

# Safeguarding Children in Education

A model child protection & safeguarding policy

The London Borough of Lambeth – September 2018

The model policy relates to:

Maintained Schools, Maintained Nurseries, Independent Schools, Academies, Free Schools, Alternative Provision, Maintained Nurseries, Pupil Referral Units, Further Education Colleges and Sixth Form Colleges

This model policy provides a framework to review your own (school) (college) policy

**Lansdowne Turney Federation  
Lansdowne School**

**Child Protection & Safeguarding Policy**

Date policy agreed: \_\_\_\_\_

Annual Review date: \_\_\_\_\_

The **senior designated Safeguarding lead** is:

Name: **Nicola Mitchell**

In his/her absence the **deputy designated safeguarding lead** is:

Name (1): **Jon Juckes**

Name: (2): **Linda Adams**

The chair of governors is: **Sue Osborn**

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The Governor for safeguarding children is: **Thea Hardy**

## Local Authority Contacts

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## Introduction

**LANSDOWNE SCHOOL** is committed to provide an environment where children feel safe and are kept safe and all staff contribute to the culture of vigilance which is embedded in our school. All staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working together to safeguard children (2018)*.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

## There are three elements to our policy to safeguard children

### Prevention

Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties. Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures

### Protection

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm. Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse. All staff receive regular training and up-dates. Through the development of effective working relationships with all other agencies, involved in safeguarding children.

### Support

Ensuring that key concepts of child protection are integrated within the curriculum and pupils are educated about risks associated with new digital technologies. Ensuring that children are listened to and their concerns taken seriously and acted upon. Working with others to support pupils who may have been abused to access the curriculum and take part in school life.

## Key documents that inform this policy are:

- *Keeping children safe in education (Sept 2018)*
- *Working together to safeguard children (July 2018)*
- *Statutory framework for the early years foundation stage (March 2017)*
- *What to do if you worried a child is being abused (March 2015)*

Our school procedures for safeguarding children will be in line with the Lambeth safeguarding children board child protection procedures which are based on the London child protection procedures.

<b>1. Role and responsibilities</b>
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### 1. The role of the Governing board

The Governing Board will ensure that the school meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance *'Keeping Children Safe in Education' (2018)*

The governing board will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance.

The governing board will ensure that the following are in place:

- Safeguarding and child protection policies and procedures that are consistent with Lambeth Safeguarding Children Board (LSCB) procedures.
- A staff code of conduct policy including policies covering staff/pupil relationships and communication and staff use of social media.
- A senior member of staff is appointed as the Designated Safeguarding Lead (DSL) with responsibilities for carrying out the statutory duties as set out in this policy.

The school has a designated governor responsible for advocating child protection and safeguarding issues within the school. This governor will liaise with the head teacher and the DSL and report to the governing board on safeguarding matters.

### 2. The role of the head teacher

The Executive Head teacher will ensure that policies and procedures adopted by the Governing Board are followed by all staff.

### 3. The role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will be appointed from the senior leadership team and will take the lead responsibility for safeguarding and child protection (including online safety). This is explicit in the role holder's job description.

*Annex B* of the DfE Guidance; *Keeping Children safe in Education (2018)*, describes the broad areas of responsibility and activities related to this role.

Deputy Safeguarding Lead(s) have also been appointed to take on the responsibility in the absence of the Designated Safeguarding Lead. The ultimate responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this lead responsibility will not be delegated.

The Designated Safeguarding Lead also co-ordinates the school's representation at child protection conferences/core groups and the submission of written reports for such meetings. The Designated

Safeguarding Lead will ensure that if staff members attend a child protection meeting, they have the authority to make decisions and commit resources on behalf of the school.

The Designated Safeguarding Lead will have oversight of the delivery of school recommendations within child protection plans and will disseminate information to relevant staff members as appropriate. During term time the Designated Safeguarding Lead and or a deputy will be available during school for staff to discuss any safeguarding concerns. The Designated Safeguarding Lead will ensure that there is adequate and appropriate cover arrangements for any out of hours/out of term activities.

#### **4. The role of the school staff**

School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. If staff members have any concerns about a child's welfare they should report the matter to the Designated Safeguarding Lead using the school form.

Form found at [Appendix C](#).

