

GEORGE SPICER SAFEGUARDING POLICY 2025



Inspire, Empower, Improve

Date of Policy	September 2024
Headteacher	Dominic Spong
Chair of Governors	Deborah Dykins
Review date	September 2026
Agreed by	Full Governing body Sept 2025

'Learning well today to live a better tomorrow'

George Spicer Primary School Safeguarding Policy

The following is the definition of Safeguarding that we adopt at George Spicer from Keeping Children Safe in Education September 2025

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

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

1. Introduction

- The governors and staff at George Spicer Primary School fully recognise the contribution we make to safeguarding children. All staff, including volunteers, have a full and active part to play in protecting our pupils from harm as the welfare of the children is paramount.
- All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- Safeguarding is taught throughout the George Spicer Curriculum to support the children in keeping safe.

2. Aims

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching, non-teaching staff and all other stakeholders of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Please see the definitions in the schools Child Protection Procedures, (appendix 1) and any cases of radicalisation (Anti-radicalisation guidance, see appendix 3) and the record of concern (appendix 2) for reporting any concerns.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially Police and Children's Services.
- To ensure that all adults within our school who have contact with children have been checked as to their suitability.

3. Procedures (see George Spicer Child Protection Procedures – Appendix 1)

- Our school procedures for safeguarding children are in line with LA and Safeguarding Partnerships (replacing the Local Safeguarding Children's Boards). We will ensure that:
 - We have a Designated Safeguarding Lead who undertakes regular training.
 - We have a team of staff who will act in the Designated Safeguarding Lead's absence, these are the Designated Child Protection team who have completed the same level of training as the Designated Lead. (Please see the procedures for the names of these people.)
 - We have a designated governor who will support the Child Protection team who regularly undertakes training that will equip them with knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach, this training will be updated regularly.
 - All members of staff develop their understanding of the signs and indicators of abuse by having whole school Child Protection training every three years as well as updated information throughout the year.
 - All members of staff know how to respond to a pupil who discloses abuse.
 - All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the implementation and access of this policy.
 - If a child is thought or deemed to be 'absent from education' the school follows the LA procedures, reporting it to the Education Welfare Officer (EWO) via an Early Help Form. (see the Children absent from education policy on the t drive for more details)
 - The school holds at least **three** emergency contact details for each child in the school.

- Our policy and procedures will be reviewed and updated annually or in light of any national changes to key documents.
- All new members of staff and governors will be given access to a copy of our Child Protection procedures and policy as part of their induction into the school and will be asked to sign to say they have read and agree to the policy.
- All staff members will have also read part one and Annex A of the document 'Keeping Children Safe in Education September 2025' and will be asked to sign to say they agree with to it.
- All new members of staff and governors will also be given a copy of the staff Code of Conduct including the Acceptable use of Technology Code of Conduct and be asked to sign to say that they have read and agree to it.
- That all staff are aware that **'If, at any point, there is a serious risk of immediate harm to a child a referral should be made to Social Care immediately. Anybody can make that referral.'** Keeping Children Safe in Education, September 2025.

4. Recruiting Staff

- George Spicer is committed to safeguarding and promoting the welfare of children and young people. It expects all staff and volunteers to share this commitment. Any offer of employment is subject to a satisfactory enhanced DBS (Disclosure and Barring Service check)
- When appointing staff members, at least one of the interviewers will have attended the LA's Safer Recruitment Training.
- When recruiting new staff we will carry out online searches if candidates are short listed.
- We have adopted the borough's Safer Recruitment Policy for School, PRU's and Services.

5. Responsibilities

The Designated Safeguarding Lead is responsible for:

- Managing referrals – referring all cases of suspected abuse to the LA.
- Liaising with the Headteacher on ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on, matters of safety & safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Working with and liaising with the three safeguarding partners (The LA, a clinical commissioning group for our area and the police) and working with other agencies in line with Working Together to Safeguard Children 2023. There is additional guidance to support regarding when to call the police (NPCC – When to call the police document)
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is being dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required so that they can be removed from the list.
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- The Designated Safeguarding Lead and team will undergo high quality training every two years as well as have regular updates on recent changes and issues through e-bulletins, meeting other designated safeguarding Leads etc.
- The Designated Safeguarding Lead should ensure that the school's policies are known and used appropriately.
- The Designated Safeguarding Lead leads on digital safety across the school
- It is the Designated safeguarding Lead's responsibility to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. This includes ensuring that companies that hire the school premises also have the correct safeguarding procedures and qualifications in place.
- The Designated Safeguarding Lead must be a member of staff from the leadership team and holds ultimately the lead responsibility in regards to safeguarding.
- Ensure that there is the presence of an appropriate adult for a child in case of a police investigation.

