LUMERO EDUCATIONAL TRUST

Policy Document – School Specific Procedures

Policy name	Safeguarding and Child Protection Policy Procedure Document – to be read in conjunction with LET Safeguarding and Child Protection Policy
Policy updated by	Ben Walker – Deputy Headteacher – Bullers Wood School for Boys
Date of last review	August 2026
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Contents

Key contacts for safeguarding and child protection at Bullers Wood School for Boys **3**

Staff Training 4

Procedures 4

Supporting children 5

Supporting Staff 5

Specific Safeguarding Areas 6

Mental Health 6

Private Fostering 6

Students Placed in Alternative Provision 6

Looked After Children, Previously Looked After Children and Children with a Social Worker 7

Special Educational Needs and Disabilities 7

Attendance, Children Absent from education and "Child Missing in Education Procedures" 7

Preventing radicalisation and the Prevent Duty 8

Maintaining Professional Boundaries 8

Reasonable Force 8

Safer Recruitment 8

Handling Disclosures 9

Allegations against Staff and Low Level Concerns: The Role of the Local Authority Designated Officer (LADO) 12

Child on child abuse and child on child sexual violence and sexual harassment 12

Safeguarding and Child Protection

Key contacts for safeguarding and child protection at Bullers Wood School for Boys

- Executive Director of Education - Rob Leitch
- Trustee with responsibility for Safeguarding – Lisa Morris

Designated Safeguarding Lead	Ben Walker- Deputy Headteacher bwalker@bwsb.lumero.org
Deputy Designated Safeguarding Lead	Alexandra Robins arobins@bwsb.lumero.org
Headteacher	Gary Streatfield
Senior Mental Health Lead	Karen Boughton kboughton@bwsb.lumero.org
Designated Teacher for Children Looked After	Ben Walker bwalker@bwsb.lumero.org
Nominated Governor for Safeguarding	Catherine Lambert clambert@bwsb.lumero.org
Chair of Governors	Sunil Chotai Schotai@bwsb.lumero.org
Local Authority Designated Officer	Gemma Taylor lado@bromley.gov.uk https://www.bromleysafeguarding.org/articles.php?id=604

Staff Training

Designated Safeguarding Lead:

In line with statutory guidance, the School's Designated Safeguarding Lead (DSL) and Deputy DSLs will undertake refresher training every two years.

New staff induction:

Child Protection/Safeguarding 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, KCSIE Part One, the Staff Code of Conduct and the Behaviour Policy.

Where a new member of staff joins the school mid-term, safeguarding induction is delivered through the National College. School specific safeguarding procedures are discussed with the DSL or one of the Deputy DSLs: where practicable, this training will take place before joining or at the first available opportunity.

New staff will be provided with a login to CPOMs and will be shown how to use this software to report concerns.

Annual Training:

All members of staff including governors and trustees in Lumero Educational Trust will receive safeguarding training via the National College every year, and school specific safeguarding procedures covered in an in person session with the DSL or one of the Deputy DSLs. A register is kept to record the date of training and which members of staff have received this training. The Child Protection Policy is updated and re-issued to staff annually, accompanied by the most current version of KCSIE Part One, the Staff Code of Conduct and the Behaviour for Learning Policy.

All staff sign annually to say they have read and understood this statutory documentation.

Governors also receive annual safeguarding training and sign to say they have read the relevant documentation, which includes the Governor's Code of Conduct and the full version of Keeping Children Safe in Education. Governors, the Senior Leadership Team, Safeguarding and other relevant pastoral and attendance staff are also directed to the full version of Keeping Children Safe in Education 2026.

Briefings and Additional Training:

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

This is via staff meetings, memos, 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 which is recorded as part of the wider CPD programme.

Procedures

BWSfB 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).

Information Sharing and Confidentiality

All staff working with children and young people at BWSfB 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.

Confidentiality

Confidential files are maintained securely using CPOMS. Where practical, paper files received from students' previous school will be scanned and placed electronically on CPOMS.

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 BWSfB 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.

Where a child moves to another education provision, depending on the level of risk to themselves or others, BWSfB may share information about a child with the receiving DSL verbally prior to the main and confidential files being shared. BWSfB will contact children's current education provisions to request a conversation with the DSL where we are unclear about potential 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.