If a child is in immediate danger or is at risk of harm, the Safeguarding Designated Lead will refer to children's social care and/or the police immediately.

Although the responsibility to refer to children's social care lies with the Designated Safeguarding Lead, anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead they should be informed as soon as possible, that a referral has been made.

### **2. Working with parents and carers**

The school recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of their statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils when necessary.
- policies will be available on the website and on request.
- involve parents and carers in the development of school policies to ensure their views are taken into account.

The school will ensure a robust complaints procedure is in place to deal with issues raised by parents and carers and will be made available on the school web site.

### **3. Confidentiality and information sharing**

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

Parental consent to refer to Lambeth children's social care can be dispensed if seeking consent is likely to cause significant harm, the school have a legal duty to share this information with Lambeth children's social care.

If a child is subject to a child protection investigation, the school will share any information about the child requested by Lambeth children's social care.

### **4. Referral to Lambeth children's social care**

Referral to Lambeth Integrated Referral Hub will be made using a multi-agency referral form (MARF)

Telephone: 020 7926 3100

Out of hours telephone: 0207 926 1000

## 5. Definitions and Indicators of abuse

For definitions and indicators of abuse, refer to [Appendix A](#)

For guidance on responding to a disclosure of abuse, refer to [Appendix B](#)

## 6. Training

Our Governing Board will ensure that all staff members complete safeguarding and child protection training at induction. The training will be updated at least every three years and is in line with advice from the Lambeth Safeguarding Children Board. Staff will be given an explanation of and a copy of:

- The child protection policy
- The behaviour policy
- The code of conduct
- The safeguarding response to children who go missing from education
- The role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies)
- Part one of *Keeping Children Safe in Education (2018)*
- Annex A of *Keeping Children Safe in Education (2018)*

The Designated Safeguarding Lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. The Designated Safeguarding Lead will undertake Prevent awareness training.

All staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Opportunities will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

## 7. Teaching children about safeguarding

Our Governing Board will ensure children are taught about keeping themselves safe, including online safety, through teaching lessons in PSHE, other specialised agencies visiting school and by providing other opportunities for pupil voice, as part of providing a broad and balanced curriculum.

## 8. Physical intervention / positive handling/ reasonable force

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. 'Reasonable force' is taken to mean 'using no more force than is necessary'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom by an arm. To reduce the occurrence of challenging behaviour and the need to use reasonable force, individual behaviour plans will be completed for more vulnerable children with the agreement of their parents/carers.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the *Use of Reasonable Force (2013)*.

Refer to our separate policy on positive handling / restraint and the reasonable use of force.

## 9. Changing for P.E. lessons

There is no current legislation around safe PE changing practices in primary schools; it is up to individual schools to write their own guidelines. The following is guidance from the NSPCC.

Changing for PE can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. Being in a state of undress can also cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult.

(As our children get older, and at least from the age of 8 years onwards, they will be given the opportunity to change for P.E. in single sex areas.)

<https://www.nspcc.org.uk/globalassets/documents/information-service/schools-factsheet-getting-changed-for-pe.pdf>

## **10. Intimate care**

Refer to the school policy on intimate care for young children. For older children intimate care will be agreed as part of a care plan.

## **11. Record keeping**

The Designated Safeguarding Lead will ensure that all child protection records and safeguarding concerns are kept separately from pupil records. The records will be stored securely, by encryption and/or password protecting electronic files. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with school staff on a need to know basis.

When a pupil transfers to a new school we will ensure that the child protection records are addressed to the Designated Safeguarding Lead and sent separately and securely from the general records to the new school and a confirmation of receipt will be obtained. The Designated Safeguarding Lead will contact the school to share information before the end of term if it will support the transition for that child.

Current timescales for the retention of Child Protection Records are DOB +35 years after which they should be destroyed.

The general pupil record / files are to be retained for DOB +25 years after which they should be destroyed.

## **12. Inter-agency working**

The Governing board will ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children (2018)*. The School will work with social care, the police, health services, local authority and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

All schools and colleges should allow access for children's social care to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

## **13. Safer recruitment**

**LANSDOWNE SCHOOL** will adopt safer recruitment procedures that help deter, identify and reject people who might abuse children. We adhere to the statutory guidance *Keeping Children Safe in*

*Education 2018 part 3*, to ensure that all staff working in our school are subject to the appropriate checks.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training

Staff working in the school, engaged in regulated activity, will require an enhanced DBS certificate, which includes barred list check.

