caution and seek advice from safeguarding leaders whenever they are unsure.

6.5 If a Child Chooses to Tell You Something

Children may disclose information in different ways and often find it difficult to tell adults about abuse, neglect or harm.

At Brockley Primary School, children who choose to disclose concerns will be listened to carefully and taken seriously.

Staff Should:

- Remain calm
- Listen carefully
- Allow the child to speak freely
- Take the disclosure seriously
- Reassure the child that they have done the right thing
- Explain that information will need to be shared to keep them safe
- Use open questions only where clarification is necessary
- Record what has been said accurately
- Report immediately to the DSL or Deputy DS.

Appropriate responses may include:

- "Thank you for telling me."
- "You have done the right thing."
- "I am glad you told me."
- "I am going to help you."
- "I need to share this with someone who can help keep you safe."

Staff Must Not:

- Investigate
- Ask leading questions
- Interrupt unnecessarily
- Express shock or disbelief
- Promise secrecy
- Contact parents independently
- Make judgements about what they are being told

The responsibility for investigating concerns rests with Children's Social Care and other appropriate agencies, not school staff.

6.6 The Role of the DSL Following a Concern

When a safeguarding concern is received, the DSL or Deputy DSL will:

- Review all available information
- Assess risk and urgency
- Consider previous safeguarding records
- Determine whether additional information is required
- Decide the most appropriate level of support
- Record all decisions and rationale
- Liaise with relevant agencies
- Ensure concerns remain under review

Possible outcomes may include:

Universal School-Based Support

Support provided through:

- Pastoral provision
- Attendance monitoring
- Wellbeing support
- Family engagement
- School-based interventions

Family Help

Where a child or family would benefit from coordinated support from more than one agency.

Children's Social Care Referral

Where concerns indicate:

- Significant harm
- Complex safeguarding concerns
- Child Protection needs
- Statutory intervention requirements

6.7 Family Help and Early Intervention

Brockley Primary School believes that safeguarding concerns should be identified and addressed at the earliest possible stage.

The school recognises that effective early intervention can prevent concerns from escalating and improve outcomes for children and families.

Family Help support may involve:

- School staff
- Family Help Services
- Education Welfare
- COMPASS
- P4YP
- CAMHS
- Health professionals
- Derbyshire SEND Services
- Voluntary organisations

The DSL may:

- Coordinate Family Help Assessments
- Lead Team Around the Family meetings
- Monitor progress and outcomes
- Review support plans regularly

Family Help arrangements will remain under review and be escalated where concerns increase.

6.8 Referrals to Children's Social Care

Where a child is suffering or likely to suffer significant harm, a referral will be made to Derbyshire Children's Social Care.

Referrals may be made by:

- The DSL
- Deputy DSL
- Headteacher
- Any member of staff where immediate action is necessary

Referrals will typically involve:

- Consultation with Children's Social Care
- Completion of referral documentation
- Attendance at safeguarding meetings
- Ongoing multi-agency collaboration

Where appropriate, parents will be informed of referrals.

However, where informing parents may place the child at increased risk, advice will be sought from Children's Social Care before contact is made.

6.9 Female Genital Mutilation (FGM)

Brockley Primary School recognises that Female Genital Mutilation is a form of child abuse and a serious safeguarding issue.

All staff receive training regarding FGM and understand the indicators that may suggest a child is:

- At risk
- Has undergone FGM
- Requires safeguarding support

Teachers have a statutory duty to report known cases of FGM affecting girls under the age of 18 directly to the Police.

Any concerns regarding FGM must be reported immediately to the DSL.

6.10 Radicalisation and Extremism

The school fulfils its duties under the Prevent Duty.

Where concerns exist regarding radicalisation or vulnerability to extremist ideologies:

- Staff will report concerns immediately
- The DSL will assess risk
- Advice will be sought from Derbyshire Prevent professionals
- Referrals will be made where appropriate

Children will be supported through safeguarding and pastoral processes.

6.11 Child-on-Child Abuse

Any concerns regarding child-on-child abuse must be reported immediately to the DSL.

The school will:

- Take all concerns seriously
- Support victims
- Assess risks to all children involved

- Record concerns appropriately
- Work with families and agencies as required
- Implement protective measures

Child-on-child abuse will never be dismissed as:

- Banter
- Horseplay
- Friendship issues
- Growing up
- Boys being boys

Further procedures are outlined in Section 7 of this policy.

6.12 Information Sharing

Brockley Primary School recognises that effective safeguarding depends upon effective information sharing.

Staff understand that:

- Safeguarding information must be shared where necessary to protect children
- Data protection legislation does not prevent safeguarding information being shared appropriately
- Children's welfare takes precedence over concerns about confidentiality

The school follows:

- Working Together to Safeguard Children (2026)
- Information Sharing Guidance (2024)
- Data Protection Act 2018
- UK GDPR
- Derby and Derbyshire Safeguarding Children Partnership procedures

Information will be shared:

- Lawfully
- Proportionately
- Securely
- On a need-to-know basis

Where uncertainty exists, advice must be sought from the DSL.

6.13 Record Keeping

Brockley Primary School maintains detailed safeguarding records using MyConcern.

Records may include:

- Concerns
- Referrals
- Discussions
- Decisions
- Risk assessments
- Support plans
- Multi-agency communications
- Chronologies

Safeguarding records are:

- Stored securely
- Retained in accordance with statutory requirements
- Accessible only to authorised staff

When a child leaves Brockley Primary School:

- Safeguarding records will be transferred securely
- Records will be transferred separately from educational records
- Receipt will be confirmed
- Relevant safeguarding information will be shared to ensure continuity of support

6.14 Supporting Children, Families and Staff

Safeguarding concerns can be distressing for everyone involved.

The school will provide support through:

Support for Children

- Pastoral support
- Wellbeing interventions
- Family Help
- Safe adults
- External agency involvement

Support for Families

- Early intervention
- Signposting
- Family Help services
- Multi-agency support
- Guidance and advice

Support for Staff

- Advice from DSLs
- Leadership support
- Safeguarding supervision where appropriate
- Wellbeing support
- Professional guidance

The school recognises the emotional impact safeguarding work can have on staff and actively promotes a culture where seeking support is encouraged.

