Safeguarding Policy

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1. Aims

At First Bridge Education, the welfare and safety of all pupils and children in our care is of paramount importance. All pupils and children have the right to enjoy the therapy and education they receive in our settings, in a happy, safe, and secure environment that always promotes good practices regarding the safeguarding of children.

At First Bridge Education, we are very aware that our pupils and children may be more susceptible to abuse or may face additional challenges due to their special educational and learning needs. This safeguarding policy is a testament to our commitment in safeguarding the vulnerable and ensuring that whenever we are engaging in any form of Safeguarding and Child Protection training, we train our staff to identify abuse and actively challenge assumptions, which may interfere with safeguarding those who are more vulnerable.

We adhere carefully to all legislative requirements and guidance, including those of the *'Children Act 1989 and 2004'*, *'Working Together to Safeguard Children 2024'*, *'Keeping Children Safe in Education 2025'* and *'What to Do if You are Worried a Child is being Abused 2015'*.

Our Immediate Designated Safeguarding Team are Richard LeRoy, who is First Bridge School and Centre's Designated Safeguarding Lead and Sharon Chung and Georgia Hooker, who are Designated Safeguarding Officers.

First Bridge Education fosters and promotes a culture that ensures all staff, parents, and visitors to our settings understand that they have a duty of care, and that safeguarding children is everyone's responsibility. We ensure our staff and visitors are clear about the important role they play in safeguarding.

Our aims are to:

- Create an environment which is safe and secure for all pupils and children.
- Provide children and pupils with the knowledge and understanding of how they can keep themselves safe and develop their confidence, independence, positive relationships, and sense of appropriate behaviours.
- Empower and encourage pupils and children to make their own decisions and to teach them about informed consent in a way that is meaningful and functional for them. Enabling them to assert their boundaries and to know where to go for help.
- Ensure that staff are supported and guided in best practices through regular training and supervision.
- Work with parents to build their understanding of and commitment to the welfare of all our children.

2. Definitions

"The School" and "The Centre" and "First Bridge" and "First Bridge School" and "First Bridge Centre" are represented by First Bridge Education and will be referred to as either First Bridge School or the School or the Centre, or First Bridge, throughout this policy.

"Parents" includes the parents, guardians, or carers of a pupil.

"Staff" includes all employees of First Bridge Centre or First Bridge School.

"Visitors" includes, but is not limited to, all individuals who sign into the First Bridge School and Centre's Visitor system, including contractors, builders, parents of potential pupils or children, educational agencies e.g. Speech and Language Therapists, Educational Psychologists etc.

"Pupil(s)" refers to the young people who attend our school, "child(ren)" refers to young people who attend our Early years. Within this policy these terms may be used interchangeably.

3. Scope

This policy applies to all children, pupils and their parents, staff and visitors of First Bridge School and First Bridge Centre.

Parents are made aware of this policy and its procedures for safeguarding as a part of their initial parent meeting (which usually takes place either before the pupils first day of admission, or on the day of admission), by the General/Centre Manager. The policy can also be accessed at any time on the school website.

Staff are made aware of this policy and are required to thoroughly read and acknowledge their understanding of this policy and its procedures on the first day of their employment, as a part of their induction process. Staff can always access this policy via our website, via their individual HR profiles and via our internal system.

Visitors are made aware of this policy and its reporting procedures, during sign in at Reception. Visitors are also navigated towards our safeguarding posters, which are clearly visible in the waiting area at Reception, on our Safeguarding Display Board and in each Classroom. A copy of this policy can be found on the Parent and Visitor Display Board, in the lobby area at Reception.

This policy is closely linked to the School's/Centre's Attendance Policy, Whistleblowing Policy and Allegations Against Staff Policy. These policies can also be found on the school website.

4. Legislation and Guidance

This policy meets the requirements set out in the Education (Independent School Standards) Regulations 2014, Part 3, which states that (a) 'arrangements are made to safeguard and promote the welfare of pupils at the school, and (b) 'such arrangements have regard to any guidance issued by the Secretary of State'.

When constructing this policy and its procedures, all legislative requirements and guidance has been adhered to and considered, including 'The Children's Act, 1989 and 2004', 'Working Together to Safeguard Children 2023', 'Keeping Children Safe in Education 2025' and 'What to do if you are worried a child is being abused 2015'.

4.1. Keeping Children Safe in Education (KCSIE) 2025 updates

Effective as of 1st September 2025, the new version of KCSIE has been implemented. As previously outlined, the policy updates align their terminology with that established in the Working Together to Safeguard Children 2023 guidance. In line with this, schools retain overall responsibility for the safeguarding of pupils placed in alternative provision settings. The latest updates build on this and include the following further changes:

Online risks
- Content has been expanded to include.
    - Misinformation – false or inaccurate information shared without intent to deceive, but which can still pose a safeguarding risk.
        - e.g., incorrect claims spreading online about national emergencies or public health guidance.
    - Disinformation (fake news) – deliberately false or misleading information shared with the intent to deceive.
        - e.g., a coordinated campaign spreading fake news about a terror threat to cause public fear and disruption.
    - Conspiracy theories – unfounded beliefs that suggest events are secretly manipulated by powerful groups.
        - e.g., claims that natural disasters are government-engineered for control or profit.

Alternate provision (AP)
- Schools must obtain written information.
    - That appropriate safeguarding checks have been carried out on anyone working at the AP.
    - About any changes that might put the child at risk, for example staff changes, so the school can make sure appropriate safeguarding checks have been carried out.
- Schools should always know where a child is based during school hours. Including.
    - Maintaining records of the address of the AP and any sub-contracted provision or satellite sites the child might attend
- Regularly review AP placements (at least half-termly), in order to provide assurance that.
    - The child is regularly attending
    - The placement continues to be safe.
    - The placement meets the child's needs.
- Where safeguarding concerns arise, the placement should be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

Attendance
- The document 'Working together to improve school attendance' is statutory
- Schools must work with local authorities (LA) where absence is a safeguarding concern.