Sources of support

Staff will seek support from a number of sources and will liaise with colleagues both within BWSfB and externally for additional advice where necessary.

DSL or DDSL will attend the Bromley DSL Forum and other networking opportunities.

DSL will utilise other sources of support such as the NSPCC weekly briefing email, Bromley Borough's regular updates and information from other legitimate sources.

Supporting Staff

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.

Specific Safeguarding Areas

Safety Online

Advice and guidance for students about staying safe on-line is delivered via the Learning for Life and Computer Science curriculum.

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). Mediation and restorative justice techniques are used to help resolve on-line disputes.

Filtering and monitoring processes are in place which is lead by the IT Support Team in conjunction with the DSL.

Staff are aware that they need to report any inappropriate use of technology to the DSL who will liaise with the IT support team as required.

Filtering software: Smoothwall

Monitoring software: SENSO

Mental Health

BWSfB has a school counselling system and our Mental Health First Aider has received additional training on managing low level concerns of anxiety and low mood. The Safeguarding and pastoral team can signpost students and parents to external sources of support.

The Senior Mental Health Lead attends borough networking meetings and the Safeguarding team liaise with and can refer to other agencies such as Bromley Y, CAMHS, Maudsley etc.

Private Fostering

Where BWSfB 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 BWSfB where they remain on roll.

In line with guidance, BWSfB follows policies to ensure that Alternative Providers are suitable and adhering to safeguarding guidance. Placements are reviewed regularly.

The DSL holds written records of safeguarding compliance checks carried out with Alternative Providers. There is an awareness that students in Alternative Provision have an increased vulnerability. Where students have been placed in Alternative Provision by the borough, the DSL liaises with the lead member of staff.

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

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

The Safeguarding team 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 including those in kinship care are not a homogenous group and should be treated as per their individual needs and circumstances.

Special Educational Needs and Disabilities

Students with Special Educational Needs and/or Disabilities are likely to have an enhanced vulnerability. All students on the SEND list have a Pupil 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 Passports 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 SEND Policy and the School's SEND Information Report.

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

BWSfB recognises the pivotal role played by attendance staff in safeguarding children and young people. If School's attendance teams are unable to ascertain a student's whereabouts, they will take further action, which may include contacting other emergency telephone numbers held on record. BWSfB 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. School staff 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.

For any student who transfers to a new education provider, the Attendance Administrator 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 Attendance Administrator liaises with the receiving borough.

We employ the services of an Education Welfare Officer who works alongside the Attendance Administrator to focus on those students who are persistently or severely absent.

Stringent attendance procedures can prevent the risk of children who are often absent from school becoming "children missing in education". BWSfB 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 including when problems are first emerging and also when children are already known to local authority children's social care.

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

Preventing radicalisation and the Prevent Duty

BWSfB's named Prevent lead is the DSL and a risk assessment is updated annually or more often as needed. 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 CPOMs and advice is sought from the Youth Police team and Prevent lead at Bromley police as needed.

Referrals are made with parental involvement and BWSfB will liaise with other agencies as needed.

Maintaining Professional Boundaries

All staff at BWSfB are given a copy of the staff Code of Conduct when they begin as part of induction and annually and sign to say that they have read and understood this document using CPOMs to record this.

For further information, see the Staff Code of Conduct.

Reasonable Force

Under the "Restrictive interventions, including the use of reasonable force, in schools" guidance, April 2026, school staff have power to use reasonable force to prevent a student from causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among pupils at the school.

For further information, please refer to Behaviour Policy and Restrictive Intervention Policy.

Safer Recruitment

- BWSfB implements their responsibilities for safer recruitment strategies as outlined in Keeping Children Safe in Education 2026
- At least two 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.
- BWSfB 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 seen which is held confidentially
- Volunteers who come into unsupervised contact with students will be required to have an advanced DBS certificate; this includes parents/carers/other family members involved in part of a residential exchange visit (homestay).

Visitors to the School

Most 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 parents' evenings and for those visitors with suitable DBS clearance, e.g. Social Workers or Bromley Mentors. Different colour lanyards are provided to visitors; purple that they hold a DBS and orange that they do not hold a DBS.

Visitors to the school are given a leaflet with outlines basic safeguarding and fire drill procedures when they signed in at reception and wear their visitor lanyard for the duration of their visit.

Lettings

Assurance is sought 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 annually and kept with the letting contract which is held with the DSL.

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

The Designated Safeguarding Lead or Deputy will be informed immediately:

- if there is suspicion that a child or young person is being abused
- if there is evidence that a child or young person is being abused

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 whether to make a referral to children's social care, 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.

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

- Stay calm, reassuring and supportive
- 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 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 CPOMs
- 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 safeguarding team.
- If the abuse involves images or videos of indecent images, staff must not view any images but must contact the police for advice

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 MASH (Multi-Agency Safeguarding Hub)
- Make a telephone referral in the case of an emergency (followed by written referral)
- Complete a written referral
- Completion of a referral to relevant Early Help agency 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 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 C and F or 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 CPOMs and uploaded to the student's CPOMs chronology.
- If Social Care agree that an assessment is to be carried out, this is completed within 45 working days and the young person is recorded as "monitored" on CPOMs, until the outcome is shared with the 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

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 (Early Help)
- Professionals Meetings

BWSfB 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 CPOMs 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.

Early Help Assessment's (EHA) and Early Intervention and Family Support Service (EIFS)

BWSfB will utilise the Early Help 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.
- Reviewing attendance data to identify possible patterns
- 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

If adequate progress is not made then BWSfB 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 (including supply staff and volunteers), this should be referred to the Headteacher immediately or in the event that she is the subject of the allegation, then it should be taken to the Chair of Governors. The Headteacher will always consider if a referral to the LADO is appropriate. 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 BWSfB, the organisations 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 next most senior member of staff on site (Deputy Headteacher) or the DSL.

Please see Lumero Educational Trust Child Protection and Safeguarding policy for further details about allegations against staff.

Child on child abuse and child on child sexual violence and sexual harassment

The governors, senior leadership team and all staff members including volunteers at BWSfB 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 CPOMs 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.

Definitions:

For these purposes, child-on-child abuse is any form of physical, sexual, emotional 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.

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.

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 serious sexual violence.

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
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, Senior Deputy or lead 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.

Systems/structures	• Safeguarding team (DSL, DDSL and those who have received DSL training) • Pastoral team (Heads of Year, SENCo, Deputy SENCo, ELSA, Principal First Aider, Inclusion Supervisor and Behaviour and Engagement Co-ordinator) • Clear reporting system of safeguarding concerns for staff including the use of CPOMs • Clear recording system including both instances of child-on-child abuse and actions taken for students involved (see threshold information below)
Prevention	• Learning for Life lessons – which in many schools is referred to as Personal Social Health Education (PSHE) and Relationship and Sex Education (RSE). Schemes of work which include lessons on what constitutes abuse, healthy relationships etc • Staff training to identify the signs and symptoms of abuse delivered both as part of annual safeguarding training but also as standalone reminders.
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 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 guidance/pastoral team • Referral to the 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 Deputy 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 not be viewed or forwarded. • Where there has been an allegation of sexual violence, the DSL or Deputy will undertake an immediate needs and risk assessment which may 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 from the Guidance Team, 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 (see "When to call the Police") • 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 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

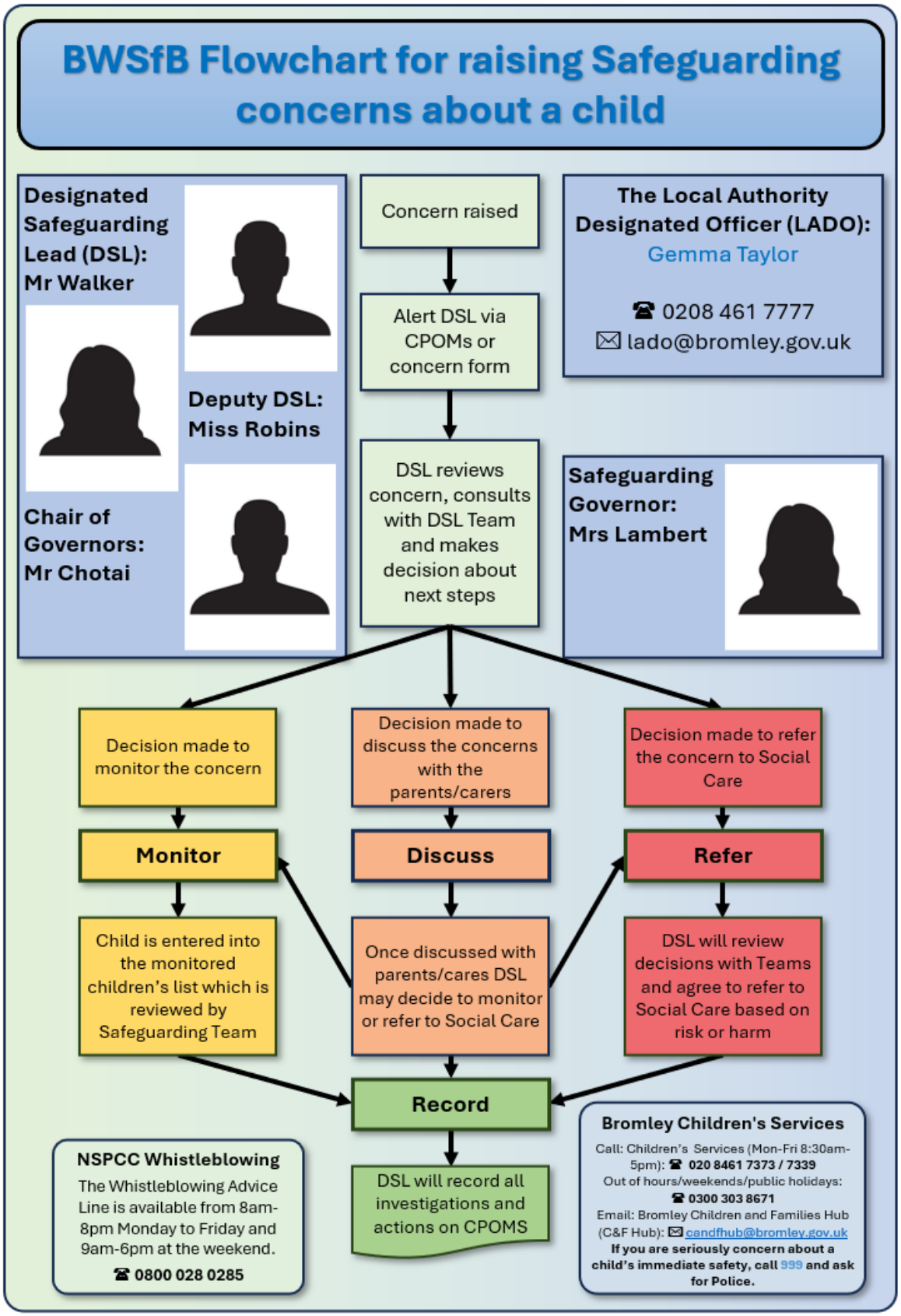
Signs and symptoms of child on child abuse

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: *may include but not limited to;* significant bruising, broken bones, need for Accident and Emergency or other medical treatment, etc.
Duration and frequency of abuse: *may include but not limited to*; how often this abuse has occurred and over how long a period of time.
Extent and evidence of premeditation: *may include but not limited to;* 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: *may include but not limited to;* 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.



Photos of the DSL and DDSL are displayed in reception and around the school

Other related policies:

Safeguarding is the “golden thread” that runs through all aspects of the School's policies, procedures and practices. These are just some examples of policies where safeguarding is of particular relevance:

- LET Safeguarding and Child Protection Policy
- LET Educational Trips Policy
- LET First Aid and Medication Policy
- BWSfB Behaviour Policy
- BWSfB Restrictive Interventions Policy
- BWSfB Anti Bullying Policy
- BWSfB Online Safety Policy
- BWSfB Attendance and Punctuality Policy
- BWSfB Home Visits Policy
- BWSfB Designated Teacher for Child Looked After Policy
- BWSfB Relationships and Sex Education Policy
- BWSfB Allergy and anaphylaxis Policy
- BWSfB Children with health needs who cannot attend school policy
- BWSfB SEND Policy