**Lansdowne School Safeguarding Policy**

**Policies and Procedures**

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| This policy should be read in conjunction with the following policies:  Allegations against staff.  Behaviour Policy.  Anti-bullying Policy  Child Protection Policy  E-Safety Policy  Preventing Extremism and Radicalisation Safeguarding Policy |

This policy is based on the statutory Guidance ‘Keeping Children Safe in Education (July 2015)

It replaces:

Keeping Children Safe in Education 2014, which replaced:

* *Safeguarding Children and Safer Recruitment in Education* (December 2006); and,
* *Dealing with allegations of abuse made against teachers and other staff 2012.*

Working Together (2013)

At Lansdowne School we recognize that:

* the health and safety of all our children and young people is of paramount importance. Parents/carers send their children to school each day with the expectation that the school provides a secure environment in which all children and young people can flourish, achieve and be safe.
* Everyone who comes into contact with children/young people and their families has a role to play in safeguarding children/young people. School staff are particularly important as they are in a position to identify concerns early and provide help for children/young people, to prevent concerns from escalating. All staff form part of the wider safeguarding system for children.
* This system is described in statutory guidance Working Together to Safeguard Children 2015 which sets out how schools work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

In line with the above guidance the school has a named designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care. **Lead Joanne O'Leary**

**Deputy Linda Adams**

The school will ensure all staff are aware of the systems, policies and procedures within the school which support safeguarding through the school handbook and as part of the induction process. These systems will include:

* The Child Protection Policy
* The Staff Code of Conduct
* The role of the designated safeguarding lead.
* Extremism and Radicalisation Safeguarding Policy
* E Safety Policy

All staff will regularly receive appropriate child protection training.

Child Protection Policy

**The Designated Child Protection Officer is Joanne O’Leary**

**The Deputy Child Protection Officer is Linda Adams.**

The Child Protection Policy outlines the procedures for child protection in the school. Through this policy all staff should:

* Be aware of the signs of abuse and neglect so that they are able to identify cases of children/young people who may need help or protection.
* Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
* When concerned about the welfare of a child/young person, all staff should always act in the best interest of the child/young person.
* Understand that knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care.
* Recognise a child/young person going missing from education is a potential indicator of abuse or neglect. Staff should follow the school’s procedures for dealing with children/young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
* Understand if there are concerns about a child staff should raise these with the school’s designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children’s social care, but it is important to note that any staff member can refer their concerns to children’s social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.
* Refer any concerns they have about another staff member to the Headteacher. Where there are concerns about the headteacher this should be referred to the chair of governors.

The types of abuse and neglect are outlined as follows in the Child Protection Policy:

* **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. They may be abused by an adult or adults or another child or children.
* **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.
* **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 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 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.
* **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.
* **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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Female Genital Mutilation**

It is accepted that some female pupils in our school may be at risk of being subject to Female Genital Mutilation (FGM). FGM is defined by the World Health Organisation as: all procedures, but not therapeutic or essential surgical operations, which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons. FGM is considered as a cultural norm by some communities and some also consider FGM necessary for religious reasons.

We will always challenge such abusive cultural norms as the welfare and safety of the child is always paramount, equally we also recognise that FGM is not endorsed as a religious practice.

In any event it is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. Lansdowne will follow the procedures for dealing with cases of FGM as set out in the London Child Protection Procedures.

From a Child Protection perspective, a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse.

Typical identifiers are:

* Family comes from a community known to practice FGM
* Family / child talks about a long holiday
* Family / child may have asked to be excused PE / swimming on return
* Family / child may confide that she is going to a ‘special ceremony’ when on holiday
* Female child is known to have a mother that has been subject to FGM
* Female child is known to have a sister that has already undergone FGM  Equally the child may be aware of what is going to happen and make disclosure or seek help.  If any member of staff receives a disclosure or is aware that a FGM is about to happen this must be disclosed to the Designated Senior Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

**Child Sexual Exploitation**

The definition that the Government uses in the supplementary guidance to Working Together 2013, Safeguarding Children and Young People from Sexual Exploitation is:

*“Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterized in the main by the child or young person’s limited availability of choice resulting from their social/economic and /or emotional vulnerability”.*

**Forced Marriage**

In Lansdowne we recognise that forced marriage is an abuse of human rights and a form of domestic abuse and, where it affects children and young people, child abuse.

Forced marriage, as distinct from arranged marriage, is conducted without consent and under duress. We therefore accept that coercion and duress may be perpetrated by partners but also by extended family members and that this constitutes Domestic Violence, in line with the Government’s definition of domestic violence and is closely linked to so called Honour Based Violence.