Terms
- KCSIE now uses the term 'autism' instead of "autism spectrum disorder", to align with the SEND Code of Practice

4.1.1. KCSIE 2024 updates

Prior to KCSIE 2025 updates, KCSIE 2024 was released. KCSIE 2024 updates are listed below:

Effective as of 1st September 2024, the new version of KCSIE has been implemented. The updates align its terminologies with those established in the 'Working Together to Safeguard Children 2023' guidance. In accordance with this update, it is imperative that schools retain responsibility for the safeguarding of pupils who are placed within alternative provision settings. Further changes are outlined as follows:

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

Updated list of early help indicators
- Any child who has experienced multiple suspensive, at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- Any child who has a parent or carer in custody or is affected by parental offending.
- Any child who is frequently missing/goes missing from education, home or care.

Abuse and neglect
- Includes 'exploitation' throughout the guidance.
- Includes 'where they see, hear or experience its effects' in relation to domestic abuse.
- 'Unexplainable and/or persistent absences from education'.
- When staff have any concerns about child-on-child abuse, they should speak to their DSL.
- Definition of child criminal exploitation (CCE) and child sexual exploitation (CSE) may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

Children who are lesbian, gay, bisexual or gender questioning
- The phrase 'gender questioning' has replaced the word 'trans'.
- School should take a cautious approach to supporting a gender questioning child.
- School should consider the broad range of the individual's needs; consider how to address wider vulnerabilities, such as risk of bullying; include any clinical advice that is available; and to do this in partnership with their parents/carers.
  (Currently, the section is still under review until the response and final guidance have been published).

Data Protection
- School staff, governors and trustees should use the Department of Education Data Protection guidance for schools to understand data protection.

5. Roles and Responsibilities

The following defines the roles and responsibilities of all who are involved in ensuring that all legislation, guidance, and procedures outlined within this policy are adhered to, with the utmost meticulousness.

The Designated Safeguarding Team (DST) at First Bridge School and Centre consists of 3 levels, Implementation, Advisory and Governance.

- The Immediate Designated Safeguarding Team (DST) consists of the Designated Safeguarding Lead (DSL) & Designated Safeguarding Officer's (DSO). These roles are

responsible for the direct implementation and oversight of this policy and its procedures in practice within First Bridge School and Centre.
- The Wider Designated Safeguarding Team consists of the Designated Safeguarding Advisors (DSA). The person/s in this role are responsible for providing the Immediate DST with guidance, advice, and support on individual cases, as and when required. DSA's must have an extensive working knowledge of safeguarding legalisation and guidance.
- The Governance Designated Safeguarding Team consists of one Director, named the Designated Safeguarding Director (DSD). The person in this role is responsible for the oversight of this policy and its procedures and that it meets the requirements laid out in the legislation. They are responsible for analytically reviewing safeguarding reports and data and providing guidance and recommendations on strategies to improve First Bridge School and Centre safeguarding processes and outcomes.

5.1. The Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for:
- Updating, embedding, and overseeing the implementation of this policy across both First Bridge Centre and School.
- Keeping up to date with current and new legislation, updates and focus areas for Safeguarding and Keeping Children Safe in Education.
- Disseminating any new knowledge and training to the Immediate and Wider DST, and where required, staff.
- Reviewing, analysing, and reporting on safeguarding trends, half-termly to the DST and 3 times per year to the Board of Directors.
- Creating 'setting specific' safeguarding training for staff induction and staff ongoing training.

5.2. The Role of the Designated Safeguarding Officer (DSO)

The Designated Safeguarding Officer is responsible for:
- Prompt review of all reported safeguarding incidents and Cause for Concern forms from visitors or parents.
- Liaising with the DSL to review safeguarding incidents and Cause for Concern forms when necessary.
- Working together with the DSL to create an embedded safeguarding culture within and across First Bridge School and Centre.
- Following up on any required actions from submitted safeguarding incidents or Cause for Concern forms, including keeping the person who submitted the concern (staff members, visitors, or parents) informed of their status.
- Delivering safeguarding training to the Wider DST, and staff, as directed by the DSL
- Attending and contributing to the half-termly safeguarding review meetings with the Immediate and Wider DST.

5.3. The Role of the Designated Safeguarding Advisor (DSA)

The Designated Safeguarding Advisor is responsible for:

- Being immediately available, when and where necessary to provide advice and support to the Immediate DST, on more complex safeguarding cases, and actions.

- Attending and contributing to the half-termly safeguarding review meetings with the Immediate DST.
- Annually reviewing and providing feedback on the content and procedures of this policy.

5.4. The Role of the Designated Safeguarding Director (DSD)

The Designated Safeguarding Director is responsible for:

- Ensuring the Safeguarding Policy meets legislative requirements, and that procedures contained within are robust and effectively safeguard the pupils and children at First Bridge School and Centre.
- Reviewing all half-termly and Board Meeting safeguarding reports submitted by the DSL and providing analytical and strategic feedback to the Immediate and Wider DST.

6. Categories of Abuse

The following descriptors of abuse and the forms of abuse are taken directly from 'Keeping children safe in education 2025' Further information about recognising the signs for the following forms of abuse can be found in Appendix 1 of this policy.

6.1. Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

6.2. Physical abuse

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

6.3. Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child one to one opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying),

causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

6.4. Sexual Abuse

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

6.5. Neglect

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

6.6. Safeguarding Issues

6.6.1. Children with special educational needs, disabilities, or health issues
All pupils and children who attend First Bridge School and Centre have special educational needs. It is imperative that staff are acutely aware of the vulnerability of the demographic of children we educate and support. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

Additional barriers can exist when recognising the signs of abuse in children with a special educational need, some of these may include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- That an escalation or change in challenging behaviours is a definite sign of abuse/not a sign of abuse, including an increase in 'so-called' sexualised behaviours e.g. exposing genitals, public masturbation
- Those challenging behaviours 'targeted' at other peers is a sign/not a sign of bullying or malicious behaviour

To ensure our staff are aware of these barriers, all staff are meticulously trained in safeguarding procedures, and to recognise 'patterns' in behaviour, rather than making assumptions. We meticulously (daily) analyse each pupil and child's individual skill acquisition, and behaviours, which enables us to quickly identify unusual, increasing, or decreasing trends in behaviours and skills that can be quickly identified, and monitored.

Further information can be found in the Department for Education:
- SEND Code of Practice 0 to 25 years, and
- Supporting Pupils at School with Medical Conditions.