All staff employed to teach will require an additional check to ensure that they are not prohibited from teaching.

Where rarely an individual starts work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

The school will carry out a risk assessment and put in place any necessary measures to ensure that the pupils are safe whilst awaiting for an outcome of the DBS check or where there is a disclosure on the DBS certificate.

We will make arrangements to ensure that we do not knowingly employ any person in our Early Years Foundation Stage (0-5 year) or our After School activities (0-8) who have been disqualified from such work under the Childcare Act 2006 as set out in the Childcare (Disqualification) Regulations 2018. Staff within our early years teams, after school clubs and their direct line managers will be asked to make the relevant declarations.

**Teacher prohibition orders** prevent a person from carrying out teaching work in (schools), (sixth form colleges), (16 to 19 academies). A person who is prohibited from teaching will not be appointed to work as a teacher in this setting.

**Volunteers** - We will ensure that under no circumstances a **volunteer** is allowed to work with children unsupervised. For a volunteer not involved in regulated activity, the DBS certificate will not include a barred list check. Checks carried out on volunteers, will be recorded on the single central record.

Volunteers not engaging in regulated activity will be subject to a risk assessment to allow us to use our professional judgement and experience when deciding whether to obtain an enhanced DBS certificate this will not include a barred list check as they are not in regulated activity.

Volunteers will work under the direct management of a staff member, who is in regulated activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. They will have a 'job description' pertaining to the volunteering role provided with appropriate induction.

**Supply staff** – the school will request written confirmation that the employment agency supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received. Checks will also be made to ensure the person presenting themselves for work is the same person on whom the checks were carried out.

#### **14. Single central record**

Our School will keep a single central record, covering the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school and

The following information will be recorded for all staff including teacher trainees on salaried routes. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check

- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; where required and
- a check to establish the person's right to work in the United Kingdom.

We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out without applying for another DBS.

We will ensure that all staff in regulated activity are checked against the DBS' Children's Barred List prior to their appointment as part of the vetting process. A separate DBS will be carried out if application for the checks has not been completed by the start date.

Our school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child or if we have a reason to believe the member of staff has committed one of a number of listed offences and as a result we have removed them from working in regulated activity. Such referrals to the DBS apply to paid or unpaid staff where we are the employer and also applies where we would have removed that person from regulated activity had that person not resigned from our employment.

### 15. Allegation of abuse made against teachers and other staff

Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with our Complaints Procedures. This can be found on our web site.

Where it is alleged that a member of staff (including volunteers) in the school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

The matter will be dealt with in line with the allegations procedures as set out in Part Four of *Keeping Children Safe in Education (2018)*

Allegations against staff must be brought immediately to the attention of the head teacher, not the Designated Safeguarding Lead (unless that is the same person). The head teacher will only carry out initial enquiries (**not an investigation**) prior to a discussion with the Local Authority Designated Officer (LADO).

Any allegation relating to the Head teacher **must** be brought to the attention of the Chair of Governors who will consult LADO.

Outcomes of all investigations into allegations made against staff will be notified to schools, colleges and early years safeguarding leads (Sarwan Singh Jandu / Denys Rasmussen) on completion.

Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

### 16. On-line safety

The use of technology and social media has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the Governing Board will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. Please see the school's Internet Use Policy.

Pupils will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Pupils will be encouraged to use the internal systems for example the learning mentor, trusted staff, to whistle blow or raise any issue of safety in confidence.

## **17. Peer on peer abuse**

Staff recognise that children are capable of abusing their peers. The school will take peer on peer abuse seriously. It will never be tolerated or passed off as “banter” or “part of growing up”.

Different forms of peer on peer abuse are most likely to include:

- Bullying, including cyberbullying (see Anti-bullying policy for more information)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting, also known as youth produced sexual imagery (see policy for more information)
- Initiation/hazing type violence and rituals; and
- Sexual violence and sexual harassment

We recognise that children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm, or may have committed other offences.

## **18. Bullying**

Refer to the school anti bullying policy

## **19. Child on child sexual violence and sexual harassment**

The school follows the advice in *Sexual violence and sexual harassment between children in schools and colleges, (2018)*

Ultimately, any decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

We will ensure that our response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the schools approach to supporting and protecting their pupils and students and updating our own risk assessment.