In cases of forced marriage, we will follow the guidance as set out in the London Child Protection Procedures as a child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. 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 Senior Lead Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

**Honour Based Violence**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the Honour of the family or community. Honour based violence might be committed against young people who:

* Become involved with a boy or girl friend from a different culture or religion
* Want to get out of an arranged marriage.
* Want to get out of a forced marriage.
* Wear clothes or take part in activities that might not be considered traditional within a particular culture.

**Breast Ironing**

“Breast ironing” refers to the painful practice of massaging or pounding young girls’ breasts with heated objects to suppress or reverse the growth of breasts. 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, 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 Senior Person for Child Protection, so that advice can be sought from the appropriate authority.

**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’.

**Gang Violence**

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 work 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.

**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; or
* 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 or referrals for second opinions.

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.

Child on Child Abuse

We often consider that most abuse is perpetrated by adults on children and we have a legal duty to uphold a child’s fundamental right to be protected from harm, however we must also be aware that children can and do abuse other children in the ways outlined in this policy and the child’s right to be protected from harm equally apply in such cases, even in situations where the child may be unaware that they are being abused. To this end we must be alert to this possibility and respond as we would if the abuser was an adult.

It must be remembered that staff responding to such instances should be alert to the risk the child poses to other children in addition to the risk to the victim(s). It must also be remembered 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 themselves, or may have committed other offences. All incidents must be reported to the Designated Safeguarding Lead immediately who will then refer them to Social Services and/or the Local Authority Safeguarding Manager.

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:

* Bloodshot 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.

**Steps for seeking early help**

The document 'Working Together to Safeguard Children (March 2013)' sets out the arrangements for how all organisations must work together to safeguard and promote the welfare of children. Lansdowne School recognises its legal and moral duty to promote the well- being of students, and protect them from harm, and respond to child abuse by:

Creating and maintaining a safe learning environment for children and young people;

Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Recognising that there may be additional needs to consider to avoid discrimination and harassment (such as those relating to age, gender, sexuality, religion, culture, disability and race). Young people from minority ethnic groups and those with disabilities (particularly around communication) face barriers that may require additional support and consideration.

Many of the Serious Case Reviews noted missed opportunities for services to intervene and prevent abuse occurring. It is crucial therefore that the school works in partnership with other agencies to safeguard and protect the students at Lansdowne School, through referrals to the Multi-Agency Safeguarding Hub (MASH).

All staff have a responsibility to report any cause for concern about student welfare to the Designated Safeguarding Lead/Child Protection Officer – **Jo O’Leary – Lead, Linda Adams Deputy.** All concerns should be reported verbally and followed up immediately using the Cause for Concern Forms and given to the Safeguarding Lead.

The Designated Safeguarding Lead will contact the following if / where appropriate:

* + Local Authority Social Care Department.
  + Local Authority Education Department. LSCB.
  + Multi-Agency Safeguarding Hub (MASH):
  + Parents/carers, where appropriate
  + Ofsted

Local Authority Social Care Departments will assess referrals and if it meets their threshold, will investigate in accordance with Section 47 of the Children Act (1989).

**Responsibility and Immediate Action**

All adults working in Lansdowne School (including visiting staff, volunteers, contractors, and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead. In Lansdowne School our reporting arrangements are, as follows;  Complete a Cause for Concern form and return to Designated Safeguarding Lead for Child Protection – **Jo O’Leary**

Safer Recruitment

The school completes the following checks in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information in line with Part 3 Safer Recruitment (Keeping Children Safe in Education 2015)

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

* will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children
* will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
* engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract. A supervised volunteer who regularly teaches or looks after children is not in regulated activity. Therefore, all volunteers will work under the direct management of an established 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. Lansdowne will provide volunteers with appropriate induction and volunteers will have a ‘job description’ pertaining to the volunteering role they are to perform.

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Pre-appointment checks

In line with Safer Recruitment Part 3 (Keeping Children Safe in Education 2015), the school will carry out pre-appointment checks which include:

* Verifying the candidate’s identity.
* Obtain a certificate for an enhanced DBS
* Verify the candidate’s mental and physical fitness to carry out their work responsibilities
* Verify the person’s right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website
* If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
* Verify professional qualifications, as appropriate.

Single Central Record

The school maintains the single central record, which covers all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

* 1. an identity check;
  2. a barred list check;
* an enhanced DBS check/certificate;
* a prohibition from teaching check;
* further checks on people living or working outside the UK;
* a check of professional qualifications;
* Disqualification by Association
* a check to establish the person’s right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation that the employment business 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.

As noted above; all staff, including volunteers, will be inducted which will include the provision of school’s policies and procedures, this will include temporary staff. The Executive Headteacher and a named Governor have completed the safer recruitment training.

**EHT – Linda Adams**

**Safeguarding Governor Thea Hardy**

Allegations made against teachers and other staff

The school follows the guidance Part 4 Safer Recruitment (Keeping Children Safe in Education 2015)

Lansdowne School takes seriously all allegations made against members of staff. Mechanisms are in place for pupils, parents/carers and staff to share any concerns that they might have about the actions of any member of our school staff. All such allegations will be dealt with in line with our ‘Allegations Against Staff Policy’ and must be brought immediately to the attention of the Executive Head Teacher, not the Designated Senior Lead Person for Child protection (unless that is the same person) in order that the appropriate procedures may be followed.

Parents/carers should also be advised of their independent right to make a formal complaint to the Police.

If the allegation concerns alleged abuse by the Executive Head Teacher, this should not be brought to the attention of the Designated Senior Lead Person or their Deputy nor the nominated CP Governor. Any allegation pertaining to the Executive Headteacher must only be brought to the attention of the Chair of Governors who will consult with Lambeth’s Education Services Lead Officer and/or Social Care.

Staff who are formally disciplined for any abuse of pupils (or who resign before disciplinary action can be instigated) will be notified to the Local Authority, if they are not already part of this process, and must be notified to the Disclosure and Barring Service, for their consideration of possible inclusion on their list of persons barred from working with children and young people.

Greater detail on the procedures for managing allegations against staff are to be found in our separate policy pertaining to this area as outlined above and the procedures set out in that policy should be followed in these circumstances

Records

Accurate written notes will be kept of all incidents or CP concerns relating to individual children. If a teacher or other staff have a child protection concern they should complete a CP concern form; these will be kept on the pupil’s Child Protection file & a copy kept for archiving in line with the prevailing timescales for keeping such records.

Child Protection records are not available to pupils or parents due to the confidential nature of the content. Child Protection records are kept by the Designated Senior Person for Child Protection, separately from educational/pupil records, and can only be accessed by the Designated Senior Person or their Deputy. Other members of our school’s Senior Management Team may have access to certain information on a need to know basis as appropriate.

Where a child moves from Lansdowne any Child Protection records or files will be forwarded to any receiving school within five days of that new provision being confirmed. The CP file will be sent separately to the pupil file.

**Training**

Whole school in-service training will be organised for staff and governors at least every three years. The Designated Person for Child Protection will attend Lambeth CYPS and other training courses as necessary and the appropriate inter-agency training organised by organisations such as the Lambeth Safeguarding Children’s Board. The Deputy Designated Senior Person will also be given the opportunity to attend these courses.

**The Curriculum**

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as PSHCE discusses relevant issues with children and young people. Topics include themes such as Drugs, Sex and Relationships, Stranger danger. The children and young people are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subjects are discussed and safe practices taught, such as using equipment in the correct way in PE, Art and Food Technology. At all times there has to be agreed, appropriate staffing levels for these activities and agreed pupil/staffing ratios are maintained. Risk assessments are carried out for outside visits and trips, which are authorized by the Deputy Headteacher.

Visiting speakers, with the correct clearance are always welcomed into the school to support the children/young people's understanding of safeguarding.

The Role of Governing Body

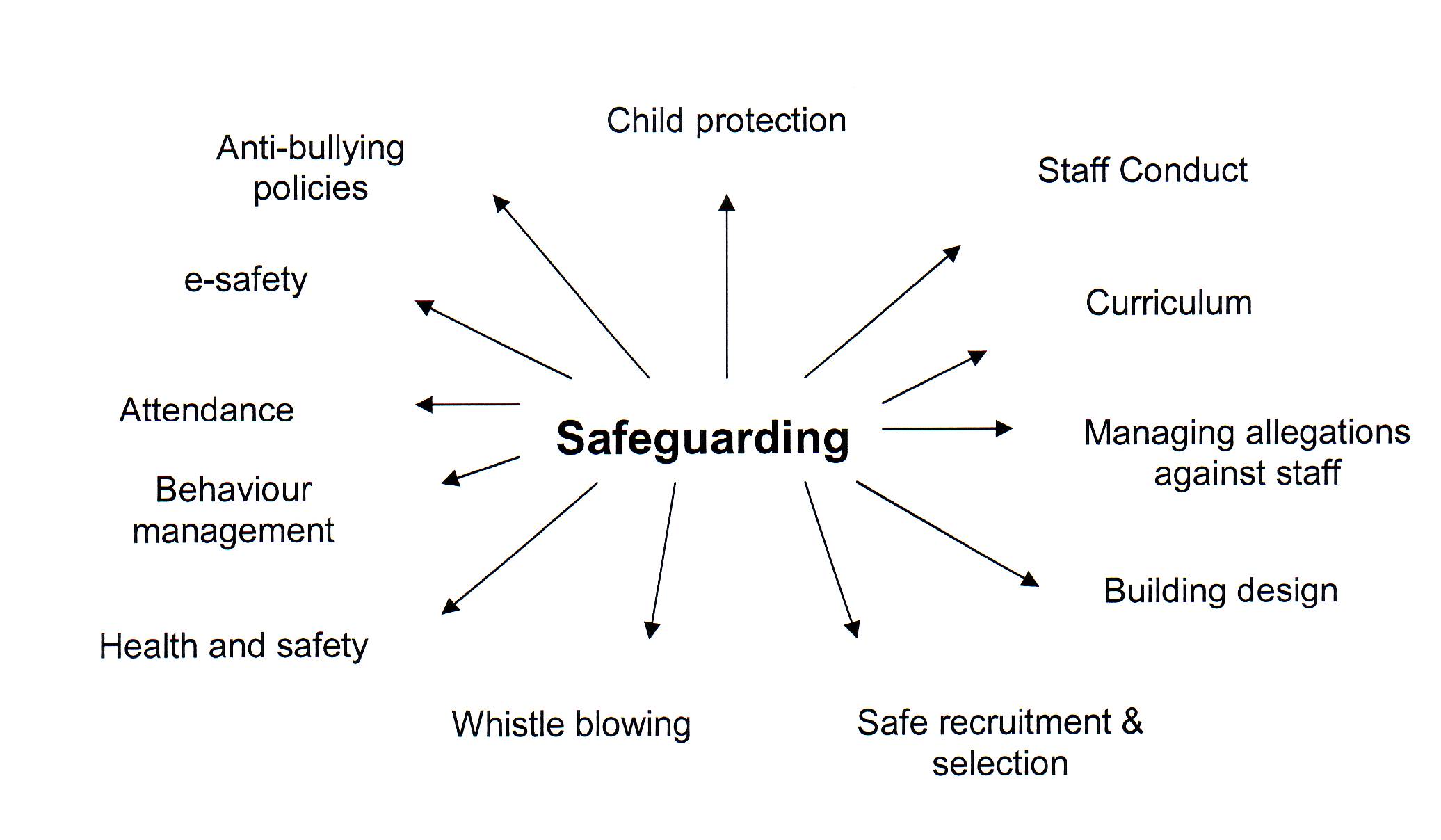
In line with the provisions set out in the DfE guidance ‘Safeguarding Children and Safer Recruitment in Education’ and ‘Keeping Children Safe in Education 2015’ the governing body will challenge the school’s senior management team on the delivery of this policy and monitor its effectiveness. Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance or in light of their quality assurance of the delivery of this policy and the overall safeguarding arrangements made.

In doing so neither the governing body nor individual governors have any role in dealing with individual child protection cases, except in the discharge of their functions in dealing with an allegation of abuse against the Executive Headteacher. In cases of allegations against the Executive Headteacher it will be the Chair of Governors, as the Child Protection governor, who will carry out this statutory function; please see our ‘Allegations Against Staff Policy’.

The Governing Body will ensure that:

* the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
* the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
* the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
* a senior member of the school’s leadership team is designated to take lead responsibility for child protection (and deputy);
* staff undertake appropriate child protection training;
* they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
* a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
* where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
* they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

The Role of the Senior Leadership Team

The Senior Leadership Team ensure all staff and adults who are involved with the school understand the policies and procedures that will keep children and young people safe in education as outlined above and encompassed below:

This will be achieved through:

* The Induction process for all new staff and volunteers.
* Through all staff reading and reviewing all policies in the School Handbook at the beginning of each academic year.
* Ensuring there is regular safeguarding training.

***The Headteacher will ensure that:***

* the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
* sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
* all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
* a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
* where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
* they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

***The Senior Member of Staff with Designated Responsibility for Child Protection******will:***

**Referrals**

* refer cases of suspected abuse or allegations to the relevant investigating agencies;
* act as a source of support, advice and expertise within the educational establishment;
* liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

* recognise how to identify signs of abuse and when it is appropriate to make a referral;
* *have a working knowledge of how Lambeth Safeguarding Children Board operate, the conduct of a child protection case conference and* be able to attend and contribute to these;
* ensure that all staff have access to and understand the school’s child protection policy;
* ensure that all staff have induction training;
* keep detailed accurate secure written records and/or concerns
* obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

* ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
* ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
* where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.

**Every member of the school community has a responsibility to safeguard the children and young people.**

**Agreed by the IEB**

**November 2015.**

**To be reviewed – November 2016**

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