And from specialist organisations such as:
- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
- Mencap – Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- London Safeguarding Children Procedures:
- https://www.londonsafeguardingchildrenprocedures.co.uk/disabled_ch.html

6.6.2. Parents of children with special educational needs, disabilities, or health issues

At First Bridge, we recognise that raising a child with special educational needs, disabilities or health issues can cause a particular strain on parents and families. These additional pressures and challenges on the parents and family members, can make this demographic of children more vulnerable to experience safeguarding issues.

To support our parents and families we regularly provide, 'parent touch points' to build strong relationships with them, so that we can provide an antecedent-based support system to the pupils, children, and their families. Some of the ways in which we do this are:
- Monthly parent meetings
- At home and on-site parent training
- Termly parent coffee mornings
- Termly parent parties
- Attendance Support Plans (with training if required)
- Punctuality Support Plans (with training if required)
- An 'Open door' communication approach
- Direct contact with the child's Clinical Supervisor, as and when needed.

More information relating to this specific safeguarding issue, and guidance on the safeguarding of children with disabilities can be found on the following link:

London Safeguarding Children Procedures website and guidance:

https://www.londonsafeguardingchildrenprocedures.co.uk/disabled_ch.html

Below is a list (although not exhaustive) of other safeguarding issues that everybody must be aware of. To prevent the regurgitation of legislation and descriptions, links have been provided to the relevant descriptions, from the government's guidance and legislation documents. Links have also been provided to the London Safeguarding Children Procedures Guidance.

Safeguarding Issues	Descriptors and Source KCSIE 2025/DfE	London Safeguarding Children Procedures – Practice Guidance
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	Page 13-14 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/sg_ch_extremist.html https://www.londonsafeguardingchildrenprocedures.co.uk/gang_activity.html
Domestic Abuse	Page 14 and 146 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/sg_ch_dom_abuse.html
Female Genital Mutilation (FGM)	Page 14-15 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/sg_ch_risk_fgm.html
Mental Health	Page 15 of 178	N/A
Serious Violence	Page 15 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/gang_activity.html
Online Safety	Page 35-36 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/ict_based_form_ab.html
Filtering and Monitoring	Page 37-38 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/ict_based_form_ab.html
Children who go missing from home or care	Children who run away or go missing from home or care (DfE Guidance 2014)	https://www.londonsafeguardingchildrenprocedures.co.uk/ch_miss_care_home_sch.html
Children Absent of Missing from education	Page 45 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/ch_miss_care_home_sch.html
Children who are lesbian, gay, bi, trans, or queer (LGBTQ)	Page 51 of 178	N/A
'Honor' Based Abuse (including Forced Marriage and FGM)	Page 154-156 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/honour_base_viol.html https://www.londonsafeguardingchildrenprocedures.co.uk/forced_marriage_ch.html
Harmful Sexual Behaviour (HSB)	Page 108-110 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/ch_harm_others.html
County Lines	Page 143&144 of 178	https://www.londonsafeguardingchildrenprocedures.co.uk/gang_activity.html

Faith Based Abuse (including Witchcraft)	Child abuse linked to faith or belief: national action plan (DfE Guidance 2012)

7. Processes and Procedures

7.1. Reporting a Safeguarding Concern or Incident

First Bridge School and Centre uses an online safeguarding software called CPOMS to ensure the wellbeing of our pupils and children. More information on CPOMS can be found here: https://www.cpoms.co.uk/. Our personal URL is: https://firstbridge.cpoms.net/

7.1.1. Procedures for Staff

If we suspect abuse
All our staff can respond appropriately to any:

- Significant changes in a child's behaviour
- Deterioration to a child's well-being
- Unexplained bruising, marks, or signs of neglect
- Any comment a child makes which may give cause for concern
- Any suspected abuse outside of the School or Centre (e.g., at home)
- Inappropriate behaviour displayed by other members of staff or another adult

If staff identify a safeguarding concern, the following procedure should be followed immediately:

1. Ensure the pupil or child you are responsible for is handed safely to another member of the team.
2. Locate a Tablet or Laptop to log into the CPOMS system with your personal credentials.
3. Log your concern – for more information on how to log your concern and the information required, refer to our 'Logging a Safeguarding Concern on CPOMS' protocol.
4. Inform the DSO you have submitted a safeguarding concern/issue for their review.
5. If you are concerned for the immediate welfare and safety of the child (e.g. you believe they should not return home that day), raise your concern with the DSL as soon as possible.
6. Where appropriate to do so, the DSO/DSL should keep you up to date on the progress of your logged safeguarding concern. They may not be able to provide you with specific details but should provide you with an overview of how it is being handled and you should feel confident it is being managed effectively by the DST. If you have any concerns that your safeguarding concern is not being dealt with by the DST, it is your responsibility to escalate your concern immediately to the relevant authority. You can find a list of these at the bottom of this policy, and on all safeguarding posters in our setting (see section 7.3 'The Environment' for more information on where to find Safeguarding Posters).

Disclosures made to us
Where a child makes a disclosure to a member of staff, that member of staff should:

- Stay calm, show they care and ensure their body language does not reflect the emotion of being in shock

- Slow down and listen to the child
- Give reassurance that they will take action
- Ensure they do not question the child, but ask open-ended question to ensure the pupil or child has had the opportunity to share all they needed to share
- Never say they will keep it a secret or won't tell anyone

Details of any disclosures should be recorded as soon as is feasibly possible after the disclosure, using the CPOMS system. If the child is unsettled and in need of support following the disclosure, the staff member should identify a member of the DST who can support the pupil or child whilst they make an accurate record of the discussion. The CPOMS system provides the relevant and required details for reporting disclosures. Follow the procedures outlined in '7.1.1 *If we suspect abuse'.*

All safeguarding concerns and investigations are to be carried out with sensitivity by the DST. The DST take care not to influence the outcome of any investigation either through the way they speak to pupils and children or by the way they pose and ask questions during/following a disclosure.

First Bridge DST work cooperatively with the parents unless this is inconsistent with the need to ensure the child's safety.

If the child is in immediate danger
The staff involved in the disclosure will discuss the incident with the DSL and the DSL will make a decision about who should be notified. If required, the DSL can seek advice from the DSA on the matter. If a child's safety is at risk the relevant authority for that child's borough will be contacted. For most borough's this will be the Multi-Agency Safeguarding Hub (MASH). For Hammersmith and Fulham, the Initial Consultation and Advice Team (ICAT) will be contacted immediately (number can be found on all safeguarding posters and in Section 12 of this policy).