6.15 Professional Challenge and Escalation

Brockley Primary School expects all staff to advocate for the safety and welfare of children.

Where professionals disagree regarding safeguarding decisions:

- Concerns should be raised respectfully
- Escalation procedures should be followed
- Professional challenge should be encouraged
- Derbyshire escalation processes should be used where necessary

Staff must never allow professional disagreement to prevent action being taken to protect a child.

Key Principle

If you are worried about a child, act immediately. Record, report and seek advice. Never assume someone else has taken action.

The welfare and safety of the child will always remain paramount.

SECTION 7: CHILD-ON-CHILD ABUSE, INCLUDING SEXUAL HARASSMENT AND SEXUAL VIOLENCE

7.1 Statement of Commitment

At Brockley Primary School, we are committed to creating a safe, respectful, inclusive and nurturing environment where all children feel protected, valued and able to thrive.

We recognise that children can abuse other children and that child-on-child abuse is a serious safeguarding issue that must always be taken seriously and responded to appropriately.

We operate a culture where:

"Abuse is abuse and will never be tolerated, minimised or dismissed."

Child-on-child abuse will never be passed off as:

- Banter
- Teasing
- Having a laugh
- Friendship issues
- Part of growing up
- Boys being boys

All concerns, allegations and incidents involving child-on-child abuse will be addressed in accordance with safeguarding procedures and statutory guidance.

The welfare and safety of all children involved will remain paramount.

7.2 The Brockley Way and Prevention

At Brockley Primary School, we believe that prevention is the most effective form of safeguarding.

The Brockley Way promotes:

- Respect
- Resilience
- Responsibility
- Kindness
- Inclusion
- Equality
- Positive relationships

Children are taught explicitly how to:

- Build healthy friendships
- Respect personal boundaries
- Understand consent
- Recognise unacceptable behaviour
- Stay safe online
- Challenge prejudice and discrimination
- Seek help from trusted adults
- Report concerns confidently

Prevention is embedded throughout:

- Relationships Education
- PSHE
- Health Education
- Assemblies
- Online Safety Curriculum
- Anti-Bullying Activities
- Pupil Leadership Opportunities
- Daily classroom practice
- The Behaviour and Relationships Policy

The school adopts a zero-tolerance approach to sexual violence, sexual harassment, bullying and discriminatory behaviour.

7.3 Definition of Child-on-Child Abuse

Child-on-child abuse occurs when one child causes harm to another child or children.

It can occur:

- In school
- Outside school
- During educational visits
- Within the community
- Online

- Through social media
- Through gaming platforms
- Through digital technologies

Child-on-child abuse may occur between:

- Individuals
- Friendship groups
- Siblings
- Intimate partners
- Groups targeting individuals

The school recognises that children who exhibit harmful behaviour may also have unmet safeguarding needs themselves.

The school also recognises that abuse exists on a continuum and that children may be both victims and perpetrators.

7.4 Forms of Child-on-Child Abuse

Child-on-child abuse may include, but is not limited to:

Bullying

Including:

- Physical bullying
- Verbal bullying
- Emotional bullying
- Cyberbullying
- Prejudice-based bullying

Bullying can have a significant impact on children's wellbeing, self-esteem and educational outcomes and will not be tolerated.

Prejudice-Based and Discriminatory Behaviour

This may include behaviour motivated by:

- Race
- Religion or belief
- Disability
- Sex

- Sexual orientation
- Gender reassignment
- Culture
- Appearance

Any discriminatory behaviour will be challenged and addressed immediately.

Physical Abuse

Including:

- Hitting
- Kicking
- Punching
- Tripping
- Hair pulling
- Pushing
- Physical intimidation
- Assault

Physical abuse between children will always be considered a safeguarding concern.

Harmful Sexual Behaviour

Harmful Sexual Behaviour (HSB) refers to developmentally inappropriate sexual behaviour displayed by children or young people which may be:

- Harmful to themselves
- Harmful to others
- Abusive in nature

Examples may include:

- Inappropriate sexualised language
- Sexual touching
- Persistent boundary violations
- Coercive behaviour
- Exposure to inappropriate content
- Sexual aggression

The school will use professional judgement, safeguarding guidance and external advice where necessary to determine appropriate responses.

Sexual Harassment

Sexual harassment may include:

- Sexual comments
- Sexual jokes
- Sexual name-calling
- Sexualised language
- Sexual gestures
- Sexual rumours
- Online sexual harassment

Sexual harassment can occur:

- Face-to-face
- Online
- Through social media
- Through messaging platforms
- Through gaming environments

Sexual harassment is unacceptable and will not be tolerated.

Sexual Violence

Sexual violence may include:

- Sexual assault
- Attempted rape
- Rape
- Assault by penetration

Sexual violence is never acceptable and may constitute a criminal offence.

Concerns involving sexual violence will be managed in accordance with safeguarding procedures and external agencies will be involved where required.

Online Abuse

Online abuse may include:

- Cyberbullying
- Online intimidation
- Sharing harmful content
- Grooming

- Exploitation
- Sexual harassment
- Coercion
- Threats

The school recognises that abuse occurring online can be equally harmful as abuse occurring face-to-face.

Sharing Nude and Semi-Nude Images

This may involve:

- Creating images
- Requesting images
- Possessing images
- Sharing images
- Distributing images
- AI-generated imagery

Staff will respond to incidents in accordance with national guidance.

Staff will never:

- Copy images
- Save images
- Print images
- Forward images

Safeguarding advice will be sought immediately from the DSL.

Abuse Within Intimate Relationships

The school recognises that abuse can occur within relationships between children.

This may include:

- Emotional abuse
- Physical abuse
- Sexual abuse
- Coercive behaviour
- Controlling behaviour

Staff remain alert to indicators of abuse within age-appropriate relationships.

Initiation and Hazing Behaviour

The school recognises that group initiation activities may become abusive, harmful or humiliating.

Any such behaviour will be treated as a safeguarding concern.

7.5 Contextual Safeguarding

Brockley Primary School recognises that child-on-child abuse does not occur in isolation.

Contributing influences may include:

- Home circumstances
- Peer group influences
- Community risks
- Social media
- Online environments
- Exposure to harmful content
- Previous experiences of abuse
- Trauma and adverse childhood experiences

Where appropriate, wider contextual factors will be considered as part of safeguarding assessments and responses.

7.6 Children Who May Be More Vulnerable

Although any child can experience child-on-child abuse, some children may be more vulnerable.

This may include:

- Children with SEND
- Neurodiverse children
- Children with communication difficulties
- Looked After Children
- Previously Looked After Children
- Children experiencing domestic abuse
- Children with social workers
- Children experiencing discrimination
- Children with poor mental health

- Children affected by trauma

Staff recognise these additional vulnerabilities and remain alert to associated safeguarding risks.

7.7 Systems for Children to Report Concerns

Brockley Primary School actively promotes a culture where children feel able to seek help.

Children can report concerns to:

- Class teachers
- Teaching assistants
- Midday supervisors
- Pastoral staff
- The Headteacher
- The DSL
- Deputy DSLs
- Any trusted adult

Children are regularly reminded that:

- They will be listened to
- They will be taken seriously
- They will not be blamed
- They will be supported
- Action will be taken

Additional opportunities for children to share concerns include:

- School Council
- Kindness Crew
- Reading Ambassadors
- Anti-Racism Ambassadors
- Sports Leaders
- Pupil Voice Activities
- Wellbeing Discussions

7.8 Responding to Reports of Child-on-Child Abuse

All reports of child-on-child abuse will be:

- Taken seriously
- Recorded immediately
- Reviewed by the DSL
- Investigated appropriately
- Managed proportionately
- Monitored carefully

The school's initial response is critical.

Staff receiving a report will:

- Listen carefully
- Reassure the child
- Avoid making judgements
- Record what has been reported
- Inform the DSL immediately

Victims will never be made to feel:

- Responsible
- Ashamed
- At fault
- Like they have caused a problem

Concerns occurring outside school or online will be treated as seriously as incidents occurring on school premises.

7.9 The Role of the DSL

Following receipt of a report, the DSL will:

- Assess immediate risk
- Review existing safeguarding records
- Support victims
- Consider the needs of all children involved
- Determine if external referrals are required
- Liaise with parents where appropriate

- Consult Children's Social Care where necessary
- Involve Police where required
- Undertake risk assessments
- Record decisions and rationale

Every situation will be considered on an individual basis.

7.10 Supporting Victims

The safety and wellbeing of the victim will be the school's primary concern.

Support may include:

- Pastoral support
- Emotional wellbeing support
- Safety planning
- Risk assessments
- Safe spaces
- Family support
- Adjustments to routines
- Referrals to specialist services

Support will continue for as long as necessary.

The school recognises that the impact of abuse may continue long after an incident has occurred.

7.11 Supporting Alleged Perpetrators

The school recognises that children displaying harmful behaviour may themselves have unmet safeguarding needs.

Support may include:

- Behaviour support
- Family Help involvement
- Pastoral interventions
- Safeguarding assessments
- Emotional wellbeing support
- External agency involvement

Support does not remove accountability.

Appropriate consequences may still be implemented in accordance with the school's Behaviour and Relationships Policy.

7.12 Risk Assessments

Where child-on-child abuse is alleged, the DSL will undertake appropriate risk assessments.

Assessments may consider:

- The victim
- The alleged perpetrator
- Other children
- Staff
- The wider school environment

Specific consideration may be given to:

- Shared classes
- Shared spaces
- Lunchtimes
- Breaktimes
- Educational visits
- Before and after school provision
- Transport arrangements

Risk assessments will be reviewed regularly and amended where necessary.

7.13 Working with Parents and Carers

The school recognises the importance of working in partnership with families.

Parents will normally be informed and involved at the earliest appropriate opportunity.

However, safeguarding considerations will always take precedence.

Where informing parents may place a child at increased risk, advice will be sought from Children's Social Care before contact is made.

7.14 Multi-Agency Working

Some incidents of child-on-child abuse will require involvement from external agencies.

These may include:

- Children's Social Care
- Derbyshire Police
- Family Help Services
- COMPASS
- P4YP
- CAMHS
- Health Professionals
- Other safeguarding agencies

Where agencies become involved, Brockley Primary School will work collaboratively to safeguard all children involved.

7.15 Recording and Monitoring

All incidents of child-on-child abuse will be recorded using MyConcern.

Records will include:

- Concerns raised
- Actions taken
- Risk assessments
- Support plans
- Professional discussions
- Outcomes

The DSL will maintain oversight of incidents and monitor:

- Patterns
- Themes
- Trends
- Emerging risks

Governors will receive anonymised safeguarding information as part of regular safeguarding reporting arrangements.

7.16 Review and Continuous Improvement

The school regularly reviews:

- Child-on-child abuse records
- Behaviour data
- Safeguarding trends
- Pupil voice
- Curriculum provision
- Staff training needs

Learning from incidents is used to strengthen:

- Safeguarding practice
- Staff development
- Curriculum planning
- School culture
- Policy review

Through The Brockley Way, Brockley Primary School is committed to creating a community where every child feels safe, respected, valued and protected from harm.

Key Principle

Child-on-child abuse is never acceptable. All reports will be taken seriously, investigated appropriately and responded to in a way that prioritises the safety and wellbeing of every child involved.

SECTION 8: SAFER RECRUITMENT AND SELECTION OF STAFF

8.1 Statement of Commitment

Brockley Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors, volunteers, contractors, supply staff and visitors to share this commitment.

The school recognises that safer recruitment is a critical element of safeguarding and forms part of our whole-school approach to protecting children from harm.

Brockley Primary School will ensure that robust recruitment, vetting and selection procedures are implemented consistently in accordance with:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- The Education Acts
- Safeguarding Vulnerable Groups Act 2006
- Rehabilitation of Offenders Act 1974
- Equality Act 2010
- Data Protection Act 2018
- UK GDPR
- Derbyshire County Council guidance
- Derby and Derbyshire Safeguarding Children Partnership procedures

The school seeks to deter, identify and reject applicants who may pose a risk to children.

Safeguarding considerations are embedded throughout every stage of the recruitment, selection and employment process.

8.2 Safer Recruitment Principles

The school adopts a culture of safeguarding throughout all recruitment activities.