## **20. Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing Board) will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

## **Our designated teacher for looked after children is:**

**Name: Nicola Mitchell**

We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after children will work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

## **21. Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Awareness of these additional barriers is reflected in the training for staff and we offer additional pastoral support.

## **22. Children missing from education**

A child going missing from education is a potential indicator of a range of safeguarding possibilities which will need early intervention. This may include:

- abuse and neglect
- sexual abuse or exploitation
- child criminal exploitation
- mental health problems
- risk of substance abuse
- risk of travelling to conflict zones
- risk of FGM
- risk of forced marriage

We will follow the school procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk and to help prevent the risks of going missing in future.

The school will inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent

has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- has been permanently excluded.

The local authority will be notified when a pupil is removed from the register for any of the five reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

We will inform the Local Authority of any additions to our roll that was not an initial primary entry or secondary transfer. We will ask parents/carers to provide at least two emergency contact numbers to enable contact to be made with a responsible adult when a child missing education is also identified as having a welfare and/or safeguarding concern.

### **23. Child Sexual exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

Staff will report any concerns to the designated safeguarding lead.

### **24. Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This will be considered when a pupil/student have missing episodes.

### **25. Domestic violence (DV)**

The definition of Domestic Violence includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

The definition of harm as amended the Adoption & Children Act 2002:

Impairment suffered from seeing or hearing the ill treatment of another' particularly in the home, even though they themselves have not been directly assaulted or abused

The school recognise that DV will have an impact on aspects of a child's life. The harm suffered will vary according to the child's resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their child/ren is diminished through anxiety about their own circumstances. We recognize that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

The school will allow an opportunity for the abused partner to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Lambeth children's social care where there is a child/ren at risk of significant harm and/or neglect.

## 26. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead and deputy will be aware of the contact details and referral routes in to the Local Housing Authority to raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behavior as well as the family being asked to leave the property.

## 27. Honour based violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

## 28. Female genital mutilation (FGM)

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

***Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.***

It will be rare for teachers to see visual evidence, and they should not be examining pupils. Any member of staff who has an FGM concern should discuss with the designated safeguarding lead who will involve children's social care as appropriate.

Typical identifiers / triggers may be:

- Family comes from a community known to practice FGM
- Family / child may asked to be excused PE / swimming on return from abroad
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a sister that has already undergone FGM
- Family withdraws female child from PSHE / SRE

## 29. Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the designated safeguarding lead without delay for appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.

FMU contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### **29a Breast Ironing**

“Breast ironing” refers to the painful practice of massaging or pounding young girls’ breasts with heated objects to suppress or reverse their growth. The objects used include plantains, wooden pestles, spatulas, coconut shells, and grinding stones heated over coals. Breast ironing is often performed by mothers or female relatives of victims misguidedly wishing to protect their young relatives from rape, unwanted sexual advances, and early sex. The practice has been documented primarily in Cameroon, but is also practiced in Guinea- Bissau, Chad, Togo, Benin, Cote d’Ivoire and Guinea. However, this practice has been recorded in neighbouring boroughs, such as Lewisham. Staff should be vigilant for any signs that this may be happening to pupils at the school. If any member of staff becomes aware that a child is being subjected to this practice, they must inform the Designated Safeguarding Lead, so that advice can be sought from the appropriate authority.

### **29b Faith Abuse**

The term ‘belief in spirit possession’ is defined for the purposes of this guidance (Safeguarding Children from abuse linked to a belief in spiritual possession) as the belief that an evil force has entered a child and is controlling him or her. Sometimes the term ‘witch’ is used and is defined here as the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to ‘exorcise’, or ‘deliver’ the child. Exorcism is defined here as attempting to expel evil spirits from a child.

Identifying Child Abuse or Neglect Linked to a Belief in Spirit Possession:

In working to identify such child abuse it is important to remember every child is different. Some children may display a combination of indicators of abuse whilst others will attempt to conceal them. In addition to the social factors above, there is a range of common features across identified cases. These indicators of abuse, which may also be common features in other kinds of abuse, include:

- a child’s body showing signs or marks, such as bruises or burns, from physical abuse;
- a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;
- a child’s personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or lunch money, or being unkempt with dirty clothes and even faeces smeared on to them;
- it may be directly evident that the child’s parent or carer does not show concern for or have a close bond with the child;
- a child’s attendance at school becoming irregular or the child being taken out of school altogether without another school place having been organised, or a deterioration in a child’s performance at school;
- a child reporting that they are or have been accused of being ‘evil’, and/or that they are having the ‘devil beaten out of them’.

### **29c – Gang Violence**

1. There are three types of gang:
  - 1) The Organised Criminal Gangs – usually made up of adults and are involved in targeted organised crime (bank robbery, extortion, burglary, kidnapping etc.);

2) Street Gangs: made up of adolescents and young adults, usually centred around a common identity, or territory, or ethnic group/religion, and whose activity is centred on criminal activity and violence;

3) Peer Groups: young people who associate with each other in groups, only some of whom may be involved in the fringes of delinquency, or actual acts of delinquency.

- The following physical indicators of gang involvement have been produced by the Department of Families, Schools and Children (now the Department of Education). They may indicate that a young person is involved with a gang, but professionals should be extremely cautious in using them. Many of these physical indicators can also represent normal teenage behaviour and could be misleading. An absence of these indicators does not mean that a young person has no affiliation with gangs:
  - Young person is withdrawn from their family;
  - Sudden loss of interest in school, loss of attendance or achievement;
  - Starting to use new or unknown slang words;
  - Comes into unexplained money or possessions;
  - Stays out late without reason;
  - Change in appearance, wearing a style or “uniform” that is the same as other young people, including a shared colour;
  - Dropped out of positive activities;
  - New nick-name;
  - Unexplained injuries;
  - Graffiti style “tags” on possessions, school books, walls;
  - Constantly talking about another young person who has a lot of influence over them;
  - Broken off from old friends and now spends most of time with one group;
  - Increased use of social network sites;
  - Adopting certain codes of group behaviour, ways of talking, gestures or hand movements;
  - Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends before;
  - Scared when entering certain areas, and anxious about the presence of unknown youths in an area.

### **29d Fabricated Illness**

Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. There are a number of factors that teachers and other school staff should be aware of that can indicate that a pupil may be at risk of harm. Some of these factors can be:

- frequent and unexplained absences from school, particularly from PE lessons; regular absences to keep a doctor’s or a hospital appointment;

- repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/early years staff have not themselves noticed e.g. headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists;
- The child may disclose some form of ill-treatment to a member of staff or might complain about multiple visits to the doctor. Either the child or his or her parent(s) may relate conflicting or patently untrue stories about illnesses, accidents or deaths in the family.

Where there is a sibling in the same institution, teachers/ early years' staff should discuss their concerns with each other to see if children of different ages in the same family are presenting similar concerns. If they are, it is likely that more than one child in the family is affected. The school nurse may also be able to contribute to the initial evaluation of concerns

### 29e Substance Abuse

Substance abuse can be defined as the use and abuse of substances such as cigarettes, alcohol, and illegal drugs. Substance abuse may begin in childhood or the teen years.

All staff should report any concerns to the Designated Safeguarding Lead about students who they think may be using any of the above substances.

The physical symptoms can be as follows:

- Blood shot eyes, pupils larger or smaller than usual
- Changes in appetite or sleep patterns
- Sudden weight loss or weight gain
- Deterioration of physical appearance, personal grooming habits
- Unusual smells on breath, body, or clothing
- Tremors, slurred speech, or impaired coordination

### 30. Extremism and radicalisation

Refer to our policy on 'Preventing extremism and radicalisation'

*From (1 July 2015, schools) (18 September 2015, colleges) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent from people from being drawn into terrorism. This duty is known as the Prevent duty.*

Protecting children from the risk of radicalisation is seen as part of school's/college's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation.

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

Our staff have undertaken Prevent awareness training to equip them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

### 31. Children staying with host families

This relates to where the school/college makes arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related.

Where the school is the regulated activity provider, the school will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. A DBS enhanced check will be requested (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child's parents and the host parents and in these circumstances the school will not be the regulated activity provider.

If the school/college is arranging for their children to stay with families overseas, the DBS check cannot access criminal records held overseas. Our school will work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.

### **32. Private fostering**

Where the school becomes aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated safeguarding lead. The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

### **33. Raising concerns about safeguarding practice**

Initially concerns will be raised with the line manager. The concern should be escalated to the head teacher if it has not been addressed to the satisfaction of the person raising the concern. Where staff feel unable to raise an issue or feel that their concern is not being addressed, follow the whistle blowing procedures outlined in the staff behaviour policy.

## **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2018'

Policy Adopted by Governors on: 9<sup>th</sup> October 2018

**Appendix A – Types of abuse and their symptoms**

**I. Physical abuse**

Physical abuse 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 fabricates the symptoms of, or deliberately induces, illness in a child.

<b>Physical abuse indicators</b>	
<b>Physical indicators</b>	<b>Behavioural indicators</b>
<ul style="list-style-type: none"><li>• Unexplained injuries – bruises / abrasions / lacerations</li><li>• The account of the accident may be vague or may vary from one telling to another.</li><li>• Unexplained burns</li><li>• Regular occurrence of unexplained injuries</li><li>• Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</li></ul>	<ul style="list-style-type: none"><li>• Withdrawn or aggressive behavioural extremes</li><li>• Uncomfortable with physical contact</li><li>• Seems afraid to go home</li><li>• Complains of soreness or moves uncomfortably</li><li>• Wears clothing inappropriate for the weather, in order to cover body.</li><li>• The interaction between the child and its carer</li></ul>

**II. Neglect**

Neglect is 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 involve a parent failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

<b>Neglect indicators</b>	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li>• Unattended medical need</li> <li>• Underweight or obesity</li> <li>• Recurrent infection</li> <li>• Unkempt dirty appearance</li> <li>• Smelly</li> <li>• Inadequate / unwashed clothes</li> <li>• Consistent lack of supervision</li> <li>• Consistent hunger</li> <li>• Inappropriately dressed</li> </ul>	<ul style="list-style-type: none"> <li>• Poor social relationships</li> <li>• Indiscriminate friendliness</li> <li>• Poor concentration</li> <li>• Low self-esteem</li> <li>• Regularly displays fatigue or lethargic</li> <li>• Frequently falls asleep in class</li> <li>• Frequent unexplained absences</li> </ul>

**III. Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

<b>Emotional abuse indicators</b>	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li>• Poor attachment relationship</li> <li>• Unresponsive / neglectful behaviour towards the child’s emotional needs</li> <li>• Persistent negative comments about the child.</li> <li>• Inappropriate or inconsistent expectations</li> <li>• Self-harm</li> </ul>	<ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Unhappiness, anxiety</li> <li>• Withdrawn, insecure</li> <li>• Attention seeking</li> <li>• Passive or aggressive behavioural extremes</li> </ul>

#### IV. Sexual abuse

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

Sexual abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li>• Sign of blood / discharge on the child's underclothing.</li> <li>• Awkwardness in walking / sitting</li> <li>• Pain or itching – genital area</li> <li>• Bruising, scratching, bites on the inner thighs / external genitalia.</li> <li>• Self-harm</li> <li>• Eating disorders</li> <li>• Enuresis / encopresis</li> <li>• Sudden weight loss or gain</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually proactive behaviour or knowledge that is incompatible with the child's age &amp; understanding.</li> <li>• Drawings &amp; or written work that is sexually explicit</li> <li>• Self-harm / Suicide attempts</li> <li>• Running away</li> <li>• Substance abuse</li> <li>• Significant devaluing of self</li> <li>• Loss of concentration</li> </ul>

#### Appendix B – Responding to a disclosures of abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns.
- Do reassure and alleviate guilt.
  - For example you could say; “you are not to blame.”
  - “You have done the right thing to tell someone.”
- Do not ask leading questions.
  - For example, “What did she do next?” (this assumes that she did), or “did he touch your private part”.
- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.

The child may well have to tell the story again, and to do so repeatedly will cause undue stress.

- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the designated child protection person at the school.
- Record carefully what has been said and what actions have been agreed.

**Appendix C – Safeguarding / Child Protection reporting form**

**Lansdowne Cause for Concern Report**

Pupil Name \_\_\_\_\_ Staff Name \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Please write down cause for concern

Reported To

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Action taken by Senior Manager

Staff signature \_\_\_\_\_ Senior Manager signature \_\_\_\_\_