The DSL will take advice from MASH/ICAT regarding whether to provide information to the parents of the child and whether to inform any other external bodies, including the police, social services and/or Ofsted etc.

If the child is not in immediate danger
In a case where a child is not in immediate danger, the DSL will discuss the matter with parents before making any referrals. However, it is the welfare of the child which is paramount, and this is at the forefront of all our actions. We are aware that many children have suffered because of a lack of communication between agencies, and that government guidance now encourages the full sharing of information. We shall therefore use our professional judgement in sharing information with the agencies that 'need to know', being open and honest with parents and pupils and children as to why we feel we need to share the information.

7.1.2. Procedures for Parents and Visitors
All parents and visitors are informed of our safeguarding procedures and how to report a safeguarding concern. Safeguarding posters, with accompanying Cause for Concern Forms are displayed in the School and Centre lobby area at Reception.

Parents and visitors with a concern should complete a handwritten Cause for Concern Form, and hand it to the assigned DSL, and in the absence of the DSL, a DSO. If and when appropriate, a member of the DST will keep the parent or visitor informed of their submission and any actions that may arise.

If at any point a parent or visitor becomes concerned for the welfare of the pupils and children at First Bridge Centre, they should contact the relevant authorities. Information on who to contact can be found in Section 12 of this policy and on all safeguarding posters.

All paper Cause for Concern forms will be scanned and copied into CPOMS and then shredded for confidentiality.

7.2. Promoting a Safe School Culture

7.2.1. Safer Recruitment
First Bridge follows all Safer Recruitment procedures, as outlined in:

- Keeping children safe in education, 2025
- The School Staffing (England) Regulations 2009 and,
- The Children Act 2004, Section 11

First Bridge abides by Ofsted requirements in respect of references and police checks for staff to ensure that no disqualified person or unfit person works at the School or Centre or has access to the pupils and children.

We record all information regarding qualifications, identity, and vetting processes on our Single Central Record (SCR).

'One-off' visitors to the School or Centre (including tradesmen or workmen) are always escorted by a member of staff. At no point is a visitor to the site left unsupervised.

Regular visitors to site, for example Speech and Language Therapists or Occupational Therapists delivering provision to a pupil or child as part of their Education Health Care plan will be required to produce the relevant evidence and documentation, including an enhanced DBS, and be included on our SCR, to be able to regularly visit the premises. A 'regular visitor' is determined as somebody who visits the School or Centre on 3 or more occasions, and or at regular intervals throughout the school term.

During the recruitment process, potential employees are informed of the expectation to disclose any convictions, cautions, court orders, reprimands, and warnings they are aware of, and that their employment is decided on by the Board of Directors and the Proprietor.

Staff are also informed that they have the responsibility to disclose any new convictions, cautions, court orders, reprimands and warnings received during their employment as soon as they become aware. Staff members must immediately disclose to the DST, if they become aware of any criminal activity or proceedings that may:
- Call in to question their ability to safely work with children.
- Not be related to children, but may flag up on a basic or enhanced DBS e.g. driving convictions, theft etc
- Failure to disclose such information may lead to dismissal of employment.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of safeguarding children's concerns. More information on this

process can be found here: https://www.legislation.gov.uk/ukpga/1999/14/body/2001-04-01?wrap=true&view=plain+extent

Applicants for posts within the School/Centre are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out enhanced DBS checks and take up references before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

DBS Checks and Updates

All staff are encouraged to sign up for the 'Update Service' provided by the Disclosure and Barring Service. We do however understand that in some cases, the deadline for application is missed.

For all staff whom we have a physical copy of a DBS certificate, a new Enhanced DBS check is run within the first year of employment, and a requirement for signing up to the Update Service becomes mandatory.

All staff DBS certificates are updated on a 3-yearly cycle. Once a year, usually in the summer term, all staff are sent a Staff Disclosure Form, where they are asked to provide an update on their circumstances and are given the opportunity to disclose any new information, including addresses, name changes, criminal record or convictions.

7.2.2. Staff Training

Ensuring that staff at First Bridge School and Centre are effectively trained, and confident in safeguarding policies and procedures is of paramount importance. To ensure that staff can recognise and act appropriately when safeguarding concerns arrive, the following training systems are in place:

For the Immediate and Wider Designated Safeguarding Team (DSA, DSL, DSO)
- Yearly in-person training with LA (minimum).
- Additional training in line with KCSIE updates and legislation/focus areas. Note: *Additional training can be attended by one or two members of the DST and then disseminated to the rest of the DST after the event.*
- DSL: Bi-yearly specific focus for our setting training e.g. SEN, EAL and then to disseminate this to DST. This is in addition to any KCSIE focus updates.

For Staff
- Upon induction to complete online L2 training with Flick Learning and our in-house addition and introduction to Safeguarding at First Bridge Education.
- Upon induction, and yearly staff complete a KCSIE quiz.
- Upon induction staff complete Prevent, FGM and Faith-Based Abuse: Witchcraft.
- Once yearly external Safeguarding refresher by a verified external provider.
- Additional training (minimum twice per year) training in line with KCSIE updates and legislation/focus areas or, refreshers on other safeguarding issues and case studies.

The above is carried out yearly for all staff members in line with the Training Matrix. The Training Matrix should be updated in line with training delivered.

Embedded Safeguarding Procedures

- Safeguarding is a standing agenda item in all regular/standing meetings. These consist of scenario-based questions chosen from the question bank. Standing meetings are:
  - Friday morning staff meeting
  - Monthly Staff Training Meeting (Clinical)
  - Monthly Staff Training Meeting (Operational/EYs/School)
  - Fortnightly Clinical Supervisor (Clinical Lead) Meeting
  - Fortnightly Clinical Supervisor Peer Collab Meeting
  - Weekly Operations Meeting
  - Weekly Directors Meeting
  - Fortnightly Senior Clinical Supervisor Meeting
  - Monthly Room Lead Meetings

We also use our regular Department meetings and weekly communication as a forum for staff to keep up to date on safeguarding policies and procedures.

Staff at Frist Bridge receive regular supervision in their roles, as well as performance appraisals in line with our Performance Appraisal Policy.