The Designated staff & lead are responsible for:

- Adhering to the Safeguarding Partnerships, LA and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written/electronic records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially, securely and separately from pupil records. Only trained Child Protection staff have access to this information.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any child who is currently on a Child Protection Plan or a Child in Need Plan who is absent without explanation for two days is referred to Children's Services.

- Ensure that when children leave the school their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

All staff are responsible for:

- Knowing what to do if a child tells them he/she is being abused, exploited or neglected and how to manage this level of confidentiality.
- Reporting a safeguarding concern through the school procedures
- Be aware of the Early Help process in and understand your role in it.
- Be aware of the process for making referrals to children's social care and the role they then may play.
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. They should never ever be made to feel ashamed for making a report.

6a. Supporting Children

A child who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. A child in these circumstances may feel helpless and humiliated. A child may feel self-blame. School may provide the only stability in the lives of the children who have been abused or who are at risk of harm. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- Our school will support all pupils by: -
 - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the school.
 - Liaising and actively working together with all other support services and those agencies involved in the safeguarding of children.
 - Notifying Children's Services as soon as there is a significant concern.
 - Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

NAPAC is a charity that supports recovery from child abuse and they can be called on 0808 801 0331.

6b. Supporting Children with Special Educational Needs and disabilities

Children with SEN needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties overcoming these barriers.
- Our school will support these pupils by:-
 - Ensuring that if children struggle with communication, we can use pictures or dolls to show what has happened
 - That we monitor and recognise the difference in behaviour of children with SEMH
 - We ensure that their SEN is not a barrier to supporting them if there is an issue of harm or abuse.

6c. Supporting children who need a social worker

Children who need or have a social worker are children who are potentially at greater risk of harm. The children may need a social worker due to safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. As a school we will raise concerns with the Local Authority if we believe a child needs a social worker and will work alongside the services in place where a child has a social worker (this includes Looked After Children). As a school we recognise the need for these children to have the appropriate support in place so they are able to achieve academically but also socially and emotionally.

7. Parents

- If there is a concern raised about a child that we feel needs to be investigated further then we will meet with the parents to discuss the concern and minutes of the meeting will be taken and held on record. This will only happen if we believe it will not put the child/children at further risk.
- If we decide to report any child protection concerns on to another agency we will, where appropriate, contact the parents to inform them of this referral.

8. Safeguarding of children at home time

Children who walk to school on their own:

- It is school policy that **ONLY** year 6 children walk to and from school on their own. This has to be agreed with the Headteacher through a letter written by the parents/carers giving permission to do this. If the parent/carers want the children to have mobile phones to support their walk to and from school, as they are coming alone, a letter needs to be completed from the office and the Headteacher needs to approve this.

Parents picking children up:

- A child can only go home with a parent or an agreed adult that the parent has forewarned the class teacher or another member of staff about. The child must be able to recognise this adult when they pick them up. If the parent does not give forewarning, then the child cannot be taken home by the adult, the class teacher will take the child to the office and contact the parents about the situation. If children are late being picked up and there has been no contact with the parents then staff will follow the late procedures collection in the staff handbook and school offices.

9. Confidentiality

- All matters relating to Child Protection are confidential.
- Designated Staff will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep a secret.
- The Child Protection Governor also recognises that all material related to Child Protection is highly confidential.

10. Supporting Staff

- We recognise that staff working in a school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated staff and to seek further support as appropriate.

11. Allegations against staff

- We understand that a pupil, parent or staff member may make an allegation against a member of staff or volunteer, supply teacher or agency staff. If such an allegation is made, that member of staff receiving the allegation will immediately inform the Head Teacher. This includes supply staff and volunteers that may be working in the school.
- The Head Teacher on all such occasions will discuss the content of the allegation with the LA Lead Officer for Child Protection.
- If the allegation made to a member of staff concerns the Head Teacher, the Designated Lead will immediately inform the Chair of Governors who will consult with the LA's Designated Officers (LADO in Enfield – 0208 3792746/2850)
- The School will follow the LA procedures for managing allegations against staff.