This includes:

- Clear safeguarding statements within recruitment materials
- Appropriate job descriptions and person specifications
- Thorough scrutiny of applications
- Careful review of employment history
- Verification of references and qualifications

- Appropriate vetting and pre-employment checks
- Safeguarding-focused interview questions
- Ongoing monitoring of staff suitability
- Maintenance of a compliant Single Central Record

Safeguarding responsibilities are made clear from the earliest stages of recruitment and throughout employment.

8.3 Recruitment and Selection Process

Advertising Vacancies

All advertisements for positions within the school will include an appropriate safeguarding statement indicating the school's commitment to safeguarding and promoting the welfare of children.

Job descriptions and person specifications will clearly outline safeguarding responsibilities associated with the role.

The Application Process

Applicants will be required to:

- Complete the school's application form
- Provide a full employment history
- Explain any gaps in employment
- Declare any relevant convictions, cautions or legal restrictions
- Disclose any safeguarding investigations where required
- Provide details of appropriate referees

The school will not normally accept curriculum vitae (CVs) as a substitute for a completed application form.

Shortlisting

Applications will be scrutinised carefully before shortlisting.

This process will seek to identify:

- Gaps in employment history
- Inconsistencies within applications
- Unexplained career changes
- Concerns regarding suitability to work with children

Any anomalies or concerns will be explored during the interview process.

Online Searches

In accordance with statutory guidance, online searches may be undertaken for shortlisted candidates.

The purpose of these searches is to identify information that may:

- Require discussion during interview
- Highlight behaviour inconsistent with the expectations of a professional role in education

Online searches will be undertaken fairly, consistently and proportionately.

Any relevant findings will be discussed with candidates before recruitment decisions are made.

Interviews

Interviews are designed to assess:

- Suitability to work with children
- Commitment to safeguarding
- Understanding of professional boundaries
- Personal and professional values
- Motivation for working in education
- Ability to contribute positively to school culture

At least one member of every interview panel will have completed recognised safer recruitment training.

Safeguarding questions will form part of all recruitment interviews.

8.4 Pre-Employment Checks

No individual will commence employment until all required safeguarding checks have been completed and verified.

Checks may include:

Identity Verification

Applicants must provide original documentation confirming:

- Name
- Date of birth
- Current address

Enhanced DBS Check

An Enhanced Disclosure and Barring Service (DBS) check will be obtained where required.

Where appropriate, this will include:

- Children's Barred List information

The school will assess the relevance of any disclosed information in accordance with statutory guidance.

References

The school will obtain references which:

- Are requested directly from referees
- Confirm suitability to work with children
- Verify employment history
- Identify any safeguarding concerns

References will, wherever possible, be received and reviewed before appointment.

The school will not rely solely on open testimonials or references supplied directly by applicants.

Qualifications

Relevant qualifications and professional status will be verified before appointment.

Original certificates will normally be reviewed.

Right to Work in the United Kingdom

The school will verify that all staff are legally entitled to work in the United Kingdom.

Appropriate documentation must be provided before employment commences.

Prohibition Checks

Where applicable, the school will complete:

- Teacher Prohibition Checks
- Section 128 Direction Checks
- Professional registration checks

Appropriate evidence will be recorded.

Overseas Checks

Where applicants have lived or worked overseas, additional safeguarding checks may be sought.

These may include:

- Overseas criminal record checks

- Certificates of good conduct
- Employment verification
- Additional references

The level of checking will be determined according to individual circumstances and current guidance.

8.5 Childcare Disqualification Requirements

Where relevant, Brockley Primary School will comply with childcare disqualification requirements and statutory guidance.

Appropriate declarations and checks will be undertaken where employees work within applicable settings and age ranges.

Staff are expected to notify the school of any circumstances that may affect their suitability.

8.6 Single Central Record (SCR)

The school maintains a Single Central Record in accordance with statutory requirements.

The SCR records safeguarding checks undertaken for:

- Employees
- Governors
- Volunteers where required
- Agency staff
- Supply staff
- Contractors where applicable
- Trainee teachers where appropriate.

The SCR includes evidence of:

- Identity checks
- DBS checks
- Barred List checks
- Qualification checks
- Right to work checks
- Prohibition checks

- Section 128 checks
- Overseas checks where applicable

The SCR is reviewed regularly by school leaders and monitored as part of safeguarding quality assurance procedures.

Governors receive assurance that the SCR remains compliant.

8.7 Safer Recruitment Training

The school ensures that those involved in recruitment understand safer recruitment principles and safeguarding responsibilities.

At least one person involved in every appointment process will have completed recognised safer recruitment training.

Leaders will ensure that safer recruitment knowledge remains current through ongoing updates and professional development.

8.8 Agency and Supply Staff

Before agency or supply staff commence work, Brockley Primary School will obtain written confirmation that all required safeguarding checks have been completed.

The school will verify:

- Identity
- Safeguarding expectations
- Access arrangements

All agency and supply staff receive safeguarding information on arrival and must follow the school's safeguarding procedures.

8.9 Volunteers

Volunteers contribute positively to school life and are valued members of the school community.

The school will assess:

- The nature of the volunteer role
- Frequency of involvement
- Level of supervision
- Potential safeguarding risks

Appropriate safeguarding checks will be undertaken based on risk assessment and statutory requirements.

Volunteers will receive:

- Safeguarding information
- Relevant policies
- Reporting procedures
- Appropriate supervision

Volunteers will not undertake unsupervised work with children unless all necessary checks have been completed.

8.10 Contractors

The school ensures appropriate safeguarding arrangements are in place when contractors access school premises.

These arrangements may include:

- Identification checks
- Visitor procedures
- Risk assessments
- Safeguarding briefings
- Supervision requirements

Contractors who regularly work on site may require additional safeguarding checks. Safeguarding expectations will be communicated clearly.

8.11 Visitors

Brockley Primary School maintains robust visitor management procedures.

All visitors must:

- Report to reception
- Sign in upon arrival
- Wear a visitor badge
- Follow school safeguarding procedures
- Sign out upon departure

Visitors are instructed to report any safeguarding concerns immediately.

Visitors will not have unsupervised access to pupils unless appropriate safeguarding checks have been completed.

8.12 Educational Visits, Work Experience and External Providers

The school ensures that safeguarding arrangements are effective for:

- Educational visits
- Residential visits
- Sporting activities
- Work experience placements
- Visiting professionals
- Alternative provision
- External providers delivering activities

Risk assessments are completed and safeguarding responsibilities are clearly defined before activities take place.

8.13 Alternative Provision

Where pupils attend alternative provision, Brockley Primary School remains responsible for ensuring appropriate safeguarding arrangements are in place.

The school will:

- Complete appropriate due diligence checks
- Monitor attendance
- Monitor wellbeing
- Maintain regular communication with providers
- Review safeguarding arrangements regularly

Safeguarding arrangements will be reviewed at least termly and more frequently where required.

8.14 Use of School Premises by External Organisations

Where external organisations use school premises, the Governing Body and Headteacher will seek assurance that appropriate safeguarding arrangements are in place.

This may include evidence of:

- Safeguarding policies
- Safer recruitment procedures
- DBS arrangements
- Codes of conduct
- Insurance documentation
- Health and safety arrangements

Safeguarding expectations will be communicated clearly to all external providers.

8.15 Induction of New Staff

All newly appointed staff will receive safeguarding induction before or immediately upon commencing employment.

Induction includes:

- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Behaviour and Relationships Policy
- Attendance Policy
- Online Safety Policy
- Whistleblowing Procedures
- Low-Level Concerns Procedures
- MyConcern training
- DSL contact details
- Part One of Keeping Children Safe in Education (2026)

Staff must confirm that they have read and understood safeguarding expectations.

8.16 Ongoing Monitoring of Suitability

Safer recruitment does not end once an individual has been appointed.

The school promotes a culture where:

- Professional conduct is expected at all times
- Safeguarding concerns are raised promptly
- Low-level concerns are reported and recorded
- Staff remain suitable to work with children

- Professional boundaries are maintained
- Safeguarding training is regularly updated

The school recognises that maintaining a safe workforce is fundamental to protecting children.

8.17 Responsibilities of Governors

The Governing Body will ensure that:

- Effective safer recruitment procedures are implemented
- Appropriate policies are maintained
- Recruitment arrangements comply with statutory requirements
- The Single Central Record is monitored
- Recruitment practices are reviewed periodically
- Leaders are held accountable for safer recruitment compliance

Safeguarding remains a key aspect of governance oversight.

Key Principle

Safeguarding begins long before a member of staff enters a classroom. Effective safer recruitment is essential in preventing unsuitable individuals from gaining access to children and forms a fundamental part of Brockley Primary School's safeguarding culture.

SECTION 9: ALLEGATIONS AGAINST STAFF, LOW-LEVEL CONCERNS AND WHISTLEBLOWING

9.1 Statement of Commitment

As part of our whole-school safeguarding culture, Brockley Primary School is committed to maintaining an environment where:

- Children are safe
- Professional boundaries are understood and maintained
- Concerns are raised promptly
- Staff feel confident reporting concerns
- Safeguarding concerns are taken seriously
- Appropriate action is always taken
- Transparency, accountability and professional curiosity are promoted

We recognise that creating a safe culture depends upon openness, trust and a willingness to challenge poor practice wherever it occurs.

All adults working in or on behalf of Brockley Primary School have a responsibility to safeguard children and report concerns about the conduct of adults working with children.

The welfare of the child is always paramount.

9.2 Scope

This section applies to concerns regarding:

- Employees
- Governors
- Volunteers
- Supply staff
- Agency staff
- Contractors
- Visitors
- Students
- Any adult working in or on behalf of the school

The school recognises two categories of concern:

Allegations that may meet the harm threshold

and

Low-level concerns that do not meet the harm threshold

Both require prompt reporting and an appropriate response.

PART A: ALLEGATIONS THAT MAY MEET THE HARM THRESHOLD

9.3 Definition of a Harm Threshold Allegation

An allegation may meet the harm threshold where an adult working with children has:

- Behaved in a way that has harmed a child
- Behaved in a way that may have harmed a child
- Possibly committed a criminal offence against a child
- Behaved towards a child in a way that indicates they may pose a risk of harm
- Behaved in a way that indicates they may be unsuitable to work with children

This includes behaviour that may have occurred:

- In school
- Outside school
- Online
- Within the wider community

The school recognises that behaviour outside school may present a transferable safeguarding risk and therefore remains relevant to suitability to work with children.

9.4 What Staff Must Do

Any member of staff who has concerns about another adult must act immediately.

Staff should:

- Report concerns without delay
- Record factual information
- Maintain confidentiality
- Avoid discussing concerns with colleagues who do not need to know
- Seek advice where necessary

Staff must never:

- Investigate concerns themselves

- Delay reporting
- Attempt to resolve concerns informally
- Warn the individual concerned
- Share information inappropriately

The welfare of the child must always take precedence.

9.5 Reporting Concerns About Staff

Where concerns relate to a member of staff, volunteer, contractor, governor, visitor, supply teacher or any other adult working with children:

Report Immediately To:

Caroline Rodgers, Headteacher

The concern should also be recorded in accordance with school procedures.

The Headteacher will determine:

- Whether the allegation meets the harm threshold
- Whether advice from the Local Authority Designated Officer (LADO) is required
- Whether immediate safeguarding action is necessary

9.6 Reporting Concerns About the Headteacher

If concerns involve the Headteacher, the concern must be reported immediately to:

Elton Sperring, Chair of Governors

The Chair of Governors will:

- Seek advice from the Local Authority Designated Officer (LADO)
- Ensure appropriate procedures are followed
- Maintain confidentiality
- Oversee the management of the allegation

If required, referrals will be made without delay.

9.7 Local Authority Designated Officer (LADO)

The school follows Derbyshire procedures for managing allegations against adults working with children.

Where required, allegations will be discussed with and referred to the Local Authority Designated Officer (LADO).

The LADO:

- Provides advice and consultation
- Supports decision-making
- Oversees the handling of allegations
- Ensures consistent application of procedures

No internal investigation will commence before appropriate consultation with the LADO where required.

9.8 Immediate Action Where a Child May Be At Risk

Where a child is believed to be at immediate risk of harm:

- Appropriate action will be taken to safeguard the child
- Children's Social Care will be informed
- Police involvement will be sought where necessary
- Medical assistance will be obtained where required

Safeguarding decisions will always prioritise the welfare and safety of the child.

9.9 Record Keeping

All allegations that may meet the harm threshold will be:

- Recorded promptly
- Managed confidentially
- Stored securely
- Retained in accordance with statutory guidance and data protection legislation

Records will include:

- The nature of the allegation
- Actions taken
- Advice received
- Decisions made
- Outcomes
- The rationale for decisions

The school will ensure records are factual, accurate and professionally maintained.

PART B: LOW-LEVEL CONCERNS

9.10 Low-Level Concerns

The school recognises the importance of identifying and addressing low-level concerns before they become more serious.

A low-level concern is any concern, no matter how small, regarding an adult's behaviour towards a child that:

- Is inconsistent with the Staff Code of Conduct
- Falls below expected professional standards
- Does not meet the harm threshold

Examples may include:

- Inappropriate language
- Poor professional judgement
- Boundary issues
- Favouritism
- Over-familiarity
- Inappropriate use of social media
- Behaviour that could be misinterpreted

The purpose of reporting low-level concerns is to:

- Promote openness and transparency
- Strengthen safeguarding culture
- Identify patterns of behaviour
- Prevent escalation
- Protect both children and staff

9.11 Reporting Low-Level Concerns

Low-level concerns should be reported as soon as possible.

Concerns About Staff

Report to: **Caroline Rodgers, Headteacher**

Concerns About the Headteacher

Report to: **Elton Sperring, Chair of Governors**

Concerns may initially be shared verbally but should be formally recorded in accordance with school procedures.

9.12 Self-Reporting

Brockley Primary School promotes a culture of professional honesty and reflection.

Staff are encouraged to self-report where:

- They believe their actions may have been misunderstood
- An error of judgement has occurred
- They consider they may have fallen below expected professional standards
- A situation could be viewed as compromising or inappropriate

Self-reporting demonstrates professionalism and helps maintain a culture of openness and accountability.

Self-reporting will not automatically imply wrongdoing.

9.13 Managing Low-Level Concerns

The Headteacher will:

- Review concerns objectively
- Discuss concerns with the individual concerned where appropriate
- Maintain a written record
- Consider context and patterns of behaviour
- Determine whether concerns remain low-level
- Seek advice where required

Repeated low-level concerns relating to the same individual may indicate a more significant safeguarding issue and will be considered collectively.

PART C: WHISTLEBLOWING

9.14 Whistleblowing

Brockley Primary School is committed to creating an environment where staff can raise concerns safely and confidently.

All staff have a duty to report concerns relating to:

- Safeguarding failures

- Unsafe practice
- Misconduct
- Professional wrongdoing
- Breaches of statutory guidance
- Concerns regarding leadership decisions affecting safeguarding

Staff must not remain silent because of:

- Fear of upsetting colleagues
- Loyalty to individuals
- Organisational hierarchy
- Fear of repercussions

The safety and welfare of children must always come first.

9.15 Protection for Staff Raising Concerns

The school will support staff who raise genuine concerns in good faith.

No member of staff will suffer disadvantage for raising a legitimate safeguarding concern appropriately.

Staff who raise concerns can expect:

- Their concerns to be taken seriously
- Appropriate investigation
- Respectful treatment
- Confidentiality where possible
- Appropriate support

9.16 Escalating Whistleblowing Concerns

Where staff feel unable to raise concerns internally, or where concerns remain unresolved, advice may be sought from external agencies including:

Local Authority Designated Officer (LADO)

Derbyshire County Council

NSPCC Whistleblowing Advice Line

Telephone: **0800 028 0285**

Other Relevant Regulatory or Safeguarding Bodies

The school will not tolerate any attempt to discourage or victimise staff who appropriately raise safeguarding concerns.

PART D: SAFEGUARDING CONCERNS ABOUT SCHOOL PRACTICE

9.17 Concerns About Safeguarding Practice

All staff are expected to raise concerns where they believe:

- Safeguarding procedures are not being followed
- Children are not being adequately protected
- Policies are ineffective
- Systems place children at risk
- Professional standards are not being maintained

Concerns should normally be raised with:

- The Headteacher
- The DSL
- The Chair of Governors (where appropriate)

Staff must not assume that someone else will raise the concern.

9.18 Professional Conduct

All adults working in or on behalf of Brockley Primary School are expected to:

- Maintain appropriate professional boundaries
- Follow the Staff Code of Conduct
- Act as positive role models
- Promote the values of The Brockley Way
- Protect children from harm
- Report concerns promptly
- Maintain appropriate confidentiality
- Demonstrate integrity and professionalism

Failure to comply with safeguarding expectations may result in:

- Disciplinary action
- Referral to external agencies
- Referral to professional bodies where appropriate

9.19 Support for Staff

The school recognises that allegations and safeguarding investigations can be highly stressful for those involved.

Appropriate support will be provided to:

Staff Raising Concerns

Including:

- Advice
- Guidance
- Emotional support
- Professional support

Staff Who Are the Subject of Concerns

Including:

- Fair procedures
- Appropriate communication
- Welfare support
- Access to professional advice

Confidentiality will be maintained as far as possible throughout any process.

9.20 Monitoring and Review

The Governing Body and Senior Leadership Team will monitor:

- Allegations against staff
- Low-level concerns
- Whistleblowing concerns
- Safeguarding culture
- Staff training
- Compliance with safeguarding expectations

Learning from concerns and investigations will be used to:

- Strengthen safeguarding practice
- Improve systems and procedures
- Support professional development
- Maintain a culture where children remain safe

Key Principle

Safeguarding is everyone's responsibility. Every adult working with children has a duty to act with integrity, maintain appropriate professional boundaries and report concerns immediately so that children remain safe, protected and able to thrive.

Appendix 1**Example concerns form**

Education settings must ensure that volunteers, staff, and governors are able to record concerns about:

- The welfare of a child or young person; and
- The behaviour of a volunteer, member of staff, trainee teacher, governor or person connected with the school/college

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

Principles

A statement should be included on the form used in the setting that confirms:

"Any member of the staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern. If the concern is about:

- *The welfare of a child, it must be sent to the designated safeguarding lead*
- *The behaviour of any member of staff, it must be sent immediately to the headteacher, or the chair of governors/management committee or equivalent if the allegation is against the headteacher/principal or where the headteacher/principal is the sole proprietor of an independent school the allegations should be reported directly to the Local Authority Designated Officer (LADO).*

If the concerns are immediate, please inform an appropriate person straight away."

Concerns about a child or young person

Child's full name:		Date of birth:	
		Class/year/form:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Name of alleged person (s) responsible for the harm/potential harm:			

Not known		Volunteer	
Learner in this school/college		Member of staff	
Learner in another school/college, please specify		Governor/trustee	
Family member		Other, please specify	

Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?

Please provide a description of any incident/s or anything you see or have been told by a child, or another person. Record any visible injuries or ask the child/young person to point to where else it is sore/hurts. Do not remove or lift clothing for the purpose of the examination unless the injury site is freely available because of treatment or take photos of injuries. If photos of injuries are required for evidence purposes, then this should be done by the police.

Remember to make clear what is fact and what is hearsay/opinion. Note the language and terminology used by the child, or adult, and be clear about who has said what.

Continue on a separate sheet if necessary.

Has any action already been taken in relation to this concern?

For example, child taken out of class, first aid

Name of person concerns reported to	Date

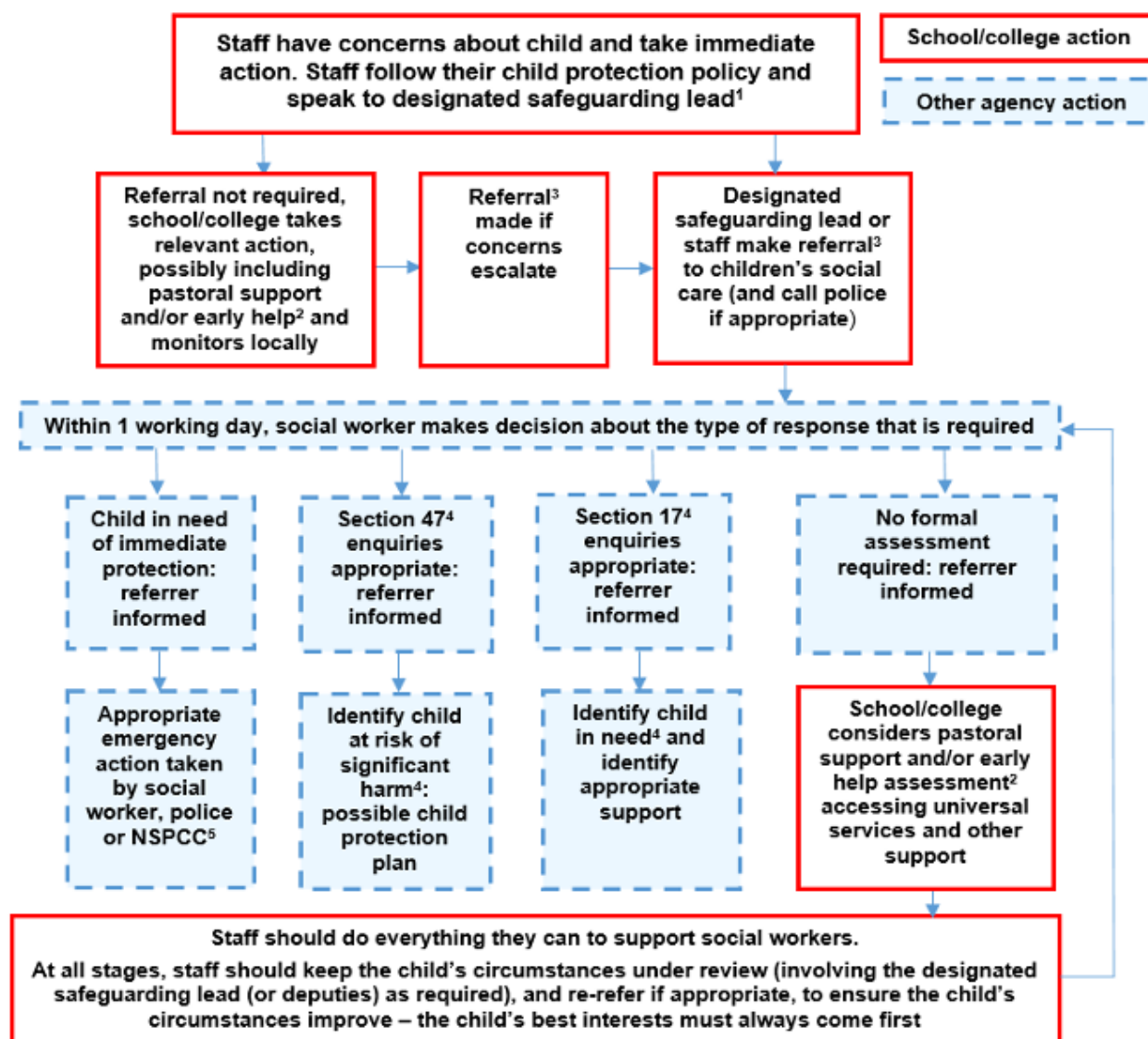
Action to be taken / recommendations from designated safeguarding lead

Name of person completing form	Signature	Date and time

Appendix 2

Safeguarding flowchart

Taken from [Keeping Children Safe in Education for information only](#) (2026), page 27



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the Family Help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under [section 17 of the Children Act 1989](#). Under [section 47 of the Children Act 1989](#), where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Appendix 3 The seven golden rules to sharing information (including personal information)

- 1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.** The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework¹ to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.
- 2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child² and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why.** You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).
- 3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.** You need a lawful basis³ to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm⁴, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.
- 4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.** Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer⁵), Caldicott Guardian, or relevant policy or legal team. If you

¹ Where processing or sharing personal data, you must follow [the Information Commissioner's Code of Practice for Data Sharing](#) which should be read alongside the [ICO's guide to GDPR](#)

² Engagement with a child where it is appropriate to be based on their level of assessed competency. See [NSPCC Learning Gillick competence and Fraser guidelines](#)

³ [A guide to lawful basis](#)

⁴ See [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024) page 9 for further advice on appropriate lawful basis or use the [IOC Lawful basis interactive guidance tool](#)

⁵ [Data Protection Officers](#), IOC

work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.

5. **When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.**
6. **Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.
7. **Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.** When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

Taken from [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers \(2024\)](#) HM Government

Note:

The [Derbyshire Education Data Hub](#) advise schools ensure there is a good working relationship between DSL and Data Protection Officer (DPO). Work together to determine when information should be shared, how and under what lawful basis. Ensure all decisions are properly recorded and do not attempt to redact information without the support and advice of your Data Protection Officer (even if your safeguarding recording software offers this functionality).

Appendix 4 Safeguarding and child protection recording

(Please note: this appendix has been developed and published for schools by the [Derbyshire Data Protection Hub](#))

Introduction

The Independent Inquiry into Child Sexual Abuse (IICSA) found that proper creation, maintenance and long-term retention of records is an important part of supporting victims of Child Sexual Abuse (CSA) and bringing perpetrators to justice. This is because victims and survivors may take decades to come to terms with what has happened to them and potentially to decide to take action to report a crime.

The IICSA Inquiry recommended that records relating to CSA should be retained for 75 years. It also recommended that the UK government directs the Information Commissioner's Office (ICO) to introduce a Code of Practice on retention of and access to records known to relate to child sexual abuse. The Inquiry report stated that such a code should set out that institutions should have:

- retention policies that reflect the importance of such records to victims and survivors, and that they may take decades to seek to access such records;
- clear and accessible procedures for victims and survivors of child sexual abuse to access such records;
- policies, procedures and training for staff responding to requests to ensure that they recognise the long-term impact of child sexual abuse and engage with the applicant with empathy.

A Code of Practice has not yet been published, but Brockley Primary School is committed to ensuring practices at the school are reflective of IICSA recommendations.

Statement of Intent

Brockley Primary School is aware that creation, maintenance and retention of child protection, safeguarding and CSA records must be carried out with the understanding that access to records may be required many decades after records are created.

This document should be read in conjunction with the school's Record Retention Policy. [Note to schools- you should review and update your Retention Policy if it still refers to no record deletion whilst the IICSA inquiry is ongoing].

How to record safeguarding/child protection concerns.

Given these very long retention periods, Brockley Primary School will ensure that safeguarding, child protection and CSA records are written in such a way as to be intelligible in the future and without any additional knowledge of the school, its staff, pupils or systems. Staff will be trained in good practice.

Our records will:

- Be written by the school's Designated Safeguarding Lead (DSL), Deputy (DDSL) or other suitably trained staff
- Identify the author by name and role
- Make clear it where the person who is recording the information is not the person who has seen or heard the issue, and identify all relevant parties by name and role
- Use full names (not initials) of staff, other adults and parents/family members (full name in this context means first and surname)
- Ensure staff roles / job titles are included
- Ensure family relationships are clear
- Use full name (not initials) of child whose record this is
- Use full name (not initials) of any other child involved and ensure a mirror record is on their file, if appropriate
- Not use initials when recording names
- Where individuals have the same or similar names, ensure there is a distinguishing factor, eg middle name, job title, DoB etc
- Ensure all spelling, punctuation and grammar is correct.
- Use appropriate language to describe events, not slang, shorthand, local terminology or asterixis.
- Ensure quotes are properly identified as such and attributed to their owner
- Be objective and avoid opinion. If opinion is necessary, ensure it is identified as such and attributed to its owner.

How records are stored

Brockley Primary School use My Concern to record and store child protection and safeguarding records.

This method was risk assessed in conjunction with our Data Protection Officer using a Data Protection Impact Assessment to determine the nature, scope and context of the data processing. This is subject to regular review.

We inform our pupils, families and staff that we process their personal data for this purpose via our Privacy Notices which are published on the school website.

Any related physical first-hand notes will be accurately transcribed into My Concern and include the following statement: "This is an accurate transcription of notes taken at (insert date & time)". Diagrams will be scanned in. Any recordings will be also be securely retained.

The transfer of pupil safeguarding records

Keeping Children Safe in Education states that “where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file.”

When a child leaves Brockley Primary School, all pupil records, including safeguarding, child protection and CSA records must be transferred in a secure manner, to the child’s new school. The legal basis and time scale for this can be found in The Education (Pupil Information) (England) Regulations 2005, parental consent is not required.

All copies of data held by the school that the child has departed will then be deleted or retained in line with the retention policy, including all paper records and data stored electronically. A record could be kept for tracking and auditing purposes only.

Schools may retain some minimal ‘skeleton’ data about pupils’ admission, departure and next destination (where known) in order to respond to any requests for information about these pupils and for the school’s historical archive. Where we intend to create and maintain these records, this will be noted on the retention policy. In some instances, we may have a legitimate interest in retaining a copy of more detailed pupil records for a longer time period. If we do retain pupil records, we will justify this retention and document the reasons for doing so, and will carry out a Data Protection Impact Assessment where required.

Responsibility for maintaining the pupil record, including retaining records relating to Child Protection, Safeguarding and CSA passes to the ‘last known school’.

The school is the final or last known school if:

- secondary phase and the pupil left at 16 years old or for post-16 or independent education, or;
- at any point the pupil left for elective home education, they are missing from education, or have left the UK, or have died.

Tertiary colleges are not included in this definition; therefore, the school will retain the record. However, the college must receive a copy of the child protection file, as per the requirements of KCSiE above.

Retention of Records relating to Staff

Brockley Primary School retains staff records in line with the school Record Retention Policy. Where staff records pertain to CSA they will be retained for up to 75 years, subject to review, as set out in the Policy.

As stated above regarding the long-term retention of minimal pupil records, we may wish to retain very basic 'skeleton' records about staff that have worked in the school/trust beyond the normal retention of the whole personnel/HR file. This information may include the staff name, role, contract start and end dates and evidence of Single Central Record checks. This may be useful when we need to respond to requests for information from/regarding staff, in the event of it being needed for litigation or other legal purpose and as part of our historical archive. If we intend to create and maintain these records, this will be noted on the retention policy.