7.2.3. Safeguarding Meetings

Meetings

To monitor and review our safeguarding processes and procedures, regular meetings are held by the DST. A schedule of these meetings and description can be found below:

- Six times per year (once per half term) the DST (including DSA, not including DSD) meet for at least one and a half hours to review all active safeguarding cases on CPOMS, discuss trends and a safeguarding report is produced from CPOMS platform for continuous processes review. Minutes are taken on One Note and stored within the secure safeguarding channel on the system.
- Three times a year, the DST (including DSA, but excluding DSD) will hold a professional development meeting lasting at least three hours. These meetings will focus on areas identified in reports as requiring further training, newly published guidance, or any other matters deemed relevant and important to the school's safeguarding knowledge and development.
- There are three board meetings per year where a safeguarding report is submitted and discussed (negating pupil/child specific information and case details). This report is produced and reported on by DSL. Minutes are taken on One Note and stored within the secure safeguarding channel on the system.
- Ad hoc meetings are defined as meetings that are required on a day-by-day basis with the Immediate DST. During these meetings the DST discuss causes for concern. No formal minutes required but CPOMS is updated with any required or carried out actions.

7.3. The Environment

To ensure the safety of all children and staff, a variety of comprehensive risk assessments, involving but not limited to, the physical environment, staff, visitors, pupils and children, behaviour, and trips are completed and updated as and when required. A copy of all risk assessments can be found on our system.

For Early Years children, appropriate arrangements are made to ensure the correct ratio of adults and children is maintained according to the minimum welfare requirement.

In regards, to toileting and personal care, nappy changes take place in an appropriate area that will not compromise staff and will ensure the safety and dignity of the child. Where a child can use the toilet, they will be given as much independence as possible and encouraged to complete their personal care themselves. See our Intimate Care policy.

We take security steps to ensure that we have control over who comes into the School and Centre so that no unauthorised person has unsupervised access to the children. We record all visitors' details and if an unexpected visitor turns up, they will not be allowed into the building without authorisation from the Centre Manager or member of the Senior Leadership Team in their absence.

All visitors to the First Bridge School and Centre must wear their red visitor's lanyard given to them at Reception when they sign in.

Staff who are awaiting the return of their DBS but have completed all other necessary safeguarding checks (especially their References and the Barred List check), wear blue staff lanyards for easy identification and are not permitted to carry out any intimate care routines with children, or to be left alone, out of visible sight, of a fully employed and vetted staff member.

Safeguarding posters are located in the waiting area/lobby at Reception, on our Safeguarding Board located in the corridors approaching the classrooms, in our Assessment Room, Disabled/Visitor toilet and in all Classrooms

7.4. The Pupils and Children

At First Bridge, we create a culture of value, dignity, and respect for all individuals and encourage this in the children. Some ways in which we do this in practice are:

- Planning and activities are carried out in a way that is appropriate for the ages and stages of our children.
- Introducing key elements of safeguarding children into our/the pupils' individual curriculums, so that children can develop an understanding of why and how to keep safe. For example, by teaching children how to assert their boundaries, communicate their preferences, understand, and communicate their emotions and know how to ask for help.
- Teaching the pupils and children awareness and understanding of inappropriate expectations and behaviours from themselves and their peers.
- Focus on teaching independence of self-care and intimate care skills, as early as impossible, including independent toileting (all aspects), feeding, dressing etc.

7.4.1. Online Safety

As part of our comprehensive safeguarding approach, our school prioritises online safety to protect pupils, staff, and the wider school community from harmful and inappropriate online content and interactions.

We address the four key areas of risk: content, contact, conduct, and commerce, through effective training, supervision, and external support, including the appropriate use of mobile and smart

technology. The school has robust filtering and monitoring systems in place across our network and devices, which are regularly reviewed for effectiveness in line with the Department for Education's standards.

We are aware that filtering and monitoring requirements apply to the use of generative AI, and we endeavour to ensure we are up to date with the knowledge to effectively manage this. Staff are trained to identify and respond to online safety concerns, and our policies are adaptable to reflect emerging technologies, including the risks posed by unrestricted internet access and the misuse of AI tools. We maintain clear communication with parents and carers regarding pupils' online activities and access.

To remain proactive and responsive, we will conduct an annual review of our online safety provision, supported by a formal risk assessment that will consider the evolving digital landscape and the specific needs of our pupils with SEND. Through external support we will utilise nationally recognised self-review tools such as the LGfL Online Safety Audit to evaluate and improve our practice. Resources and training from UKCIS, Ofsted, and the Independent Schools Inspectorate (ISI) inform our ongoing development of a whole-school approach to online safety. Ofsted assess the effectiveness of our safeguarding arrangements, including online safety, during routine inspections, and we use their frameworks and training materials to inform our continuous improvement.

7.5. The Staff

At First Bridge, we expect all staff to act as good roles models for the pupils and children. We expect and encourage a culture of 'it could happen here'. Some ways in which we ensure staff remain responsible for this, and informed of procedures that keep themselves, and our pupils and children safe are:

- Staff are made aware from induction and continuously via our processes and procedures of their duty to maintain the well-being and welfare of the children in their care.
- Each child is assigned a Clinical Supervisor. Parents are informed of who this will be along with any changes. The Clinical Supervisor's role is explained to parents before the child starts with us.
- An 'open-door' communication approach between the staff and the Centre Manager, or DST available to discuss any concerns staff have about children daily either within the School or Centre or during out of hours via one of the Centre phones.
- Staff are made aware of appropriate information-sharing procedures.
- They are aware and trained in Health and Safety policies and procedures.
- They are aware that they play an important part in the link in identifying a child's need for protection and help create a positive culture.
- Staff ensure activities are enjoyable and promote relevant development and play.
- Staff consult and gain the children's permission where manual or physical support is required (age and stage appropriate – See also 'Physical Play and Consent Policy').
- They understand the use of cameras and tablets, as noted in our Online Safety Policy and Mobile phone policy, and that itis only permitted for the attainment of evidence of the children's development for their profiles and for School and Centre displays and that they are ONLY to be taken on the School or Centre's cameras and tablets with parental consent previously sought at registering with us.
- Staff are aware that they may not be under the influence of alcohol or any other substance which might affect their ability to fulfil their role.

- Staff are aware that no selective look, gender, age, or personality eliminates the possibility of an adult's intention to harm a child.

