



Charles Darwin School Safeguarding and Child Protection Policy 2026

Policy & Guidance for Staff

**School Specific Procedures
To be read in conjunction with
LumeroEducation Trust Safeguarding and
Child Protection Policy 2026**

Persons Responsible:

Governors: Full Governing Body

SLT & Designated Safeguarding Lead: Mrs L Rees

The Anti-bullying Policy, Health and Safety Policy, Behaviour Policy, Low Level Concerns Policy, Whistle Blowing Policy, relevant Medical Policies, Attendance Policy, Weapons Related Incident Policy and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Charles Darwin School.

This Policy will be updated at least annually and be available publicly via the school website. A hard copy will be provided to all staff.

Formally adopted by

Reviewed and readopted

September 2026

Contents

Key contacts for safeguarding and child protection at Charles Darwin School	3
Aims of Policy	3
Staff Training.....	4
Procedures	5
Information Sharing and Confidentiality	6
Sharing without Consent	6
Supporting children	7
Supporting Staff.....	8
Specific Safeguarding Areas	10
Mental Health	10
Private Fostering.....	11
Students Placed in Alternative Provision.....	11
Looked After Children, Previously Looked After Children and Children with a Social Worker.....	11
Special Educational Needs and Disabilities	12
Children with Medical Conditions.....	12
Attendance, Children Absent from education and “Child Missing in Education Procedures”	13
Preventing radicalisation and the Prevent Duty	13
Maintaining Professional Boundaries	14
Restrictive Intervention	15
Safer Recruitment	15
Handling Disclosures.....	17
Allegations against Staff and Low Level Concerns: The Role of the Local Authority Designated Officer (LADO).....	20
Child on child abuse and child on child sexual violence and sexual harassment	24
.....	36

Appendix 1 – Signs of vulnerability to radicalisation and extremism

Appendix 2 - Safeguarding and Safety Information for Visitors 2024

Appendix 3 – When and how to share information (flow diagram)

Appendix 4 – Concerns against staff (flow diagram)

Appendix 5 – Useful contacts

Safeguarding and Child Protection Policy 2025-2026

Key contacts for safeguarding and child protection at Charles Darwin School

Charles Darwin School:

Designated Safeguarding Lead	Louise Rees – Deputy Head lrees@CDS.lumero.org 01959 574043 (ext 231)
Deputy Designated Safeguarding Leads	Jo Haywood jhaywood@CDS.lumero.org Claire Broadbridge cbroadbridge@CDS.lumero.org Nicky Mitchell nmitchell@CDS.lumero.org
Headteacher	Aston Smith
Senior Mental Health Lead	Lorraine Kine – Lead Counsellor lking@CDS.lumero.org Line managed by SLT – Louise Rees, Deputy Head lrees@CDS.lumero.org
Designated Teacher for Children Looked After	Louise Rees lrees@CDS.lumero.org
Nominated Governor for Safeguarding	Mrs Helen Hartley hhartley@CDS.lumero.org
Chair of Governors	As above
Local Authority Designated Officer	Gemma Taylor lado@bromley.gov.uk

Aims of Policy

To ensure effective Safeguarding and Child Protection by:

- acting on the early signs of abuse and neglect and understanding that there are barriers that may affect the ability to recognise abuse such as the young person not understanding what constitutes abuse, normalising the abuse, those with SEND,
- those with intimate care needs and isolation and those with an increased dependency on adults
- maintaining effective and accurate records
- listening to the views of the child or young person
- re-assessing concerns when situations do not improve
- sharing information with the right people within and between agencies in a timely manner
- making effective professional challenges to those who appear to not be taking action

(Keeping Children Safe in Education, DfE, 2026)

In addition:

- Supporting the development of our young people in ways that will foster security, confidence and independence and to equip students with the knowledge and understanding to make safe choices and manage potential risk
- To raise awareness of all staff including volunteers and supply staff of the need to safeguard young people and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring young people known or thought to be at risk of harm
- To have clear procedures and protocols in place which will be followed by all staff in cases of suspected abuse and /or the need for care
- To develop, promote and maintain productive working relationships with other agencies
- To ensure that all adults who have unsupervised access to children and young people whilst in the Trust's care have been checked as to their suitability and have an enhanced Disclosure and Barring Service (DBS) check and all necessary measures are in place to ensure Safer Recruitment.
- Utilise any other legislation or guidance which impacts on child protection and safeguarding such as Human Rights Act 1998, Equality Act 2010 and Public Sector Equality Duty

Staff Training

Designated Safeguarding Lead:

The Designated Safeguarding Lead and Deputies undergo training to provide them with the knowledge and skills to carry out this role. This specific training is updated every two years and evidenced in the Safeguarding Training log [Level 4/5 –Group 3]. This is in line with statutory guidance and will include training on Harmful Sexual Behaviours. The DSL will have both appropriate status and authority and specific skills required.

Key pastoral and inclusion staff have relevant training and skills to carry out their supportive role. This specific training will be completed every three years [Level 2] and is supported by regular in house training specific to the needs of the school and the individual concerned. This is evidenced in the Safeguarding Training log.

New staff induction:

Child Protection/Safeguarding (including on-line safety and PREVENT) is an integral part of the new staff and governor induction programme and all new members of staff and governors are issued with a copy of this policy, the latest version 'Keeping Children Safe in Education' (Part One and Annex A) the Staff Code of Conduct and the Behaviour Policy.

All staff are expected to sign to say they have read and understood these policies. Other key safeguarding policies and procedures are also shared.

Where a new member of staff joins the school mid-term, safeguarding induction is delivered, in small groups or 1:1 from the DSL: where practicable, this training will take place before joining or at the first available opportunity.

New staff are also expected to complete Prevent training and Cyber Security Training for all staff, both online, prior to starting at the school as part of their induction; this includes if they start mid-year.

New staff will be provided with an email login to MyConcern and will be shown how to use this software to report concerns. They need to sign to say they have recreated a login.

Annual Training:

All members of staff at Charles Darwin School will receive safeguarding refresher training every year, including on-line safety and PREVENT. This is at the start of the autumn term on an INSET day and is face to face and then online via National College (Annual Safeguarding Refresher training). A register is kept to record the date of training and which members of staff have received this training, with “catch up” sessions arranged for those who were not present. The Child Protection Policy is updated and re-issued to staff annually, accompanied by the most current version of KCSIE Part One, Annex A of KSCIE, the Staff Code of Conduct and the Behaviour Policy. Other key safeguarding policies and procedures are also shared.

All staff sign annually to confirm they have read and understood policies shared and have logged into My Concern.

Governors also complete relevant safeguarding training on induction and sign to say they have read the relevant documentation. Governors, the Senior Leadership Team and other relevant pastoral staff are also directed to the latest full version of Keeping Children Safe in Education.

Briefings and Additional Training:

There are on-going Child Protection/Safeguarding briefings and updates provided throughout the year by the DSL, to keep up to date with changes at local and national level.

This is via staff meetings, Bulletin, emails etc. In addition, there is an on-going programme of CPD covering numerous aspects of safeguarding, child protection and well-being provided to whole-staff or specifically to key staff. The DSL maintains a Safeguarding Training Tracker for all staff and a record is kept of additional specialist training and of any training related to medical needs. This is shared with Governors through the Safeguarding Report to the Governors in February and July. This tracker is maintained by Mrs Jo Stephens, PA to Mrs Louise Rees (DSL).

Every 3 years, Charles Darwin School provides a Level 1 Safeguarding training that all staff are expected to attend. This is face to face by an external provider and is in addition to the annual refreshers and updates.

Procedures

Charles Darwin School follows key statutory and non-statutory guidance issued by the Department for Education including “Keeping Children Safe in Education” (updated September 2026) and “Working Together to Safeguard Children” (Updated March 2026).

All refresher training at Charles Darwin School makes reference to this documentation. Both documents are on the school website under 'Safeguarding' for reference.

Charles Darwin School DSL and DDSL's will ensure that there is appropriate cover from within the Safeguarding team should the DSL be unavailable. A confidential shared mailbox will be accessible to all DSL's/DDSL's which is regularly checked in both term time and school holidays.

[Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)
[Working together to safeguard children 2026](#)

Information Sharing and Confidentiality

All staff working with children and young people at Charles Darwin School will pass on information which may be critical in order to keep a child or young person safe: they will not make the assumption that someone else (e.g. from school or another professional agency) will have already fulfilled this duty.

Sharing without Consent

Consent should be sought for sharing sensitive and confidential information e.g. when making a referral to an external agency such as the Bromley Wellbeing Service or Bromley's Early Intervention and Family Support Service (EIFS) referral. Staff should be explicit about what, why and how the information will be shared in order to secure informed consent.

Information may be shared without consent where there is a clear risk of significant harm to a child or young person or this involves a crime or the prevention of a criminal offence. Where this decision has been made, reasons behind this judgement will be documented for future reference.

The sharing of information must give due consideration to the laws relating to confidentiality, data protection and human rights, but these laws do not act as a barrier to sharing information, when there is a legitimate and justified reason for doing so i.e. to prevent harm. It is important only to share as much proportionate information as is needed and records should be accurate, relevant and up to date. For further advice, staff can contact the member of staff with responsibility for Data Protection within their school. "Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children" (KCSIE, 2026)

NB: at the point of a referral to social care, staff will always take advice from social care on whether to contact the parent/carer directly to make them aware of the referral or if this should be delayed until further advice received, to serve the best interests of the child or young person.

Confidentiality

Confidential files are maintained securely using MyConcern. Where there were hard-copy confidential files in place before the introduction of MyConcern, these are held securely in the DSL's Office. Where practical, paper files received from students' previous school will be scanned and placed electronically on MyConcern.

Confidential files are transferred at transition to the next school/education setting via electronic transfer where compatible software is available, recorded delivery or hand delivery with receipt with details of transfer recorded on SIMS. **The child protection file must be transferred within 5 days for an in-year transfer or within 5 days of the start of the new academic year.** When students transfer to Charles Darwin School from another setting, a written request is sent to the previous educational establishment to ascertain if there are any historical/current child protection concerns or wider safeguarding issues and where relevant, request that the file is sent recorded delivery for the attention of the DSL. Prior to transition or casual admission, the school may contact the current provider to ascertain if there are any current or historical child protection issues, vital to ensure continuity of care. The DSL will consider sharing additional information with a receiving school where it may be useful if this is a verbal conversation to allow for explanation of risk.

Supporting children

Students will be supported in a number of ways with the understanding that not all methods of support will be suitable for all children so there will be adjustments made where appropriate.

An Inclusion Priority Pupil's Audit (previously known as Vulnerable Children's Audit) is completed in Charles Darwin School in September and reviewed throughout the year. This alerts all form tutors and Achievement Co-ordinators to those more vulnerable in the school and allows targeted support. This includes targeted First Day Calling by the Attendance Officer. From 2026/27 awareness of these more vulnerable students will be shared more globally to teaching staff.

DSL and other staff work together to share key information about vulnerable students with wider staff on a "need-to-know basis", in order to make adjustments where needed to promote positive educational outcomes for individuals. This sharing of information is always approached with the utmost sensitivity, balancing the young person's need for confidentiality with the need to keep them safe and well-supported in all aspects of their school life. Information about a student's academic progress, attendance etc. is shared with social care as part of the assessment process and on-going reviews of progress.

Early intervention is key. All staff should be alert to the potential need for community based early help, particularly for children who have specific vulnerabilities, e.g.:

- SEND and/or health conditions (whether or not they have a statutory EHCP)
- Are suffering from mental ill health
- Are bereaved
- Young Carers – schools should be alert to the needs of young carers, recognising that caring responsibilities can impact on attendance, attainment, behaviour and wellbeing. Early identification is essential and schools will make their best efforts to identify Young Carers through contact with parents and sharing of information.
- Shown signs of being at risk from anti-social/criminal behaviour (gang-related,

county lines, and/or serious violence, Child Criminal Exploitation etc.)

- Frequently goes missing
- Shown signs of being at risk of Child Sexual Exploitation (CSE)
- Shown signs of being at risk of radicalisation
- Are viewing problematic and/or inappropriate content (i.e. linked to violence)
- A family member in custody or are affected by parent's offending
- Difficult home circumstances due to substance misuse, domestic abuse, adult mental health issues within the home
- Misused substances themselves
- Returned to parent/carer from being in care
- Shown signs of being at risk from HBV (Honour Based Violence)
- Been privately fostered
- Been persistently or severely absent from education, particularly on repeat occasions and/or for prolonged periods
- Children who are questioning their gender or who are LGB and who lack a trusted adult
- Children who may experience discrimination due to a disability, race, religion or belief, sex or sexual orientation
- Children who have experienced Adverse Childhood Experiences

Sources of support

Staff will seek support from a number of sources and will liaise with colleagues both within Charles Darwin School and externally for additional advice where necessary. The Lead Counsellor, within school, Mrs King, offers counselling and supervision to all staff. Mrs Holloway offers Mindfulness sessions to staff.

DSL or DDSL's will attend the Bromley lead DSL forum and other networking opportunities.

DSL's will utilise other sources of support such as the NSPCC weekly briefing email, Bromley Borough's regular updates and information from other legitimate sources. Information from these disseminated to the Pastoral Team, Senior Team and if necessary, with all staff/Governors. The EAP (see 'Supporting Staff') is available for confidential information advice and support.

Supporting Staff

Staff Wellbeing is lead by an Assistant Head. [at](#) Charles Darwin School.

Staff who have become involved with a young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. The School will support such staff by providing an opportunity to talk this through with the DSL or to seek further support as appropriate. Charles Darwin School may also utilise the support of the school counsellors to support staff or provide advice.

The Employee Assistance Programme (vita health group, part of spire healthcare) is a free and confidential support line available for information, advice and support 24 hours a day, 365 days a year for all Charles Darwin School staff. They can be contacted on: 0800 111 6387 or for management support on 0800 111 6385.

Supervision

Supervision takes place at Charles Darwin School through the following methods::

- Weekly line-management meetings, to focus on day-to-day operational matters and to review active cases, share good practice and identify areas for on-going development
- advice and support for DSL's and Senior Leadership Team from Bromley Borough's Safeguarding in Education Officer, Libby Kember on Libby.Kember@bromley.gov.uk
- meetings between the Safeguarding Link Governor and the DSL, to review practice and provide challenge
- External therapeutic supervision by request via DSL or HR.
- Supervision for individual members of staff through our Lead Counsellor, Mrs King, (Supervision trained). This can be optional by request or through referral via DSL.

Specific Safeguarding Areas

Safety Online

Advice and guidance for students about staying safe on-line is delivered via Tutor and assembly programme, via the curriculum in ICT lessons and Personal Development lessons and/or external facilitators and visiting speakers e.g. Breck Foundation, School's police team.

Staff are aware that technology is often a significant factor in abuse, and that online and face-to-face abuse can run concurrently. This includes aspects related to grooming (CSE, radicalisation and Child Criminal Exploitation). KCSIE 2025 Guidance added disinformation, misinformation and conspiracy theories to the list of content risk under online safety. Mediation and restorative justice techniques are used to help resolve on-line disputes and where appropriate, the borough's Youth Policing Team are involved e.g. delivering Crime and Consequences sessions.

Filtering and monitoring processes are in place which is lead by the ICT Support Team and a senior member of staff (AHT – Mr Jones) in conjunction with the DSL. The filtering systems used at Charles Darwin School block inappropriate content, including extremist content. We use a firewall to protect incoming and outgoing content – Smoothwall [firewall and web content filtering]. Where staff, pupils and visitors find unblocked extremist content, they must report it to a senior member of staff. We are aware that children and young people have access to unfiltered internet when using mobile phones; staff are alert to the need for vigilance when pupils are using their phones.

Staff who use computer rooms are expected to be familiar with Senso and use this software in the class room to monitor use of IT facilities. This includes supervision in the Student Reset Rooms, Student Learning Zone and in Whole School Detentions.

Staff are aware that they need to report any inappropriate use of technology to this senior member of staff who will liaise with the ICT support team as required.

KCSIE 2025 includes a link to the DfE Guidance 'Generative AI: Product Safety Expectations'. This explains how filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

Filtering and monitoring processes are reviewed to assess the effectiveness at least once per academic year as per KCSIE 2026. A record is kept of these checks.

Mental Health

Charles Darwin School has a school counselling team and the Pastoral team have received additional training on managing low level concerns of anxiety and low mood. The Pastoral and Counselling team can signpost students and parents to external sources of support. There is a directory of useful services listed on the school website and via the weekly newsletter, the Link.

The Senior Mental Health Lead (Ms L King) attends borough networking meetings and the Pastoral team liaise with and can refer to other agencies such as Bromley Y, CAMHS, Maudsley etc. Charles Darwin School's Lead (Lorraine King) is highly experienced and

supports trainee counsellors from local colleges by completing their necessary contact hours within the school.

Difficulties with poor mental health can in themselves represent a safeguarding concern, but this may also be an indicator that a child or young person is suffering abuse or has experienced this in the past. All staff know and understand the systems for referral for both additional student support and to share concerns about safeguarding and child protection as mental health concerns can sometimes develop into safeguarding concerns such as self harm, eating disorders and suicidal ideation or suicide. If staff are in doubt about whether the safeguarding threshold has been reached, they should seek advice from the DSL.

The following members of staff are Suicide Prevent trained:

Mrs L King, Lead Counsellor and Senior Mental Health Lead
Mrs L Rees, DSL
Mrs J Haywood DDSL

Private Fostering

Where Charles Darwin School becomes aware of a Private Fostering arrangement they will liaise with the relevant boroughs' private fostering team.

Students Placed in Alternative Provision

For a variety of reasons, a small number of students at any given time may be educated in off-site provision, arranged by Charles Darwin School where they remain on roll.

In line with the latest statutory guidance, Charles Darwin School follows policies to ensure that Alternative Providers are suitable and adhering to safeguarding guidance. The latest DfE Guidance, 'Arranging Alternative Provision' February 2025 will be adhered to regarding statutory duties and powers concerning the use of APs.

The Student Services Manager holds records of safeguarding compliance checks carried out with Alternative Providers and of attendance/attainment feedback for the duration of the Alternative Provision (see school's Attendance Policy for further details on Alternative Provision and latest DfE Guidance).

Looked After Children, Previously Looked After Children and Children with a Social Worker

Designated Teacher: Mrs L Rees, lrees@CDS.lumero.org

Designated Teacher for Children Looked After liaises closely with the Virtual School's of each CLA child's home borough, they also monitor the progress of Previously CLA students. Records are maintained using both the student's main school file and their MyConcern chronology.

The Pastoral and Designated teacher liaise with the Virtual School of the home borough of children with a social worker where appropriate for advice and support.

It is important to remember that Looked After Children and Previously Looked After Children are not a homogenous group and should be treated as per their individual needs and circumstances.

The Designated teacher will report to Charles Darwin School Governors on an annual basis regarding attainment, outcomes and appropriate spending of Pupil Premium Plus.

As of September 2024, the role of Virtual School Head for the home borough that the school's Looked After Children come from, includes a non-statutory responsibility to promote the educational achievement of all children in kinship care.

For more information, see the latest specific policy related to Children Looked After and previously in care.

Special Educational Needs and Disabilities

Students with Special Educational Needs and/or Disabilities “can face additional safeguarding challenges”, as they may be more prone to isolation from peers, experience difficulties with communication or have any safeguarding concerns masked by their Special Needs (Keeping Children Safe in Education). Key students on the SEND list have an individual Education Plan in order to communicate their specific barriers to learning and strategies to support in the classroom and around school. Where a student's SEND needs may present in terms of challenging behaviour, strategies outlined in the IEP will aim to minimise the risk of conflict and escalation.

It is important to remember that Students with Special Educational Needs and Disabilities are not a homogenous group and should be treated as per their individual needs and circumstances.

For further information, see the school's SEND Policy and for staff the School's SEND register on Teams. This register is a 'live' document regularly updated. Key student may require whole staff updates via meetings and briefings. Charles Darwin School staff can liaise with the SENDCO (Mrs Loren Thom) if they have a specific request regarding SEND children at Charles Darwin School.

Children with Medical Conditions

A child having a medical condition is not in itself an indicator that a child is at greater safeguarding risk, however, in the event of a clinical incident taking place in a school or college, the DSL should work with the health care professionals to consider if a safeguarding duty has been triggered and if there are any further actions that are required. See the School's 'Supporting pupils in school with medical conditions Policy' and Allergy and Anaphylaxis Policy which outline mandatory staff training, Individual Healthcare Plans for at risk pupils and the provision of spare adrenaline auto – injectors (AAI's)

Attendance, Children Absent from education and “Child Missing in Education Procedures”

Charles Darwin School recognises the pivotal role played by Attendance staff in safeguarding children and young people. If Student Services are unable to ascertain a student's whereabouts in the school day, they will take further action, which may include contacting other emergency telephone numbers held on record. Charles Darwin School aims to secure at least one other alternative contact, preferably more. Other actions include arranging for a home visit to be made or where there is an on-going concern, a referral to the Local Authority. If there is a safeguarding concern, the school may contact the police to request a welfare check.

When a child or young person is absent from education for prolonged periods and/or on repeat occasions, this can be a key indicator of abuse. The Pastoral team/EWO carry out home visits/welfare checks where there are concerns and liaises closely with the Educational Welfare Service, completing Child Missing in Education documentation as required and liaising with the police regarding follow-up to “missing” episodes. The latest related guidance from the DfE ‘Working Together to Improve School Attendance’ will be adhered to.

For any student who transfers to a new education provider, the Admissions Officer will confirm that the individual is on roll at a new establishment and keeps records for future reference. The borough is always informed if a young person is removed from a school's roll to be Electively Home Educated or if they have moved to a new area without securing a school place prior to the move, in which case the EWO liaises with the receiving borough.

We employ the services of an Education Welfare Officer who works alongside the Pastoral team and Attendance Officer to focus on those students who are persistently or severely absent. The school's EWO is Ms Clare Welton who meets with key attendance leads in the school (Achievement Co-ordinators/Attendance Officer) on a weekly basis. A year tracking document summaries focused interventions for individuals (Persistent Absentees or Severe Absentees or those at risk).

Stringent attendance procedures can prevent the risk of children who are often absent from school becoming “children missing in education”. Charles Darwin School may utilise the Bromley Gateway Panel referral system, or the appropriate system that each borough uses, to seek additional support for students' who are struggling to attend school.

For further information related to safeguarding and attendance, see each School's Attendance Policy.

Preventing radicalisation and the Prevent Duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard” to the need to prevent people from being drawn into terrorism, to stop them becoming terrorist or supporting terrorism (Prevent duty guidance 2023). Children and young people can be vulnerable to extremist ideologies and radicalisation:

Extremism: the vocal or active opposition to the fundamental values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

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

Protecting children and young people from the risk of extremism and radicalisation is part of Charles Darwin School's approach to safeguarding and includes:

- Teaching students about the risks of extremist ideologies and radicalisation, as part of Safeguarding in the Curriculum and online safety
- Promotion of community cohesion, British Values and SMSC (Spiritual, Moral, Social and Cultural)
- Staff training, including new staff induction
- Each school in the Trust having an up to date risk-assessment and named Prevent lead
- The management of allegations against staff in line with this policy
- Concerns about a child referred to the Safeguarding Team; all concerns tracked and monitored, referral to external agencies where required e.g. social care, the Prevent team (via the Policing Team, the borough's Prevent Lead, MASH or Children and Families Hub)
- The visitor's policy, site-security and "lockdown" emergency procedures
- Firewalls to filter content accessed through the School's ICT network

Filtering and monitoring systems and procedures in place on school devices

Charles Darwin School's named PREVENT lead is the DSL (Mrs Louise Rees) and a risk assessment is updated. There is liaison with the Youth Policing team for any updates around contextual safeguarding that are useful to understand the local context.

Concerns are reported and recorded on MyConcern and advice is sought from the Youth Police team and Prevent lead at Bromley police as needed.

Referrals are made with parental involvement and Charles Darwin School will liaise with other agencies as needed. (See Appendix 1 for signs of vulnerability to radicalisation and extremism.)

All new staff at Charles Darwin School should complete Prevent training as part of their induction (online).

Maintaining Professional Boundaries

All Charles Darwin School Staff are given a copy of the Inicio Trust Code of Conduct when they begin as part of induction and annually and sign to say that they have read and understood this document. This confirmation is held in staff files.

For further information, see the Lumero Staff Code of Conduct, circulated at the start of the academic year and to all new staff mid year.

Restrictive Intervention

Under the [Restrictive interventions, including use of reasonable force, in schools](#) advice, 2026, all School Staff have the legal power to use “Reasonable force” in limited circumstances. This refers to any actions carried out by school staff that which includes physical restrictive interventions, usually used to control or restrain in order to prevent a student from hurting themselves, hurting others, committing a criminal offence, damaging property or causing disorder. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. This can range from guiding or directing a student using the arm as a “barrier”, to intervening to end or prevent a physical altercation to actual restraint to prevent harm or risk of harm to the young person or others.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil’s behaviour support plan.

Safer Recruitment

- Charles Darwin School implements their responsibilities for safer recruitment strategies as outlined in Keeping Children Safe in Education 2026
- All members of the Senior Leadership Team have attended Safer Recruitment Training and at least one member of any interview panel will have received this training
- As part of the Safer Recruitment process, all staff being offered positions within the school have their offers made subject to the receipt of satisfactory references, clear enhanced DBS check, Prohibition From Teaching and Barred List checks and Prohibition from Management of Schools checks (where required). Candidates are also made aware that online searches may be carried out as part of due diligence checks completed by Ms J. Hodgkinson (Personnel and Admin Manager).
- Charles Darwin School keeps a Single Central Record as a record of all staff and third parties, including supply staff and volunteers, showing the checks that have been carried out, the date on which they were carried out and the identification This record is held by Ms J Hodgkinson (Personnel and Administration Manager) and reviewed by the Safeguard Governor (signed) at least twice a year.
- Volunteers who come into unsupervised contact with students will be required to have an advanced DBS certificate this includes volunteer counsellors and mentors.
- Charles Darwin School obtains written confirmation from any alternative provision providers that appropriate safeguarding checks have been carried out on individuals working at the establishment i.e. checks that the school would otherwise perform in respect of its own staff.

Visitors to the School

Visitors to the School remain supervised at all times while on the school site during the school day, with the exception of public events such as open evenings and parents' evenings. Visitors to the school are given a leaflet with outlines basic safeguarding and fire drill procedures when they signed in at reception and wear Photo ID for the duration of the visit.

For further information see the school's Visitor's Policy (in Staff Welcome Pack and Online) and Appendix 2.

Lettings

Assurance is sought through completion of a disclaimer that the organisation has appropriate safeguarding and child protection policies and procedures in place and this forms part of the lease or hire agreement. This signed assurance is signed and kept with the letting contract which is held with the Premises Manager.

Charles Darwin School will follow guidance of KCSIE 2026 regarding staff at lettings using school site.

To summarise if the school receive an allegation which relates to an incident which has happened when an individual or organisation was using the school premises for the purposes of running activities for children, we will contact the Safeguarding Lead of the organisation and may contact the LADO for advice. If the allegation relates to an individual using the school for the purposes of running activities for children then we will seek advice from the LADO.

Handling Disclosures

Handling concerns about a child or young person

The Designated Safeguarding Lead or Deputies will be informed immediately:

- if there is suspicion that a child or young person is being abused/is at risk of harm
- if there is evidence that a child or young person is being abused/is at risk of harm

The Headteacher (or Designated Safeguarding Lead) will be informed immediately:

- in the event of a complaint of abuse made by a child or young person against an employee of the school or any other person external to the school who works with children and young people

The DSL (or Deputies in liaison with DSL) will decide next steps which may include: managing any support for the child internally via the school's own pastoral support processes, signposting to Community-based Early Help services, undertaking a family help assessment or making a referral to statutory services. This last option is for when a child could be in need, is in need or is suffering or likely to suffer harm.

Whilst it is best practice for the DSL or Deputy DSL's to make a referral, it is important to note that any staff member can refer their concerns to children's social care directly.

If, at any point, there is a risk of immediate serious harm to a child or young person then a referral is made to children's social care immediately. If the situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help being provided at some point (*"Keeping children safe in education: Statutory guidance for schools and colleges" September 2026*). Staff may also take advice from the linked document: [when-to-call-the-police--guidance-for-schools-and-colleges.pdf](https://www.npcc.police.uk/when-to-call-the-police-guidance-for-schools-and-colleges.pdf) ([npcc.police.uk](https://www.npcc.police.uk))

Early Help (sometimes referred to as Family Help within the Families First reforms) provides support for children and families where needs are emerging or escalating, helping to prevent concerns from progressing to statutory intervention.

What to do when a child or young person discloses abuse:

- Stay calm, reassuring and supportive and empathetic
- If it is not possible to talk with the young person straight away, arrange a time and place to talk that is more suitable as soon as is possible after the initial contact
- Explain that you cannot promise to keep secrets
- Do not make any other promises
- Listen
- Do not press for details or 'lead' any discussion with questions: doing so could jeopardise any further investigations if it is thought that the student was asked leading questions

- Remain neutral – do not make judgements or assumptions as your behaviour could impact on the young person
- Make note of any signs of visible physical injury and their location, but do not ask a young person to remove items of clothing to do this; if needed, seek the advice of a first-aid trained member of staff
- Do not take photographs of any physical signs of injury: photographic evidence and/or medical examination will form part of any child protection investigation and will be carried out by the appropriate agencies
- Record any other details you feel are relevant e.g. general appearance or demeanour of the young person, but make clear the difference between fact and professional opinion.
- Note taking should wait until the end of the conversation when a detailed summary should be written. This allows for the adult to give the child their full attention.
- Pass on this information as soon as possible to the School's DSL or Deputy DSLs. Information should be reported/recorded using MyConcern and or in person or email to ensure the information has been received, understood and action taken. If you feel there is immediate risk of harm, keep the child with you or with another suitable adult and seek face to face advice from the Pastoral Team.
- Where a staff member is unsure or needs support or advice, always contact a DSL or DDSL.

NB: it is not the School's role to investigate allegations of abuse or make judgements: this is the role of the Social Care Professionals and/or the Police.

Summary of actions following suspicion or allegation of abuse – by the DSL or Deputy DSL:

- Seek advice from Children and Families Hub or MASH (Multi-Agency Safeguarding Hub)
- Make a telephone referral in the case of an emergency (followed by written referral)
- Complete a written referral using relevant form/online form
- Completion of a referral to relevant agency for Targeted Family Help if not meeting thresholds for social care
- Period of monitoring if situation remains unclear.

Making a referral

- Advice should always be sought from the Children and Families Hub or MASH (Multi-Agency Safeguarding Hub) Team if there is uncertainty about whether to make a referral
- All referrals should be sent by completing the relevant borough's referral form.
- With few exceptions, the parents should be informed that a referral is being made: the school will always seek advice from the Children and Families Hub /MASH team at the point of referral and will follow their guidance. Exceptions might include concerns regarding forced marriage, female genital mutilation or sexual abuse or where informing parents/carers may put the young person at further risk.
- Referrals are recorded on MyConcern and uploaded to the student's MyConcern chronology at Charles Darwin School.

- In serious cases where the young person cannot return home, temporary foster care or a private arrangement with a family member is agreed as led by Social Care.
- As part of the assessment led by social services, the School will provide information as requested e.g. on attendance, progress, presentation etc and will take part in any meetings such as professionals meetings or strategy meetings as required. All updates are noted on the student's profile on MyConcern at Charles Darwin School. (See Appendix 3 for flowchart of when and how to share information.)

Follow-up meetings

Following referrals to Social Care or completion of an Early Intervention and Family Support Service referral (EIFS), there will be a number of key meetings, depending on the context and level of assessment. These can include:

- Strategy Meetings (multi-agency, held at borough level)
- Initial and subsequent Case Conferences (Child Protection)
- Core group meetings (Child Protection)
- Child in Need Meetings (CIN)
- Team Around the Child or Team Around the Family Meetings (Targeted Family Help)
- Professionals Meetings

Charles Darwin School is committed to having a representative attend these meetings wherever practicably possible and to provide a full written report in the rare cases where it is not. Minutes and key action points are recorded, shared with relevant staff and actioned as appropriate. All minutes are recorded on the Student's MyConcern chronology. For Case Conferences, the School will complete the Bromley Multi-Agency Child Protection Conference Report in line with the borough's requirements. Where a child or young person is from a different borough, the relevant borough's documentation will be used.

Community Based Family Help Assessments Charles Darwin School will utilise Community-based Family Help Assessment protocol of the child's borough should there be concerns which do not meet the threshold of social care such as progress with health, welfare or behaviour, appearance of behaviour or to identify further needs that are not being met. Additional information may be gathered in a number of ways in order to gain a fuller picture of concern around the child, such as:

- A "round robin" to all staff to check on wellbeing, academic progress etc.
- Discussion through pastoral briefing or via the Inclusion meetings . Reviewing attendance data to identify possible patterns
- Review of the student's file, checking the primary record
- Contacting the primary school for further information on a young person's history if needed
- Alerting key staff such as the PE Team and/or the student's form tutor and ask them to report back any concerns or observations
- Providing a 1:1 session with a school counsellor or the school nurse so that the young person can share any concerns in a safe environment
- Arranging a meeting with the parents/carers to share concerns about the young person's welfare: record details for the young person's chronology
- Arranging a home visit i.e. welfare check

This information can help the close monitoring of a child until a further referral is made if required.

The community-based Family Help Assessment is designed as an assessment tool to facilitate family help and co-operation between agencies to improve outcomes for children/young people in need. On occasions, Social Care may advise the school to complete an community-based Family Help Assessment or an Early Intervention and Family Support Service referral (EIFS) if the young person does not meet the threshold for a referral to Social Care. If the school does not agree that this is an appropriate course of action, these concerns must be logged with Social Care and reasons given.

A Targeted Family Help Assessment:

- If the school is concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing
- A request is received from the child/young person or parent/carer for more support
- There is a concern about the child/young person's appearance or behaviour, but their needs are unclear or are broader than the School alone can address
- To identify the needs of the child/young person and/or to pool knowledge and expertise with other agencies to support the child/young person better (multi-agency approach)
- To refer the family for Targeted Family Help services such as Bromley Children's Project

If adequate progress is not made then Charles Darwin School may use the escalation policy of the relevant borough to advocate for the needs of the child and family.

Allegations against Staff and Low Level Concerns: The Role of the Local Authority Designated Officer (LADO)

In the event of an allegation against a member of staff at Charles Darwin School (including supply staff, volunteers and trainee teachers), this should be referred to the Headteacher immediately or in the event that he is the subject of the allegation, then it should be taken to the Chair of Governors. When a concern is raised about a member of staff, the Headteacher must consider whether a onward referral to LADO is required. In the event that there is an allegation made about an individual or organisation who has been using the school premises for the purposes of running activities for children, even children who are not on roll at Charles Darwin School, Charles Darwin School's DSL will be contacted and there may be advice sought from the LADO. In the event of the Headteacher's absence, allegations should be taken to the DSL.

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If the allegation meets the above criteria, the LADO must be contacted BEFORE the member of staff is informed of the allegation so that advice can be taken and next steps clearly agreed. Investigation of the allegation (Internal Management Investigation or IMI) will only be undertaken by the school under the explicit direction of the LADO. In the event of an allegation, the following must be noted:

- The member of staff who is the subject of the allegation must be made aware of the allegation as soon as this is practicable, but only once the LADO has been advised and the follow-up action agreed
- The wellbeing of all parties involved should be considered, with signposting to sources of support where appropriate
- The member of staff should be kept informed throughout by a named representative of the School and can contact their union or another colleague for additional support if they wish
- Consideration can be given to suspension of normal duties for the member of staff, but only if there is a risk of harm or potential harm and all alternative options to avoid this have been considered, using a risk assessment approach
- The parents/carers of the student/s involved should be informed and kept up-to-date with the progress of the case by a named member of staff: advice from the LADO should be sought regarding sharing of information
- Unless there is a criminal prosecution, parents/carers must be advised by the LADO of the outcome of the case, including the outcome of any disciplinary hearing
- Parents/carers should be aware that there are reporting restrictions in place (Education Act 2011) to prevent identification of those staff involved, including the use of social networking sites.
- Concerns which do not meet the threshold of harm are considered Low Level Concerns and should be reported to the Headteacher or DSL who will take a triage approach to determine next steps. All low-level concerns are recorded and reviewed regularly as per Keeping Children Safe in Education, to help identify patterns and trends. Children who make repeated false, unsubstantiated, unfounded or malicious allegations may be in need of additional help. A pattern of low-level concerns about a member of staff may lead to the threshold of harm being met and a referral being made to the LADO.

Allegations against supply staff

Supply staff are not employed directly by the school, instead this is through an agency, who is the actual employer. Where an allegation is made against a supply teacher, the School will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required. (Keeping Children Safe in Education, DfE, 2026)

Low level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Allegations against staff regarding use of excessive force

As with all allegations against staff, a complaint about the use of excessive force should be investigated thoroughly using the same criteria and process outlined above. Where it can be shown that a member of staff has acted within the law and used reasonable force to prevent injury, damage to property or disorder, this would form the basis of any defence. "Whether the force is reasonable will always depend on the particular circumstances of the case: the use of force is reasonable if it is proportionate to the consequences it is intended to prevent" [Use of reasonable force and other restrictive interventions guidance](#)

Outcome of LADO Investigation

The following will be used by the Schools within the Trust and the LADO when determining the outcome of allegations:

Outcome	Definition	Subsequent Action
SUBSTANTIATED	There is sufficient evidence to prove the allegation	Comprehensive summary of allegation, findings and actions held on personnel file – copy to the accused including decision on actions taken by the School in discussion with the LADO. Details should be included in references.
UNSUBSTANTIATED	There is insufficient evidence to prove or disprove the allegation so neither guilt or innocence can be implied	Comprehensive summary of allegation, findings and actions held on personnel file – copy to the accused including decision on actions taken by the School in discussion with the LADO. Details should be included in references.
MALICIOUS	There is sufficient evidence to disprove the allegation and that there has been a	Consideration should be given to making a referral to social care or other relevant services as there may

	deliberate act of deception	be underlying concerns, including undisclosed abuse from another source.
FALSE	There is sufficient evidence to disprove the allegation	Disciplinary actions should be considered for the accuser, where allegations are proved to be false and/or malicious: this should include involving the police where appropriate. Details should be removed from the staff member's personnel record unless they give consent for them to be held and should not be referred to in references.
UNFOUNDED	There is no evidence or proper basis which supports the allegation being made	

For **substantiated** or **unsubstantiated** allegations, the following will be held in the staff member's personnel file:

- a clear and comprehensive summary of the allegation
- details of how the allegation was followed up and resolved including any action taken
- the decision reached and the outcome as categorised above

A copy of this will be provided to the member of staff and will include a declaration on whether the information will be referred to in any future reference. Records should be held for 10 years from the date of the allegation, or until the member of staff reaches retirement, unless it relates to an allegation of **sexual abuse**. The 10 year retention period does not apply to allegations of sexual abuse: *"Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA)"*.

Employment records held in Trust School's will be in line with the guidance provided by the Information Commissioner Employment Practices Code [Microsoft Word - hra.doc](#)

Where substantiated, a referral to the DBS must be made: *"schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child"*. This includes those members of staff who resign or cease to provide their services: the school will not enter into any settlement or "compromise agreements". The school will also decide whether a referral should be made to the Teacher Regulation Agency for consideration of possible prohibition from teaching.

Child on child abuse and child on child sexual violence and sexual harassment
Documents referred to:

- **Keeping Children Safe in Education – Department for Education - 2026**
- **Child on Child Abuse Toolkit – Farrer and Co - 20243 – as recommended by Bromley Children’s Safeguarding Partnership**
- **Safeguarding.network.co.uk**

The governors, senior leadership team and all staff members including volunteers at Charles Darwin School are committed to the prevention, early identification and appropriate management of child on child abuse as defined below, both within and beyond the school.

All reports of child on child sexual abuse are triaged by the DSL, are recorded both on MyConcern on the child’s chronology and also in a secure document which tracks incidences of sexual child on child abuse to identify patterns and trends.

The DSL and DDSL of meet half termly to discuss any reported victim or perpetrator of any reported harmful sexual behaviour and to discuss support in place and outcomes in school.

Definitions:

For these purposes, child-on-child abuse is any form of physical, sexual, emotional/relational or financial abuse and coercive control, exercised between children, and within children’s relationships (both intimate and non-intimate), friendships and wider peer associations. Child-on-child abuse can take various forms including (but not limited to): serious bullying (including cyber-bullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or prejudice-based violence including, but not limited to, gender-based violence and misogyny. Harmful sexual behaviour encompasses a spectrum of behaviours from low level inappropriate conduct through to serious sexual violence.

Examples of online child-on-child abuse would include sexting, online abuse, child-on-child grooming, the distribution of youth involved sexualised content, and harassment.

Children abusing other children can take many forms, including physical aggression, bullying, sexual violence and harassment and abuse within intimate relationships. **Child-on-child abuse can also relate to initiation activities, known as “hazing”, as part of joining a group or gang.**

Sexual violence and sexual harassment between children

Children's sexual behaviour, relative to their age and stage of development, can range from "normal" to "inappropriate, problematic abusive or violent", referred to as "harmful sexual behaviour". Children and young people displaying such behaviours may well have suffered their own trauma and abuse. (*"Sexual Violence and Harassment Between Children In Schools and Colleges"* 2021)

Please see Lumero Educational Trust Child Protection and Safeguarding policy for fuller definitions and details page 21 onwards: Harmful Sexual Behaviours, page 23, Signs and Symptoms of Child on Child Abuse, page 25.

The School must also be aware that sexual violence or harassment can also take place between adults in the school or from students, directed towards adults: any such concerns must be reported to the Headteacher, or DSL (*"Sexual Violence and Harassment Between Children In Schools and Colleges"* 2021)

Decisions around reports of sexual violence or harassment are likely to be time-sensitive and complex. The DSL or Deputies can call the NSPCC dedicated advice line for professionals: 08088005000 or contact help@nspcc.org.uk. This will be particularly important when the wishes of the victim conflict with wider child protection principles outlined above i.e. need to be balanced against the school's duty to protect both the victim and other children and young people.

For further information, see *"Sexual Violence and Harassment Between Children In Schools and Colleges"* (DfE September 2021).

Charles Darwin School – Safeguarding Education and Support Structure for Young People and HSBs

Systems/structures	• Pastoral structure including form tutors, • Pastoral Managers, Achievements Co-ordinators • Attendance and Student Services team • Clear reporting system of safeguarding concerns for staff including the use of MyConcern • Clear recording system including both instances of child on child abuse and actions taken for students involved (see threshold information below)
Prevention	• Personal Development including Relationship and Sex Education (RSE) schemes of work which include lessons on what constitutes abuse, healthy relationships etc • Specialist lessons delivered by Bromley School Nursing and other agencies as part of “Your Choice Your Voice” • Visiting speakers e.g. Croydon Rape Crisis. • Staff training to identify the signs and symptoms of abuse delivered both as part of annual safeguarding training but also as standalone reminders. • The school is a Relationship Champion School (Tender 2022-2025) following completion of the RE:SET programme. We have trained young people to be ‘Relationship Ambassadors’.
Identification	• Definitions are provided for staff, students and parents as part of this policy • Thresholds of significant harm clearly identified • Signs and symptoms identified in the School and Trust Policy.
Response/intervention for child on child abuse	Levels of response are decided on a case-by-case basis and may include: • Investigation and management by the pastoral team • Referral to the LA safeguarding team for recording and further intervention if it meets the threshold of child on child abuse which may include completion of a risk assessment. • Further actions may include referral to external agencies, referral to internal or external counselling services etc • The School can take disciplinary action while a police/social care investigation is on-going but this decision needs to be taken on a case by case basis and in conjunction with the other agencies involved, remaining mindful that any case may have the potential to progress to court.
Response/intervention for sexual child on child	• All allegations with a sexual element should be reported immediately to the DSL or Deputies who will take an immediate “triage” approach • All allegations will be taken seriously with swift action taken to support, reassure and keep safe the reporting student:

	ideally, two members of staff will be present, with at least one being a DSL • Where the allegation involves illegal images of a child, these should <u>not</u> be viewed or forwarded. • Where there has been an allegation of sexual violence, the DSL or Deputies will undertake an immediate needs and risk assessment which may involve involvement of other local agencies or schools • Depending on the nature and context of the case, the issue may be dealt with internally using pastoral support, Early Help Services and/or the School's Behaviour policy and procedures or may involve referrals to external services. • Where a child or young person has been harmed or is at risk of harm, the DSL or Deputy DSL will contact MASH and make the relevant referrals in line with this advice: this will include making a report to the police where it is believed a criminal offence has taken place, unless this has already been reported e.g. by other agencies or family members • The School can take disciplinary action while a police/social care investigation is on-going but this decision needs to be taken on a case by case basis and in conjunction with the other agencies involved, remaining mindful that any case may have the potential to progress to court. • All actions will be recorded and any incidents logged on MyConcern for monitoring purposes: where the allegation is of a sexual nature, careful consideration should be given to the student's right to anonymity and restrictions on which staff have access to information, particularly if the allegation may progress through the courts
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Gender questioning children

The DSL should be involved when a child or a parent has made a request relating to gender questioning as this is framed within safeguarding rather than solely in equality or pastoral care. Decisions around this must comply with safeguarding legislation and equality and human rights laws. Schools will not initiate social transition, all school staff will be made aware of this and that social transitioning is considered an active intervention. Very rarely will full social transitioning be agreed in a primary setting. Schools will continue to use professional curiosity to understand the child's thoughts and feelings which will be documented.

Parents and carers will be involved in the discussions had as in the majority of cases, parents and schools are expected to work together to establish what is best for the child, in rare exceptions where there may be a safeguarding risk to the child, the DSL will determine what action is needed before parents are contacted or decisions made.

Schools will consider what is in the best interest for the child and whilst a holistic view will be taken to include wider health issues and/or neurodiversity, a decision relating to social transitioning may not be the same as the child's wishes, both must be considered and decisions documented. Documentation must include the request made for gender transitioning, the safeguarding assessment, parental and clinical discussions and rationale for decisions.

Staff will refer to guidance in the Cass Review with regard to early clinical involvement.

Schools are aware that children who have been living in stealth are likely to approach puberty in a fearful and anxious state and there are likely to be heightened vulnerabilities and safeguarding concerns in such rare cases.

Schools must not allow students into the toilets, changing rooms or boarding/residential accommodation designated for the opposite sex, with no exceptions. Where possible, schools should consider providing a self contained individual toilet for use by students which is not assigned to a particular sex.

Schools will not initiate social transitioning, permit staff to adopt changes relating to social transition without a schools decision and with parent consultation, allow students into facilities designated for the opposite sex and bypass parents, expect where there is a risk to the child.

Signs and symptoms of child on child abuse

Please see Lumero Educational Trust Child Protection and Safeguarding policy for signs and symptoms of child on child abuse.

Threshold for decisions related to child on child

If the following threshold is met which determines significant harm, then the incident will be considered to be child on child abuse and will be recorded accordingly with procedures for handling child on child abuse followed on a case-by-case basis.

Degree and extent of physical harm: <i>may include but not limited to;</i> significant bruising, broken bones, need for Accident and Emergency or other medical treatment, etc.
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Duration and frequency of abuse: <i>may include but not limited to;</i> how often this abuse has occurred and over how long a period of time.
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Extent and evidence of premeditation: <i>may include but not limited to;</i> the background and relationship between individuals involved, the motivation of the actions, any evidence that this was a premeditated act.

Degree of threats or coercion: <i>may include but not limited to;</i> threats to kill or harm being made to the victim or about the victim, threats to embarrass, humiliate or otherwise cause emotional harm to the victim or about the victim, the extent to which these threats have been shared with the wider community or the extent to which they have been shared with

victim and the mechanism for sharing these threats. Coercion could also include financial coercion.

Useful Contact

See Appendix 5 at the back of this policy for useful contacts for Bromley Schools.

Policy reviewed July 2026

L Rees (DSL)

Signs of vulnerability to Radicalisation and extremism

Signs of vulnerability to radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

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



Charles Darwin School

Aspire - Endeavour - Achieve

Safeguarding and Safety Information for Visitors September 2026



Protocol for visitors:

Upon arrival at Reception you will be issued with this booklet.

By signing in you are acknowledging that you have read the information enclosed within and that you will wear the visitor's badge at all times whilst on school site.

Safeguarding and Safety Information for Visitors

We hope that your visit will be enjoyable, informative and safe.

Please help us by reading and complying with the guidance contained within this leaflet, which is intended to ensure your health and safety whilst at Charles Darwin School. If you have any questions after reading this, please do not hesitate to ask a member of staff to help you.

Car Park

There is limited visitor parking on the school site and vehicles are parked at the owner's risk. Please keep to designated parking areas and drive slowly whilst on school grounds. Visitors will be required to enter their vehicle registration number and the person they are seeing when signing-in at main reception.

Security

All visitors and contractors coming into the school must report to main reception. As a visitor, you will be asked to sign-in and you will be issued with a visitor's badge that must be worn prominently so that staff and students can see that you are a visitor.

Fire and Evacuation

All rooms across the school have a copy of the fire and evacuation procedures to be followed in the event of a fire alarm. If the fire alarm sounds, please leave the building by the nearest exit.

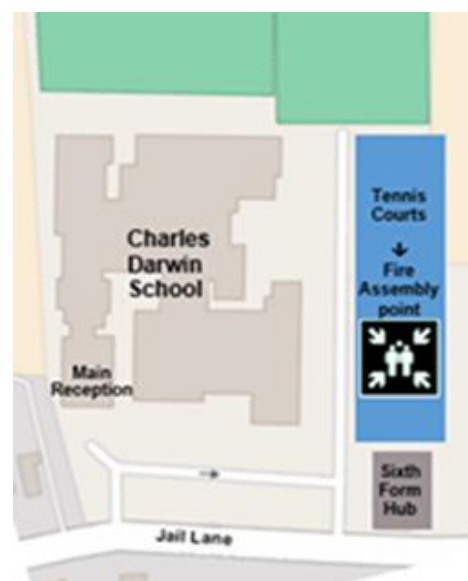
Remain with your host as they will escort you to the assembly point (tennis courts at the side of the school) and ensure that you are recorded present.

Do not take any personal risks.

You must not re-enter the building until told it is safe to do so.

Lockdown Procedure

In the event of a full lockdown you will hear 10 rings on the school bell. Remain in the room you are in, out of sign. If with students – remain silent and out of sight. When it is all clear there will be a further 10 rings of the school bell.



Smoking

Smoking is not permitted anywhere or at any time on the school site.

Safeguarding guidance for visitors to the school

Adults visiting or working on the school site play an important part in the life of the school. You can play a part in keeping students safe whilst working at or visiting the school by observing the following guidelines:

- Do not initiate verbal or physical contact with students unless it is appropriate and part of the agreed reason for your visit to the school.
- Do not give any personal information to students with your personal mobile phone number or address. Do not provide students with your personal email address and only provide your professional work email if it is necessary as part of the reason for your visit.
- Do not give students details of your personal social network accounts or engage in any communications with students using social networking sites.
- If you have any concerns that a student may be at risk of harm, report it immediately to **Mrs Louise Rees, Deputy Head – Designated Safeguarding Lead** or to one of the **Deputy Safeguarding Officers: Mrs Jo Haywood, Year 10/11 Pastoral Manager, Miss Claire Broadbridge, Year 8/9 Pastoral Manager or Mrs Nicky Mitchell, Director of Sixth Form**. Please ask at main reception for advice as to where these staff can be found, emphasising you have a safeguarding concern. Do not discuss your concerns with the student and do not carry out any investigation.
- If a student makes a disclosure to you, do not promise confidentiality. Explain that you will need to talk to someone else. Inform one of the name Safeguarding Officers of your concerns immediately
- All visiting speakers to the school will be accompanied by a member of staff for the duration of their visit. **Please remain with this member of staff.**

For further guidance, the school's Safeguarding and Child Protection policy can be found on the school website: www.cdarwin.com

First Aid

If you need first aid or feel unwell, please contact Mrs Booth, Lead First Aider on Ext 233 or Student Services on Ext 261. The school's first aid room is located in the Student Services corridor.

Health and Safety

Visiting contractors must ensure they are fully conversant with the safety rules and regulations to be observed by contractors working on site.

As a visitor to our school, it is essential that you follow any health and safety guidelines that may apply. By doing so, you will assist in meeting the requirements of the Health and Safety at Work Act.

All contractors should report to the Site Manager or a member of the Site Team. Whilst on site, contractors are required to wear a visitor identification badge at all times.

Safeguarding Key Staff

Mrs Louise Rees	Deputy Head – Designated Safeguarding Lrees@CDS.lumero.org	Ext 231
Mrs Jo Haywood	Pastoral Manager Years 10/11 – Deputy DSL jhaywood@CDS.lumero.org	Ext 245
Miss Claire Broadbridge	Pastoral Manager Years 8/9 – Deputy DSL cbroadbridge@CDS.lumero.org	Ext 237
Mrs Nicky Mitchell	Director of Sixth Form – Deputy DSL nmitchell@CDS.lumero.org	Ext 251
Miss Rosie Monk	Year 7 Achievement Co-ordinator rmonk@CDS.lumero.org	Ext 284
Miss Louisa Davies	Year 8 Achievement Co-ordinator ldavies1@CDS.lumero.org	Ext 249
Mrs Natalie Campbell	Year 9 Achievement Co-ordinator ncampbell@CDS.lumero.org	Ext 209
Mrs Nicola Tsang	Year 10 Achievement Co-ordinator ntsang@CDS.lumero.org	Ext 290
Miss Amie Gillespie	Year 11 Achievement Co-ordinator agillespie@CDS.lumero.org	Ext 229
Mrs Loren Thom	SEND SEND@CDS.lumero.org	Ext 273
Mrs Helen Hartley	Chair of Governors, Link Governor for Safeguarding	hhartley@CDS.lumero.org

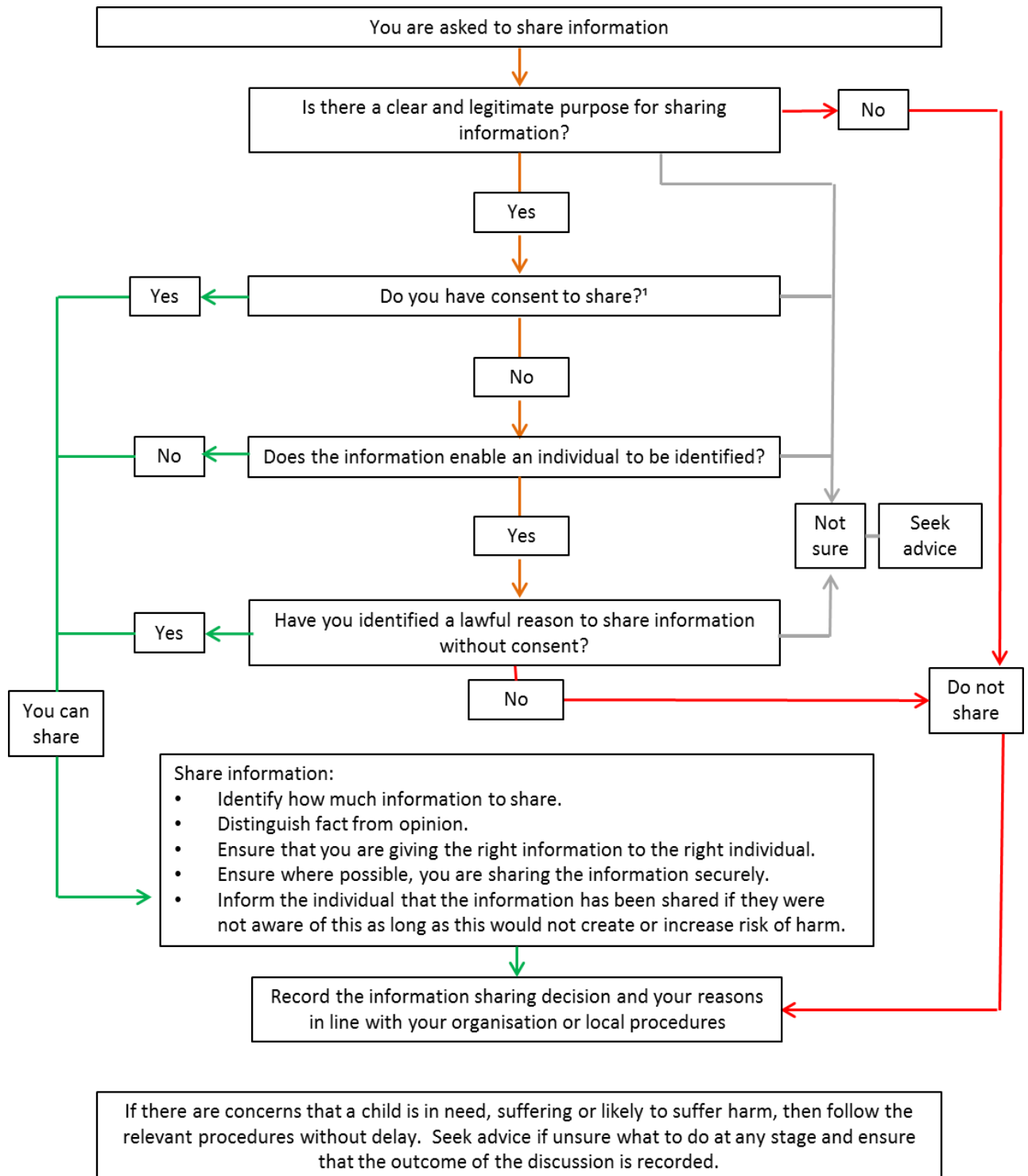
For further information, please see the following:

www.cdarwin.com Safeguarding Children & Young People policy
www.gov.uk Keeping Children Safe in Education – latest edition

We regularly reflect on our Safeguarding practice. Please email Mrs L Rees (DSL), if you have any suggestions as to how we can further improve this practice.

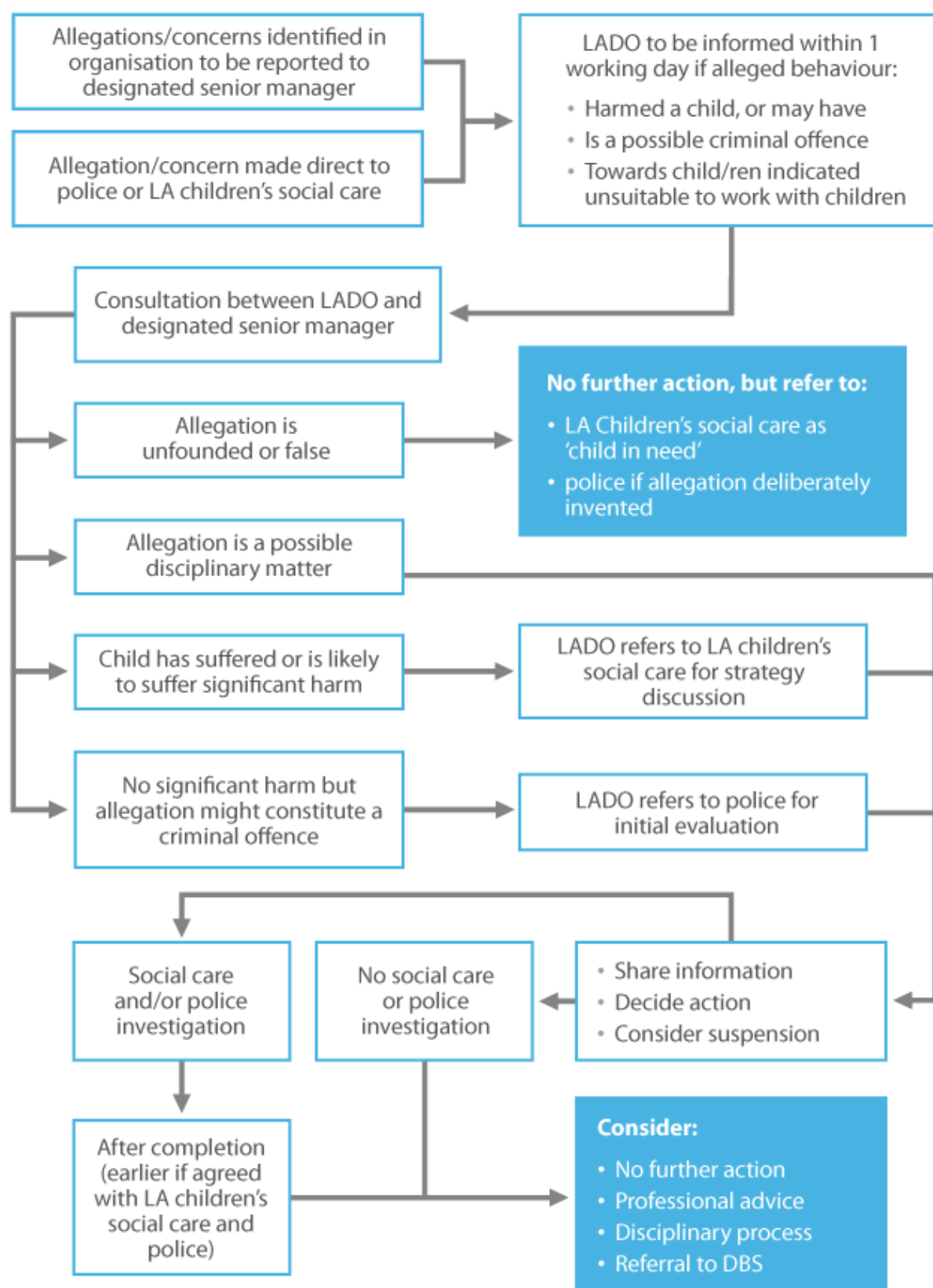
Charles Darwin School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Flowchart of When and How to Share Information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

Allegations / Concerns Against Staff Child Protection Process



Appendix 5

Organisation	Purpose	Contact details
Bromley Children's and Families Hub	<i>To report concerns about a child or young person living in Bromley Borough</i>	Telephone: 0208-461 7373/7379/7404/7309/7026 Out of hours: 0300 303 8671 Fax: 0208-313-4400 Email: candfhub@bromley.gov.uk Churchill Court, 2 Westmoreland Road, Bromley, BR1 1AS
Bromley LADO	<i>To report concerns about adults who work with children</i>	Gemma Taylor Consultation to Bromley's Local Authority Designated Officer (LADO) (Page 1 of 2) Education Safeguarding Bromley Education Matters
Bromley Safeguarding Children Partnership	<i>Coordinates services and procedures to protect and promote the welfare of children and young people in Bromley</i>	Telephone: 0208 461 7816 Email: BSCP@bromley.gov.uk www.bromleysafeguarding.org Churchill Court, 2 Westmoreland Road, Bromley, BR1 1AS
Bromley Wellbeing Service	<i>a single point of access for the emotional well-being of Bromley's children, aged 0-18</i>	Telephone: 0203 770 8848 https://bromley-y.org/ email: info@bromleyy.org
Bromley Well - young	<i>Supporting young carers aged 4-19 years to manage caring relationships whilst enjoying childhood</i>	Bromleywell.org.uk 0808 2787898 https://www.bromleywell.org.uk/
Bexley Children's services	<i>'Front Door' service, a single point of contact to refer a child, young person and/or family</i>	Telephone: 0208 303 7777 email: childrensocialcare.admin@bexley.gov.uk
Bexley Safeguarding Partnership for	<i>Coordinates services and procedures to protect and promote</i>	Telephone: 0203 045 4320 email: bscb@bexley.gov.uk

Children & Young People	<i>the welfare of children/young people in Bexley</i>	www.bexleylscb.org.uk 221 Erith Road, Bexleyheath, Kent, DA7 6H2
Royal Borough of Greenwich Children's Services	<i>to report concerns about a child or young person living in Greenwich Borough</i>	Telephone: 0208 921 3172 Out of hours: 020 8854 888 Children and Families Hub/MASH Consultation Line: 020 8921 2267 Email: MASH-referrals@royalgreenwich.gov.uk Royal Borough of Greenwich MASH, 1st Floor The Woolwich Centre, 35 Wellington Street, London SE18 6HQ
Greenwich Safeguarding Children Partnership	<i>Coordinates services and procedures to protect and promote the welfare of children and young people in Greenwich</i>	Phone: 020 8921 4477. Email: safeguardingboard@royalgreenwich.gov.uk www.greenwichsafeguardingchildren.org.uk Greenwich Safeguarding Children Partnership
Lewisham Children's Social Care	<i>to report concerns about a child or young person living in Bromley Borough</i>	Telephone: 0208 314 6000 out of hours:020 8314 6000 www.lewisham.gov.uk Lewisham Children's Social Care, First Floor, Laurence House, 1 Catford Road, SE6 4RU
Lewisham Safeguarding Children Partnership	<i>Coordinates services and procedures to protect and promote the welfare of children and young people in Lewisham</i>	Telephone: 020 7138 1446 Email: safeguardingpartnership@lewisham.gov.uk Kaleidoscope Child Development Centre 32 Rushey Green, Catford SE6 4J
Childline - 0800 1111//www.childline.org.uk www.nspcc.org.uk Whistleblowing Helpline: 08000280285 / help@nspcc.org.uk Tackling Child Sexual Exploitation https://stop-ce.org/ssss/ and text helpline 116000 (NWG Network) OR www.met.police.uk/tellsomebody https://www.ceop.police.uk/Safety-Centre (online sexual abuse and grooming)		

Met Police Confidential Anti-terrorist Hotline: 0800 789 321

[Home - Shore](#) Lucy Faithfull Foundation and the Home Office, an online resource working to prevent harmful sexual behaviour in young people.