12. Digital Safety

- It is recognised by George Spicer that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in our digital safety policy as well as threaded through other policies including policies for the curriculum, behaviour, and RSE/PSHE.
- George Spicer identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:
 - **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
 - **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
 - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.
- The DSL has overall responsibility for digital safeguarding within the school but will liaise as necessary with other members of staff.

- George Spicer will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place and that these meet the DfE [standards for filtering and monitoring](#).

13. Low Level concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small and even if no more than causing a sense of unease or a nagging doubt – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the school's Code of Conduct applicable to all employees and workers and others, including inappropriate conduct outside of work; and
- does not meet the harm threshold (see (a) above) or is otherwise not serious enough to consider a referral to the Local Authority Designated Officer.
- Examples of such behaviour could include, but are not limited to:
 - being over friendly with children
 - having favourites
 - taking photographs of children on their mobile phone, contrary to school policy
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
 - humiliating children.
- Behaviour of this nature can exist on a wide spectrum, from the inadvertent or thoughtless, behaviour that may look to be inappropriate, but might not be in specific circumstances, through to behaviour which is ultimately intended to enable abuse.
- Low-level concerns may arise in several ways and from a number of sources. These may include, for example, suspicion, complaint, a disclosure made by a child, parent or other adult within or outside the school, or as a result of vetting checks undertaken.
- All low-level concerns must be shared responsibly with the right person and recorded and dealt with sensitively, appropriately and proportionately (see following sections). Ensuring that low-level concerns are dealt with effectively should also help to protect those working in or on behalf of the school from becoming the subject of potential false accusations and/or misunderstandings.

More information on the low level concerns can be found in the Staff Code of Conduct.

14. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so therefore:

- All staff should be aware of their duty to raise concerns without prejudice, where they exist, about the attitude or actions of colleagues.
- A copy of the whistleblowing policy can be found on the 'T' drive.
- The NSPCC Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. Call 0800 028 0285 or email help@nspcc.org.uk

15. Physical Intervention (Use of Reasonable Force Policy)

- Our policy on Use of Reasonable Force gives guidance as to how and when it is appropriate to use physical Intervention and acknowledges that staff must only ever use it as a last resort and that it is carried out by appropriately trained staff.
- We understand that physical intervention of a nature which causes injury or distress to a child may be reviewed under child protection or disciplinary procedures.

16. Bullying

- Our policy on bullying is incorporated in our Behaviour Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying may include cyber-bullying.
- More information on keeping children safe around computers can be found in our online-safety Policy.
- The school also has an anti-bullying policy

17. Racist Incidents

- Our policy on racist incidents is set out in the Behaviour and Equality policies and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

- Our guidance on Anti-radicalisation sets out the beliefs of the school and how we would deal with any incident around radicalisation (appendix 3).

18. Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

- The school will therefore:
 - Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - Include in the curriculum opportunities for PHSE which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help.

19. Health and Safety

- Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

20. Photographic Images

- We recognise the need to protect the identity of our pupils from access via the Internet.
- A record of children who cannot have photographs taken will be circulated to all staff and will be included on the class's pastoral register.
- More information on this can be found in our Online safety, Digital Media & Local Visits Parental Permission Form (Appendix 2 of our Online -Safety policy)

21. Ratification

- This policy was updated in September 2025
- This policy will be reviewed in September 2026

Headteacher:..... Chair of Governing Body:

Signed / Date : Signed / Date:.....

Please note there are Child Protection Procedures that must be followed in the case of any child protection issues (See Appendix 1)

All school policies are available on the school website or from the school office.

- Appendix 1: Child protection procedures
- Appendix 2: Acceptable use of technology code of conduct
- Appendix 3: Anti-radicalisation guidelines

Child Protection Procedures

School procedures follow the ***Government guidance on Keeping Children Safe in Education (Sept 2024) and Working Together to Safeguard children (September 2023)***

Who is responsible for child protection procedures in school?

The Designated Safeguarding Staff are Angela Eberle (Deputy Headteacher - Lead Designated CP officer) Deputy Designated Safeguarding Lead – Livia Mangiapane (Deputy Headteacher). Other designated safeguarding team members: Dominic Spong (Headteacher), Vicky Brown, Elle Dargin, Jenny Masini (Learning Mentors) and Tina Sullivan (Attendance Officer).

The school's Child Protection Governor is Deborah Dykins.

Safeguarding training for all staff and governors happens every three years, however we expect staff and governors to complete the yearly training on Safeguard which includes the changes to KCSIE. The Designated Leads complete their specific training every two years.

As a school we use **Safeguard** (*also known as Smoothwall*), which is the electronic system where we record our child protection concerns. All staff will have initial training on the system and will be allocated their Safeguard Login which uses their school email as their user name. Once logged in the staff click to report a concern and send it. It is then flagged to the schools Safeguarding Team who will then deal with it appropriately and within 48 hours (this will depend on the nature of the concern). The designated team meet within 30 days to discuss all Child Protection (CP) /Safeguarding concerns that have been added to Safeguard to ensure the sharing of knowledge and all appropriate actions have been taken and updating the records where appropriate.

It is important that if any staff member feels that a safeguarding report they have made has not been dealt with then they approach a member of the team to check this has been followed up.

The Child Protection Governor attends some of the team meetings, reviews the impact of child protection cases on a yearly basis, ensures that all members of the team attend the relevant training. The Child Protection governor also ensures the team disseminated the child protection policy and procedures regularly and any other appropriate child protection issues that arise.

For Looked After Children there is a virtual school, the Head of this school is Suzanne Rowson

The Designated Teacher for looked after children (LAC) and the Designated Teacher for previously looked after children (PLAC) in school is Angela Eberle. Our Governor for Looked After Children and previously looked after children is Deborah Dykins.

Any concerns at all regarding pupils should be referred to the Designated Safeguarding Team.

What is child abuse?

- Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment of others. This can be particularly relevant, for example, in the relation to impact on children of all forms of domestic abuse, including when they see, hear, or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

"***Keeping children safe in Education***" (September 2025) sets out definitions and examples of the four broad categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories overlap and an abused child does frequently suffer more than one type of abuse.

Physical Abuse

- This is a form of abuse which may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. This includes Female Genital Mutilation (FGM).

Emotional Abuse

- The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's development capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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

Neglect

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

There are other specific safeguarding issues that can occur and all staff should be aware that safeguarding issues can manifest themselves via **child on child abuse**. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, sharing nude and semi-nude images and initiation/hazing type violence and rituals.

Changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. This is defined as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. This is a criminal offence, Anyone of any gender can be a victim.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Other specific safeguarding issues include;

- Children missing in education (CME) -children who no longer seem to be registered with a school or absent for long periods of time.
- Child sexual exploitation (CSE) – occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity a) in exchange for something the victim needs or wants, and/or b) for the financial or other advantage of the perpetrator or facilitator
- Child Criminal Exploitation (CCE) – an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something the victim needs or wants, and/or b) for the financial or other advantage of the perpetrator or facilitator and/or c) through the violence or threat of violence.

- County Lines – is a term used to describe gangs and organized criminal networks involved in the exporting of illegal drugs into one or more importing areas, using dedicated mobile phone lines or other form of 'deal line'.
- The four categories above are all part of what can be named **serious violence**. All staff should be aware of the indicators, which may signal children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships/relationships with older individuals, signs of self-harm or significant well-being. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
- Domestic abuse – any incident or pattern of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are or have been, intimate partners or family members regardless of gender or sexuality.

It can be psychological, physical, sexual, financial, or emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. It can impact on the children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. Exposure to domestic abuse can have serious, long lasting emotional and psychological impact on children.

- Other safeguarding issues include drugs, fabricated illness, faith abuse, female genital mutilation (FGM), breast ironing, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, hate, mental health, private fostering, preventing radicalization, relationship abuse, sharing of nude and semi-nude images, sextortion and trafficking.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. More details can be found about the specific forms of abuse in the document **"Keeping children safe in Education"** (September 2025) & **"Working Together to Safeguard Children 2023"** found on the 'T' drive in the Child protection file or online via TES, MindEd and the NSPCC websites as well as the gov.uk website.

Mental Health

Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professional should attempt to make a diagnosis of a mental health problem. Staff however are well placed to observe children day-to-day and identify those whose behavior suggests that they may be experiencing a mental health problem or at risk of developing one. Where children have suffered abuse or neglect, or other traumatic and adverse experiences, this can have a lasting impact throughout childhood adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behavior and education.

If staff have a concern regarding a child's mental health they can refer to the Safeguarding Lead through the Safeguard system we have in place at school. From there the designated member of the team will look at what Mental Health support can be offered to the child.

Digital Safety

The use of technology has become significant component of many safeguarding issues. Child sexual exploitation; radicalization; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behavior that increases the likelihood of, or causes, harm.

Sharing of nude or semi-nude images

Sharing of nude or semi-nude images (previously known as sexting) to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'

If you are approached by a child regarding sharing of nude or semi-nude images deal with it sensitively, seize the device and seek advice – refer to the safeguarding team who will then follow the appropriate procedures.

Recognising Abuse

- **What are the signs and indicators of abuse?**

Risk indicators

The following factors are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated staff
- May require consultation with and /or referral to Enfield Children's Services (Social Care)

The absence of such indicators does not mean that abuse or neglect has not occurred.

- In an abusive relationship the child may:
 - Appear frightened of the parent/s
 - Act in a way that is inappropriate to his/her age and development (although full account needs to be taken of different patterns of development)
- The parent or carer may:
 - Persistently avoid child health promotion services and treatment of the child's episodic illnesses
 - Have unrealistic expectations of the child
 - Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
 - Be absent
 - Be misusing substances
 - Persistently refuse to allow access on home visits
 - Be involved in domestic violence
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household. (If known by the CP team)

Recognising physical abuse

- See diagram on the Child Protection Record for common sites for non-accidental injury.
- The following are often regarded as indicators of concern:
 - An explanation which is inconsistent with an injury
 - Several different explanations provided for an injury
 - Unexplained delay in seeking treatment
 - The parents/carers are uninterested or undisturbed by an accident or injury
 - Parents are absent without good reason when their child is presented for treatment
 - Repeated presentation of minor injuries (which may represent a cry for help and if ignored could lead to a more serious injury)
 - Family use of different doctors and A and E departments
 - Reluctance to give information or mention previous injuries

Bruising

- Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:
 - Any bruising to a pre-crawling or pre-walking baby
 - Bruising in or around the mouth, particularly in small babies which may indicate force feeding
 - Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
 - Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
 - Variation in colour possibly indicating injuries caused at different times
 - The outline of an object used e.g. belt marks, hand prints, or a hair brush
 - Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
 - Bruising around the face
 - Grasp marks on small children
 - Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite marks

- Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.
- A medical opinion should be sought where there is any doubt over the origin of a bite

Burns and Scalds

- It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.
 - Linear burns from hot metal rods or electrical fire elements
 - Burns of uniform depth over a large area
 - Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
 - Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
 - Scalds to the buttocks of a small child, particularly in the absence of burns on the feet, are indicative of dipping into a hot liquid or bath

Fractures

- Fractures may cause pain, swelling and discolouration over a bone or joint
- Non mobile children rarely sustain fractures
- There are grounds for concern if:
 - The history provided is vague, non-existent, or inconsistent with the fracture type
 - There are associated old fractures
 - Medical attention is sought after a period of delay when the fracture has caused symptoms such as pain, swelling or loss of movement.
 - There is an unexplained fracture in the first year of life

Scars

- A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse

Honour Based Abuse (HBA) includes:

- Forced marriage
- Female Genital Mutilation
- Procedures such as 'Breast Ironing'
- Honour killings

All forms of HBA are abuse (regardless of the motivation) and should be handled within child protection procedures.

Female Genital Mutilation

Indicators that FGM may be about to happen soon:

- The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
- Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.

Indications that FGM may have already taken place:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

If you suspect or know a child has had or will have FGM performed on them then it is YOUR legal duty of care to report it straight to the police/social services if you are a qualified teacher. If you are another member of staff that suspects this then please go to a designated safeguarding lead.

Breast Ironing (also known as breast flattening)

- This is the pounding and massaging of pubescent girls breast using hard or heated objects to try to make them stop developing or disappear.
- Typically it is carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment or rape, to prevent early pregnancy would tarnish the family name, or allow the girl to pursue education rather than early marriage.

Child on child Abuse

- All staff should recognise that children are capable of abusing their peers. All staff should be clear about their schools policy and procedures in regards to child on child abuse. At George Spicer we would follow the policy we have in regards to bullying or in some instances such as sexual violence or initiation type rituals they should be recorded as a safeguarding concern. We must recognise that downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it is normal and not coming forward to report it. Abuse is abuse and should never be passed off as 'banter' or 'having a laugh'.
 - **the abuse can take different forms such as: sexual violence and harassment, physical abuse including hitting, kicking, hair pulling, bullying (including online bullying), sharing of nude or semi-nude images, upskirting and initiation/hazing type violence and rituals.**

Recognising Emotional abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse
- The indicators of emotional abuse are often also associated with other forms of abuse.
- The following may be indicators of emotional abuse:
 - Developmental delay
 - Abnormal attachment between a child or parent/carer e.g. anxious, indiscriminate or no attachment
 - Indiscriminate attachment or failure to attach
 - Aggressive behaviour towards others
 - Being scape-goated within the family
 - Frozen watchfulness, particularly in pre-school children
 - Low self-esteem and lack of confidence
 - Withdrawn or seen as a 'loner'-difficulty relating to others

Recognising Sexual Abuse

- Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and /or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/ family
- Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indication are likely to be emotional/behavioural
- Some behavioural indicators associated with this form of abuse are:
 - Inappropriate sexualized conduct
 - Sexually explicit behaviour, play or conversation, inappropriate to the child's age
 - Continual and inappropriate or excessive masturbation
 - Self-harm (including eating disorder) self mutilation and suicide attempts
 - Involvement in prostitution or indiscriminate choice of sexual partners
 - An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Some physical indicators associated with this form of abuse are :
 - Pain or itching of genital area
 - Blood on underclothes
 - Pregnancy in a younger girl where the identity of the father is not disclosed
 - Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

- Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:
 - Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
 - A child seen to be listless, apathetic and unresponsive with no apparent medical cause
 - Failure of child to grow within normal expected pattern with accompanying weight loss
 - Child thrives away from home environment
 - Child frequently absent from school
 - Child left with adults who are intoxicated or violent
 - Child abandoned or left alone for excessive periods

For more information on any of the above and other CP matters please look in the child protection folder on the T drive for various documents related to CP.

Any concerns at all regarding pupils should be referred to the Designated Staff.

How do I respond to a child who discloses abuse?

- Remain calm
- If they ask you to 'keep it a secret' you must say to that child, "that if it is something that you tell me which makes me concerned for your safety then I will not be able to keep it secret and I will have to tell someone who can help."
- Listen quietly and encouragingly
- Allow the child to do the talking
- Allow the child to finish
- Clarify the concerns
- Ask open, rather than leading questions or phrases e.g. "Tell me what has happened" rather than "Did x do this to you?" Remember the responsibility to make enquiries and investigate allegations lies with Children's Services and CAIT (Child Abuse Investigation Team), along with other relevant agencies.
- If there are marks on the body that they show you please record on the body map on Safeguard but **do not** take any photos of the marks/injuries as this is in breach of data protection.
- Explain you may have to tell someone/ what action will be taken
- Offer reassurance about how she/he will be kept safe
- Ask the child what they would like to happen
- If the child can understand the significance and consequences of making a referral to Child Services she/he should be asked her/his view
- Allow the child private access to a telephone help line, if desired
- Record the discussion as soon as possible using Safeguard (the electronic recording system that everyone has access to – if any issues speak to a member of the designated Safeguarding team) taking care to record the time, date, place, personnel present as well as what was said
- Send the record through Safeguard and a member of the Designated Safeguard Team will pick up the referral and deal with the concern.
- Be aware notes may be used in any subsequent court proceedings so please state clearly if the information is fact or opinion.

The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well intentioned actions could prejudice police investigations, especially cases of sexual abuse.

Whilst the child's view should be considered, it remains the responsibility of the professional to take whatever action is required to ensure the safety of that child and of any other children.

Records

All paper records and witness statements relating to child protection concerns and cases will be kept in A4 Files marked CHILD PROTECTION in a locked filing cabinet in the archive room at Sketty Road. Everything else will be recorded electronically on the Safeguard system.

Parents

Parents will be informed about child protection procedures through the school policy. A copy of the policy will be available in the office and online.

Review

These procedures will be reviewed annually alongside the Child protection policy.

George Spicer Primary School Acceptable Use of Technology Policy for staff, Governors and visitors

ICT in its many forms are now part of our daily lives. It is our duty to ensure that they are used safely and responsibly. All staff at George Spicer Primary School are aware of the following responsibilities:

- All Staff, Governors and visitors understand that ICT includes a wide range of systems, including mobile phones, digital cameras, laptops and tablets.
- All staff, Governors and visitors understand that it is a disciplinary offence to use the school ICT equipment for any purpose not permitted by the school and that they are responsible for all activity carried out under their username.
- No staff, Governors or visitors will disclose any passwords provided to them by the school.
- Staff, Governors and visitors will not install any hardware or software on any school owned device without the Head's permission.
- All staff, Governors and visitors understand that their use of the internet may be monitored and if anything untoward is uncovered, could be logged and used in line with any disciplinary procedures. This includes all school owned devices. If an Online-safety incident should occur, staff, governors, visitors will report it to the Designated Safeguarding Lead as soon as possible.
- All staff, visitors must be mindful of the electronic images/videos/music that is being accessed in school and should view ALL material before using it within the classroom to ensure that it is suitable.
- All staff, Governors and visitors will only use the school's email/internet etc and any related technologies for uses permitted by the Head teacher or Governing Body. If anyone is unsure about an intended use, they should speak to the Head teacher beforehand.
- All staff, Governors and visitors will ensure that data is kept secure and is used appropriately as authorised by the Head teacher or Governing Body. No passwords should be divulged.
- Personal devices must only be used in the context of school business with the explicit permission of the Head teacher.
- Personal mobile phones or digital cameras should not be used for taking any photographs related to school business, if they are then the photos need to be taken off by the end of the day and deleted from the phone and this is only where a school camera/ipad is unavailable. Each class should have a device that can take photos specifically for this purpose and these must NEVER be used for personal use.
- All staff, Governors and visitors using school equipment will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- All staff, Governors and visitors will only use the approved email system for school business.
- Images will only be taken, stored and used for purposes within school unless there is parental permission for alternative use. At the start of their child's time at George Spicer, our parents are asked to sign if they agree to their children's images being used in our brochure or in the local press. If a parent does not agree to this, we ensure that their child's photograph is not used. Filming and photography by parents at school events will only be allowed to take pictures in certain areas and of their own children.
- All staff, Governors and visitors will make every effort to comply with copyright and intellectual property rights.
- All staff, Governors and visitors will report any incidents of concern regarding staff use of technology and/or children's safety to the Head teacher or Safeguarding Lead in line with our school's Child protection and Online safety policy.

I acknowledge that I have read and agree to the Acceptable Use of Technologies Code of Conduct.

Full Name _____ Signature _____ Date _____



George Spicer Primary School Anti Radicalisation guidance

George Spicer is a Primary School where our Core Values of Determination, Resilience, Equality, Respect, Responsibility and Kindness underpin every aspect of school life

At George Spicer we are fully committed to safeguarding and promoting the welfare of all our pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At George Spicer all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating this policy, we have taken into account the guidance from the Department of Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

The Governing Body has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

Aims and Principles

The main aims of this guidance are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and live out our Core values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through our PSHE scheme of work, assemblies and through the elected council members we have in school.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in school and local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The Office for security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

- **Pursue** – to stop terrorist attacks
- **Prevent** – to stop people becoming terrorists or supporting terrorism
- **Protect** – to strengthen our protection against a terrorist attack
- **Prepare** – to mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

Primarily our work will be concerned with PREVENTION and is outlined more specifically more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools continue to the prevention of violent extremism.'

This guidance should be read alongside the school's Child Protection policy, Equal Opportunities, online Safety, Behaviour and Anti-bullying policies.

Procedures for referrals

Although serious incidents involving radicalisation have not occurred at George Spicer to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and refer any concerns through the appropriate channels (currently via the Child Protection/Safeguarding Co-ordinator)

This is strictly adhered to should issues arise.

The Role of the curriculum

Through our curriculum children are encouraged to express themselves through discussions, debates and consultations. The R.E., PSHE, Citizenship and SMSC provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to safe when using the Internet.

Staff training

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Guidance Review

The Anti-Radicalisation policy guidance will be reviewed annually as part of the overall Child Protection policy review.