7.6. Abuse or Suspected Abuse by a Member of Staff

Despite all efforts to recruit safely, there may be occasions when allegations of abuse are made against a staff member. The procedures set out in the Allegations Against Staff Policy will be followed if at any time it is reported to DST that a member of staff has behaved in a way that has harmed a child or may have harmed a child; has possibly committed a criminal offence against or related to a child; behaved towards a child in a way that indicates they are unsuitable to work with children.

The following behaviours displayed by a staff member or visitor (regular or one-off) will be addressed and reported to our DSO's (in line with the above reporting procedures), who will liaise with the DSL:

- Fixation on a child or being distracted when a specific child is out of the room
- Trying to gain opportunities to be alone with a child
- Excessive tactile actions
- Purchasing gifts for a particular child (using their own money and not directed to by School or Centre)
- Making inappropriate, offensive, or sexually suggestive comments regarding the children or around the children
- Making excessive connections with a family or offering unrequested services such as babysitting
- Engage in rough, physical, or sexually provocative games with the children
- Allow or engage in any form of inappropriate touching
- Allow children to use inappropriate language unchallenged
- Reduce a child to tears as a form of control
- Allow allegations made by a child to go unchallenged, unrecorded, or not acted upon
- Do things of a personal nature that the child can do for themselves
- Administer unauthorised medication
- Inappropriate sharing of images
- Inappropriate physical touch and play (age and stage appropriate – See also 'Physical Play and Consent Policy').

NB. This list is not exhaustive and if at any time staff or parents have concerns regarding the inappropriate practice/ action of a staff member they should inform the Designated Safeguarding Lead.

If at any time a staff member feels a child is immediately unsafe in the care of another staff member they should follow the procedure below:
- Ensure the safety of their own child by handing to another member of available staff
- Approach the staff member and remove the child from the staff members care, or, if appropriate, give direction to the staff member who they believe is acting inappropriately or out of policy guidelines e.g. taking their phone out whilst children are present
- Report the incident on the CPOMS system

- Inform the DSO/DSL immediately if children at the setting are at risk of harm, or following CPOMS submission if they child is not in immediate harm from the staff member.

Please see Allegation Against Staff policy in conjunction with the above paragraph.

7.7. Low-level Concerns

First Bridge promotes an open and transparent culture and deals with all concerns – and/or allegations promptly, however small.

Our Staff Code of Conduct highlights the behavioural expectations of our staff, and we promote to staff the importance of sharing any low-level concerns with our DST.

Upon arrival and at sign in, visitors of First Bridge School and Centre are informed of our on-site DSL and the Wider DST and how to approach them if they have any concerns.

The DSO is to be informed about all low-level concerns through the CPOMS reporting system and they will be responsible for making the final decision on how to respond. Where it is appropriate this will be done in consultation with the DSL.

First Bridge School and Centre addresses any inappropriate behaviour at the earliest stage to prevent escalation or future harm.

7.8. The Parents

The School and Centre takes every step in its power to build up trusting and supportive relations among families, staff, and students. The care and safety of the child is paramount, and we do all we can in our power to support and work with the pupil and child's family.

Parents are provided with access to our policies via our website and upon request and are made aware of safeguarding policies such as the use of phones, cameras, or photographs.

It is in the parents' contract that no photographs of the School or Centre or of any child other than their own is to be taken or uploaded on a social networking site.

During any investigations, the School or Centre continues to welcome the pupil or child and the family whilst procedures are being carried out, when made in relation to abuse in the home situation.

If requested and appropriate to do so, confidential records kept on a child are shared with the child's parents or those who have parental responsibility under the guidance of Hammersmith and Fulham Children's Services.

Information, support, and advice will be provided for parents where needed such as for domestic violence, referral services, therapy, or substance abuse etc. and we are able to provide guidance and support for online abuse, sexual exploitation, FGM or radicalisation.

Where a parent discloses information, such as regarding domestic violence, we will record this information as described above, via our CPOMS reporting system.

When informing parents of any impending referrals, we will discuss this with them before they are made. However, if suspicion of abuse is recorded, and the child is in immediate risk, a referral will be made to the authority's Initial Contact and Advice Team (ICAT) and/or the police/social services and will take their advice on next steps.

As outlined in our collections policy, parents who are thought to be under the influence of alcohol or any other substance will not be allowed to take their child off of the premises. In this instance, the child's next immediate contact/responsible person will be contacted to carry out the collection of the pupil or child from the premises.

Parents or carers are not allowed to use their personal phones or cameras on the School or Centre premises at any time.

7.9. Child-on-Child Abuse

At First Bridge we have young pupils and children who are still learning about appropriate behaviours, which we provide guidance on, teaching them how to be a good citizen. We will take action to minimize any child-on-child abuse and actively challenge any form of bullying.

The pupils attending First Bridge School may have a diagnosis of an autism spectrum disorder, and other related language and learning difficulties. This means that they are likely to have a limited ability to comprehend that they may be engaging in activities which have the characteristics of abusive behaviour. They may also copy what they have seen others do before, or what has been done to them. Some of our pupils are likely to be unaware that certain behaviours are socially unacceptable and therefore recognise that they are a victim of abuse and be able to communicate this to adults. This makes developing a positive culture and respect for others message in school even more important.

All child-on-child bullying incidents are recorded by our staff, immediately following the incident, on our Famly app. Centre Managers review and sign off each incident and are tasked with the responsibility of monitoring and tracking repeated occurrences of incidents, to determine whether they are incidences of bullying.

All incidents of problem behaviour that involves child-on-child incidents are tracked on the Famly app. A concern of bullying will be logged on CPOMS and raised in each Board Report once it reaches the following criteria:

- When there have been three incidents of child-on-child behaviours (deemed unwanted by the peer) in one month, that are specifically targeted towards another child or,
- When there have been two incidents in a one-week period in which a child has been the victim of a targeted incident by one or more individuals.

In addition to the above, each pupil and child has a detailed Behaviour Support Plan (BSP) which details all known topographies (physical forms) of behaviour, evoked or elicited towards themselves, or others. All staff responsible for supporting children on a daily basis in the classrooms, have a thorough knowledge each child's BSP and the potential antecedent triggers for potential bullying or harmful behaviour towards others.

These antecedent strategies are implemented by staff consistently throughout the day to ensure incidents of problem behaviour are kept to an absolute minimum. All pupils and children who engage

in problem behaviours have daily Antecedent-Behaviour-Consequence (ABC) data that is taken for each episode/incident, and this is then tracked and analysed for patterns and functions of behaviour by the Clinical Supervisors on a weekly basis.

If a concern of child-on-child or bullying is recorded, in addition to this information being recorded on CPOMS and shared in the Board Reports, a central record, called the 'Incidents of bullying log' is also kept ensuring there is continuous monitoring of repeated incidents/perpetrators/victims. The Centre Managers are responsible for completing the incidents of bullying log and ensuring the log is kept up-to-date and accurate. The 'Incidents of bullying log' includes the date and details of the reported concern, dates and details of the recorded incidents leading up to reported concern, and information regarding the perpetrator, victim and any actions taken towards the perpetrator, victim and any other child or individuals (including staff) who may have been impacted by the incident.

See our Anti-bullying Policy for more information on our Anti-bullying processes and procedures.

Child-on-child Sexual Abuse

Child on child sexual abuse can take many forms, including:
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault, upskirting: a criminal offence which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually harassing a single child or group of children. Child on child sexual violence and harassment exists in many forms, from calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia to sexual assault and rape. Sexual violence and sexual harassment is not acceptable, it should never be tolerated and should never be seen as an inevitable part of growing up.

If any member of staff is concerned about, child-on-child sexual abuse, this is communicated to the DST and logged on CPOMS as a safeguarding incident.

8. British Values

British values are, according to Ofsted, 'fundamental British values: four values introduced to help keep children safe and promote their welfare as is the duty of all providers following the early years welfare requirements; specifically, to counter extremism'.

These four values are:
- Democracy: making decisions together
- Rule of law: understanding rules matter as cited in Personal Social and Emotional Development
- Individual liberty: freedom for all
- Mutual respect and tolerance: treat others as you want to be treated

The DfE have reinforced the need '*to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.* The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At First Bridge, we embed these values in our everyday practice and ensure that they are regularly reinforced by every member of staff by:

Democracy: making decisions together

- Specifically teaching our pupils and children to understand that their views count, to value each other's views and values and talk about their feelings by listening to their peers, sharing, and taking turns, communicating their boundaries e.g. saying 'no'.
- Supporting the decisions that pupils and children make and provide activities that involve turn-taking, sharing and collaboration, ensuring the children's abilities are always considered.
- Giving the pupils and children opportunities to develop enquiring minds in our environment where questioning and wondering are valued.

Rule of law: understanding that rules matter

- When focusing on supporting our children in managing their feelings and behaviours staff will encourage children to develop an understanding of their own and others' behaviour and its consequences and support the development in distinguishing right from wrong.
- Where appropriate staff will collaborate with children to create the rules and the codes of behaviour, for example, to agree on the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of focusing on children's own rights to express themselves, their opinion, and values:
- Aiding the children's development of a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, and self-esteem and increase their confidence in their own abilities, for example by allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning.
- Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss how they feel about moving to 'big school' or choosing (if possible) when to have their snack.

Mutual respect and tolerance: treat others as you want to be treated

Introducing children to the world around them and celebrating differences and similarities:
- Staff create an environment of inclusivity and tolerance where views, faiths, cultures, and races are valued and celebrated.
- Staff teach children to acquire a tolerance and appreciation of and respect for their own and other cultures.
- Where developmentally appropriate staff teach children about similarities and differences between themselves and others and among families, faiths, communities, cultures, and traditions and share and discuss practices, celebrations, and experiences.

- Staff role model the importance of tolerant behaviours such as sharing and respecting others' opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. This is not limited to the children attending the School or Centre, but also to any visitors, parents, staff, students, and extended family that enter our settings.

9. Prevent Duty

In the Prevent Duty Guidance, all schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism. The government has defined extremism in the PREVENT strategy as 'vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

9.1. Reporting a Radicalisation or Extremist Concern

If we suspect a child to be vulnerable to/ or at risk

First Bridge provides staff training that gives our team knowledge and confidence specifically in Prevent. This ensures they can identify any indicators of radicalisation or extremist behaviours, in the pupils or children we support e.g. for example as a result of changes in behaviours, no longer doing things they used to enjoy, unauthorised and un-notified absences from the School or Centre, or any comment a pupil or child makes which may give cause for concern.

First Bridge acknowledges that our pupil's/children's siblings and other family members could also be at risk of being radicalised and we train our staff in responding to changes in the family, such as:

- If a family is isolating themselves from current and secure relationships
- Unwillingness or inability to discuss their views
- In conversation talking as if from a scripted speech
- A sudden disrespectful attitude towards our team or others
- Increased levels of anger

Any suspicion of risk will be reported to the DSL or in their absence, the DSO. They will immediately report to The Prevent Strategy and Channel Programme Guidance Liaison and or when necessary, the Police. The advice of these bodies will then be followed.

At all stages written documentation will be taken concerning allegations recorded on the CPOMS system.

10. Early Help

In line with the Children Act 1989, our aim is to be able to identify a child or family who would benefit from help as problems emerge or when needs are not being met as early as possible. This is to provide support to prevent needs from escalating and improve outcomes for the child and family.

If First Bridge identifies that a family or child needs additional support, we will firstly contact the parents to seek their consent and involvement with the referral. Following this, we will get guidance

from the child's Local Safeguarding Partners and ask for them to conduct an Early Help Assessment, to identify what action could benefit the child and family.

If a family denies consent for an assessment and there are child protection concerns, we will consider how to best meet the needs of the pupil/child and may contact the child's Local Safeguarding Hub without parental consent. We will use CPOMS to record, our concerns, the children's needs, our view on the parent's capacity to meet their child's needs and any external factors we are aware of which may influence the family or parents' capacity. We can then signpost the parents to whom to contact for a referral, advice, or support.

As a School and Early Intervention Centre, we support pupils and children with additional needs and we follow guidance from The SEND Code of Practice: 0 to 25 years, 2020 to ensure our children get the right help as early as possible.

11. Confidentiality and Information Sharing

If there are concerns within the School or Centre, it is important that the Centre Manager, or another member of the Senior Leadership team is made aware of them, and the DSL be informed if it is a safeguarding concern. If the concern is relating to safeguarding, the information must not be shared with any other member of staff who are not part of the DST. All safeguarding concerns and investigations should be discussed on a 'need-to-know' basis only. All suspicions and investigations are kept confidential and shared only with those who need to know.

The GDPR Data Protection Act, 2018 allows us to prioritise a child's safeguarding and we will share information with relevant agencies and bodies, as required to ensure that the child is protected e.g. Social Services, Police, ICAT, MASH. Any information shared with external agencies is done under the guidance of Hammersmith and Fulham Local Safeguarding Children Board. Information will be shared with the consent of the pupil/child and parents where possible unless this is to the detriment of the pupil/child. Accurate records will be maintained of all telephone calls, minutes, and outcomes of meetings etc. relevant to the matter, treating these records as highly confidential and keeping them on a limited access within the DST.

Any concerns will be passed on to relevant services, for example new educational settings, after-school clubs, and to local authorities when a child leaves our School or Centre. Records relating to safeguarding will be retained in line with legislative guidelines.

12.   Contacts List – Hammersmith and Fulham

Services	Contact details
Ofsted	Tel: 0300 123 1231
First Bridge School's DSL: Richard LeRoy	Tel: 0203 026 0095
In the absence of the DSL: Sharon Chung First Bridge School and Centre's DSO's: Sharon Chung and Georgia Hooker	Tel: 0203 026 0095 Mob:
To report a concern about a child or seek advice: Initial Contact and Advice Team (ICAT)	Tel: 0208 753 6600 Out of Hours: 0208 748 8588
To take urgent and immediate action for a child in danger: Multi-Agency Safeguarding Hub (MASH)	Tel: 0208 753 6600 Out of Hours: 0208 748 8588 Email: familyservices@lbhf.gov.uk

For case consultations, advice, or guidance from the Safeguarding Teams in Children's Social Care: Duty Child Protection Advisor	Tel: 0208 753 5125
To report a concern about a member of staff or service: Local Authority Designated Officer (LADO)	Tel: 0208 753 5125 Email: LADO@lbhf.gov.uk
For management and updates of staff allegations (LADO) Safer Organisations and Safeguarding in Education Manger: Megan Brown	Tel: 0208 753 5125 Mob: 07776 673 020 Email: megan.brown@lbhf.gov.uk
For Child Exploitation Lead (Children's Services): Emily Harcombe (Monday to Wednesday only)	Tel: 0208 753 6918 Mob: 07467 734 648 Email: emily.harcombe@lbhf.gov.uk
For concerns specific to Prevent (Radicalism and Extremism): LBHF/RBKC Prevent Team	Tel: 0208 753 6918 Email: prevent@lbhf.gov.uk
For immediate concerns about the safety of a child specific to Prevent or FGM: Call the Police immediately	Tel: 999

13.   Version History

This is version four of First Bridge School Safeguarding Policy and Version seven of First Bridge Centre Safeguarding Policy. This policy will be updated at least annually by a member of the Designated Safeguarding team, and intermittently, when required in line with legislative updates. This policy will be reviewed annually by the Designated Safeguarding Advisors once it has been updated by the Designated Safeguarding team.

14.   Links to Legislation and Guidance

Document	Location
What to Do if You are Worried a Child is being Abused, 2015	https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
Children Act, 1989	https://www.legislation.gov.uk/ukpga/1989/41/contents
Children Act, 2004	https://www.legislation.gov.uk/ukpga/2004/31/contents
Working together to safeguard children, 2023	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Keeping children safe in education, 2025	https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf
SEND code of practice: 0 to 25 years, 2020	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
The Prevent Duty Guidance, 2023	https://www.gov.uk/government/publications/prevent-duty-guidance
Protection of Children Act, 1978	https://www.legislation.gov.uk/ukpga/1978/37
The School Staffing (England) Regulations 2009	https://www.legislation.gov.uk/uksi/2009/2680/contents/made
Rehabilitation of Offenders Act, 1974	https://www.legislation.gov.uk/ukpga/1974/53
London Safeguarding Children Procedures and Practice Guidance, 2023	https://www.londonsafeguardingchildrenprocedures.co.uk/
Guidance on promoting British values in schools published	https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published
GDPR Data Protection Act, 2018	https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

15. Related Polices

Allegations Against Staff Policy
Whistleblowing Policy
Attendance Policy
Anti-bullying Policy
Physical Play and Consent Policy
Online Safety Policy
Curriculum Policy

Appendices

Appendix 1: Guidance regarding potential signs of abuse from London Safeguarding Children Procedures

Recognising Physical Abuse

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

Bruising

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

Bite Marks

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

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

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

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay

- Abnormal attachment between a child and parent / carer e.g., anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes · Fear of new situations · Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harming
- Running away
- Depression, anxiety
- The effects of poisoning (e.g., vomiting, drowsiness and/or seizures)
- Eating disorders

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene, and medical care
- A child seen to be listless, apathetic, and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging
- Persistently smelly or dirty
- Tooth decay, untreated medical conditions, or injuries
- Tiredness
- Parents or carers failing to administer medication or seek medical help when needed
- Changes in behaviour

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural. Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self-mutilation, and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)

- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks
- Depression, anxiety, post traumatic
- Eating disorders, self – harm
- Difficulty concentrating and learning

Some physical indicators associated with this form of abuse are:
- Pain or itching of genital area
- Blood on underclothes
- Marks or bruises
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia, or clothing · Wetting or soiling
- Repeated urinary tract infections

Appendix 2: Cause for Concern Form (For Parents and Visitors)

Cause for Concern Form

This form should be completed when parents or visitors have a cause for concern and given to the Designated Safeguarding Lead, or the Designated Safeguarding Officer in their absence, as soon as possible.

Child's Details

Full Name:	DOB:

Details of Person Reporting Concern(s)
Full Name: Position/Title:

Section A:
Date and time of incident/disclosure:
Location of incident/disclosure:
Date this form was completed:
Other persons present:

Section B:
Details of concern/disclosure/incident: (What was said, observed, reported)
Action(s) taken: (What did you do following the concern/disclosure/incident)
Details of any other agencies know to be involved with the child/family:
Any other relevant information:

By signing below, I attest that all information above has been reported as truthfully and as factually as possible and in accordance with the law:
Signature:
Date:

DSL Response:
Action(s) Taken by DSL:
Rationale for decision making/actions taken:
Outcome of Action by DSL:
Follow up Action of DSL:
Feedback given to person reporting concern: