



Safeguarding Children - Child Protection Policy

This policy has been agreed and adopted by the Governors.

Date: 2nd October 2017

Signed by Chair of Governors: Bruce MacInnes

Policy history:

Reviewed: Autumn 2017

Next review: Summer 2018

KEY STAFF FOR EMERGENCIES

Rachel Hedley - Executive Headteacher - Designated Safeguarding Lead (DSL)

Tania Fricker - Head of School - Holmewood - Deputy DSL

Melanie Miah - Head of School - Maytree - Deputy DSL

Luke Page - Head of School - Triangle - Deputy DSL

Bettina Wilhelm Exley - Children's Centre (CC) Strategic Partnership Manager - CC DSL

Julie Reynolds Deputy CC DSL and **Angela Thomas** - 2nd Deputy

Other staff with DSL training:

Maxine Charlton-Howell - Holmewood

Bianca Platt - Holmewood

Hilda McNamara - Maytree

Andrea McKay - Maytree

Emily Patterson - Triangle

Amanda Haliburton-Crookes (CC)

Beth Higgins (CC)

Sandra Sparrow - Windmill

Designated Leads for Children Looked After

Tania Fricker - Holmewood

Andrea McKay - Maytree

Luke Page - Triangle

Bruce MacInnes - Chair of Governors - bmacinnes@maytree-school.org.uk

Jeannette Delaney - Governor for Safeguarding - jdelaney@maytree-school.org.uk

LOCAL AUTHORITY CONTACTS

[Key contacts - safeguarding and child protection notice](#) (issued to staff at annual briefing and displayed on site)

EMERGENCY PROCEDURES

CONCERN ABOUT A CHILD - See section 5

ALLEGATION AGAINST A MEMBER OF STAFF - See section 7

Documents consulted:

- Working Together to Safeguard Children (HM Government, March 2015) Available online page 1 of 23 Safeguarding children and child protection policy

- Keeping Children Safe in Education (DfE, Sept 2016) Available online
- London borough of Lambeth Children's Social Care Thresholds (Jul, 2016)
- Selecting and Managing External Agencies in your School or Setting (Lambeth Oct, 2014)
- Statutory Framework for the Early Years Foundation Stage (DfE, March 2017)
- What to Do if You're Worried a Child is Being Abused: Advice for Practitioners (Mar, 2015)
- Model Child Protection Policy (Lambeth Sept 2016)
- Our school procedures for
 - safeguarding children will be in line with the Lambeth Safeguarding Children's Board
 - child protection procedures are based on the London Child Protection Procedures

Related documents:

- School Information Booklet/Stay and Play leaflets and crèches
- Safeguarding Children and Child Protection Information notices
- Key contacts - safeguarding and child protection notice - not for public display

Key Legislation:

- Equality Act 2010
- Children Act 2004 Every Child Matters
- Education Act 2002 (particularly Section 175)
- Education Act 1989

Useful Websites:

- www.lambethscb.org.uk
- www.londonscb.gov.uk/procedures

Introduction

The Federation is committed to provide an environment where children are kept and feel 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 the statutory guidance Working Together to Safeguard Children.

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
- taking action to enable all children to have the best outcomes.

Aims of this policy

Prevention - This will be achieved by:

- 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 - This will be achieved through the:

- Establishment of a systematic means of monitoring children, known or thought to be at risk of harm.

- 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.
- Development of effective working relationships with all other agencies, involved in safeguarding children.

Support - this will be achieved by ensuring that:

- Key concepts of Child Protection are integrated within the curriculum.
- Children are educated about risks associated with the new digital technologies.
- Children are listened to and their concerns taken seriously and acted upon.
- We work with others to support children who may have been abused to access the curriculum and take part in school life.

This policy is organised to ensure that all staff faced with a child protection incident will be able to access the information they need quickly to follow procedures correctly.

Where there is concern that a child is 'in need', suffering, or at risk of suffering 'significant harm' (including incidents of domestic abuse/violence in the home) these procedures must be followed.

Sections

- 1 Safeguarding Children and Child Protection – Definitions**
- 2 Responsibilities**
 - 2.1 Governing Body**
 - 2.2 Executive Headteacher**
 - 2.3 Staff**
 - 2.4 Designated Safeguarding Lead**
- 3 Supporting children and parents/carers who are vulnerable**
- 4 Guidance on recognising suspected abuse**
 - 4.1 What is 'in need'?**
 - 4.2 What is 'significant harm'?**
 - 4.3 What is 'abuse and neglect'?**
 - **Physical**
 - **Emotional**
 - **Sexual abuse**
 - **Neglect**
 - **Child on child abuse/bullying**
 - **Child sexual exploitation**
 - **Domestic violence**
 - **Honour based violence/forced marriage**
 - **Female genital mutilation**
 - **Extremism and radicalisation**
- 5 Procedures for recording and reporting concerns about a child's welfare**
 - 5.1 At the time of the disclosure**
 - 5.2 Role of Designated Safeguarding Lead in response to a concern**
 - 5.3 Information received about a child from a concerned adult**
- 6 Private Fostering/children staying with host families**
- 7 Procedures for managing allegations against staff**
- 8 Physical intervention and positive handling**
- 9 Intimate care**
- 10 Confidentiality and information sharing**
- 11 Inter-agency working/supporting the child and family when other agencies are involved**
- 12 Children with Special Educational Needs/disabilities**
- 13 Looked after children**
- 14 Children who leave where school is unknown/child missing in education**
- 15 Safer recruitment procedures and safeguarding checks**
- 16 Visitors to the school, children's centre and external organisations/agencies**
- 17 Use of cameras and mobile phones**
- 18 E-Safety**
- 19 Legal induction and training requirements**
- 20 Raising concerns about safeguarding practice**
- 21 Appendices**

1 SAFEGUARDING CHILDREN AND CHILD PROTECTION - DEFINITIONS

Safeguarding as defined by Working Together is:

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

Their Child Protection definition is:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2 RESPONSIBILITIES

2.1 Governing Body

The governing body will ensure that the Federation 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'. The governing body will challenge the schools' senior leadership 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 body ensures that the following are in place:

- Safeguarding and child protection policies and procedures in place are consistent with Lambeth safeguarding children board's procedures.
- A staff code of conduct policy and other policies covering staff/children relationships, communication and staff use of social media.

The governing body will ensure that a senior member of staff is appointed as the designated safeguarding lead with responsibilities for carrying out the statutory duties as set out in this policy.

The Federation has a designated governor responsible for advocating child protection and safeguarding issues. This governor will liaise with the designated safeguarding lead and report to the governing body on safeguarding matters in line with Section 10 of this document CONFIDENTIALITY AND INFORMATION SHARING.

2.2 Executive Headteacher

The Executive Headteacher will ensure that policies and procedures adopted by the governing body are followed by all staff.

2.3 Staff

All staff are in a unique position to identify and help children at risk and prevent issues from escalating. We have an overarching **legal duty** to safeguard and promote the welfare of children. Where a child is 'in need' or suffering, or at risk of suffering 'significant harm' we must take action. (See Section 5 PROCEDURES FOR RECORDING AND REPORTING CONCERNS ABOUT A CHILD'S WELFARE.)

If staff become aware that a child is involved in a private fostering arrangement they must inform the Designated Safeguarding Lead. (See Section 6 PROCEDURES TO FOLLOW WHERE A PRIVATE FOSTERING ARRANGEMENT HAS BEEN MADE.)

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.

Though 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 the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

2.4 Designated Safeguarding Lead

The designated safeguarding lead is appointed from the senior leadership team and takes the lead responsibility for safeguarding and child protection. Annex B of the DfE Guidance; Keeping Children safe in Education, describes the broad areas of responsibility and activities related to this role. Deputy safeguarding leads have also been appointed to take on the responsibility in the absence of the safeguarding lead. The ultimate responsibility for safeguarding and child protection remains with the designated safeguarding lead.

The deputy safeguarding leads (Heads of School) co-ordinate the school's representation at Child Protection conferences/core groups and the submission of written reports for such CP meetings. They 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 deputy 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 hours for staff to discuss any safeguarding concerns. The children's centre deputy designated safeguarding lead will ensure that there is adequate and appropriate cover arrangements for any out of hours/out of term activities.

Responsibilities:

- works in line with the statutory duties in respect of referrals, training and awareness-raising
- ensures all staff, parents/carers, and governors know who are the designated leads for child protection. This information is included on the Safeguarding Children and Child Protection Information notices which are displayed at various locations at all sites
- ensures that all existing and new staff are aware of their safeguarding children and child protection responsibilities
- ensures staff are trained appropriately (See Section 19 LEGAL INDUCTION AND TRAINING REQUIREMENTS.)
- ensures appropriate recruitment and induction procedures are followed
- ensures that all volunteers, supply staff, contractors etc. read a copy of the 'Emergency/Safety Information for Visitors' with a member of staff, this contains a safeguarding children/child protection statement
- ensures that parents/carers understand the settings' responsibilities for child protection
- provides support, advice and expertise to other staff members who may go to them for advice about a child when they have concerns about their welfare or become aware that a child is involved in a Private Fostering arrangement
- talks to Children's Social Care about any concerns they or other staff have about a child's welfare
- refers concerns to Children's Social Care where the child may be in need, including concerns about significant harm
- provides information to Children's Social Care about any Private Fostering arrangements they become aware of
- refers to Children's Social Care or the Police where emergency action is required to secure the immediate safety of a child
- provides information to Children's Social Care where a concerned adult has given information to a member of staff
- is the first point of contact for external agencies that are pursuing Child Protection investigations
- co-ordinates representation at Child Protection conferences/core group meetings
- ensures that all staff attending Child Protection meetings are trained and well prepared to do so with authority to make decisions on behalf of the school
- provides written reports to help make decisions about the services a child and family may require
- attends meetings with other agencies to contribute towards plans to safeguard and promote the welfare of children
- notifies Children's Social Care if a child who is subject to a Child Protection Plan is excluded, or if there is an unexplained absence of more than 2 days (or one day following a weekend)
- refers to other agencies/completes a MARF to obtain support for families
- ensures that all Child Protection information is kept separately from children's records and stored securely (both electronic and paper)
- contacts and notifies the Local Authority, Ofsted, National College of Teaching and Leadership and the Disclosure and Barring Service about allegations or people deemed to be unsuitable to work with children.

3 SUPPORTING CHILDREN AND PARENTS/CARERS WHO ARE VULNERABLE

We aim to establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. They are supported in developing their understanding that no-one should hurt or touch them in a way they are not happy with. We encourage children to recognise risk and build resilience to manage any such risk themselves, appropriate to their age and ability. We hope that children who are facing difficult circumstances will talk about their experiences with a member of staff who can then help the child and family. The needs and safety of the child must always come first.

We place great importance on developing relationships between staff/parents/carers/centre users so that where difficult issues arise it is easier to discuss these issues. At the nursery schools the key person role and home visits support the development of this relationship, as do termly consultation meetings with parents/carers. In the children's centres these relationships are fostered during sessions/activities. Where members of staff sense that a parent/carer needs help in any aspect of their life, for example mental health, housing, domestic violence, etc. support can be offered from the outreach team, through family activities and programmes available in the children's centres and by seeking support from outside agencies. Early support for families during stressful periods may help to prevent incidents of child abuse.

We ensure that parents are aware that we have a duty to report concerns that we may have over safety or the well-being of a child and as part of our statutory duties to protect children from significant harm and/or neglect. Wherever possible, referrals will be discussed with parents/carers before the referral is made, however parents/carers will not be contacted nor will the referral be discussed where it is felt that to do so will place the child at an increased risk of harm. In any event parents/carers will be reminded that all referrals are made in the best interest of the child.

Any concerns about children are noted to ensure that a holistic approach is taken to monitoring the frequency or seriousness of concerns. A 'Vulnerable children meeting' is held regularly with key staff from the school and children's centres to discuss and share concerns and monitor support given to families; ensuring appropriate action is taken that is effective in supporting families and preventing harm to children.

The Executive Headteacher will ensure that a member of teaching staff is appointed as a Designated Teacher for Children Looked After (CLA). This person will promote the educational achievement of our CLA Children and will also contribute to the 'in care reviews' and/or meetings regarding CLA children and to the child's Personal Education Plan. See our Children Looked After policy. This policy is available for parents/carers to view on the website. Any comments or situations where parents express views regarding our procedures are discussed and responded to appropriately to ensure their views are taken into account when policies are reviewed.

The Federation has a complaints procedure to deal with issues raised by parents/carers.

4 GUIDANCE ON RECOGNISING SUSPECTED ABUSE

4.1 What is 'in need'?

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989), plus those who are disabled. The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are what will happen to a child's health or development **without services**, and the likely effect the services will have on the child's standard of health and development.

4.2 What is 'significant harm'?

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The Local Authority is under a duty to make enquiries, or cause enquiries to be made, where it has

reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm (s47 of the Children Act 1989). To make enquiries involves assessing what is happening to a child. Where s47 enquiries are being made, the assessment (the 'core assessment') will concentrate on the harm that has occurred or is likely to occur to the child as a result of child maltreatment in order to inform future plans and the nature of services required. Decisions about significant harm are complex and will be informed by a careful assessment of the child's circumstances, and discussion between the statutory agencies and with the child and family.

4.3 What is abuse and neglect?

Abuse and neglect are forms of maltreatment - a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical abuse

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

May include: 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.

May be recognised by: Physical injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour or learning difficulties due to neurological damage. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury. Other indicators of physical abuse may include flinching or cowering and accounts of how injuries have happened may be vague to inconsistent or are unexplained. Children may wear inappropriate clothing to cover marks or injuries and/or may be reluctant to go home. It is not uncommon for children to have accidental bruises but bruising on the face, around the eyes, around the mouth behind the ears or consistent with a grab or have the shape on an object (e.g. brush, slipper, belt, hand etc.) must be considered as possible indicators of harm as should multiple or repeated bruising to an area such as the head or an area unlikely to be bruised accidentally.

Any bruising on a pre-crawling or pre-walking baby must also be considered as possible indicators of harm.

It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see or record physical injury, this is the role of child protection and investigating agencies.

Emotional abuse

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

May include: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 (for example in cases of **domestic abuse/violence**). 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, though it may occur alone.

Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual abuse

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

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.

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour - contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

A sexually abused child may also be recognised by disturbed behaviour such as sadness, depression or loss of self-esteem. Disclosure of sexual abuse must be taken seriously as it is recognised that children are frequently scared to disclose due to guilt or fear and often children have taken great courage to disclose there it is important not to minimise or give your own view or interpretation of their account.

All staff must be aware that a child under the age of 13 is not legally capable of consenting to sexual activity and so sexual activity with a child under 13 is an offence under the Sexual Offences Act. Such activity will be taken to indicate that the child/ren are at risk of significant harm and must be referred accordingly in line with the agreed procedures set out in the London Child Protection Procedures. Sexual activity with a child under 16 is also an offence but may possibly be less serious than that of a child under 13, especially where children are of a similar age and there is no power imbalance, coercion, or disinhibitor such as alcohol or drugs involved. However serious consideration will always need to be given as to whether to refer where cases of sexually active children become known or are disclosed; as per the London Child Protection Procedures. In all cases you must discuss your concerns or share your knowledge with the Designated Safeguarding Lead for consideration or a referral to Social Care.

In light of the above all staff must recognise that sexual abuse of children may be perpetrated by both males and females and also other children; such abuse must not be treated with any less rigour in such cases.

See also the section on Child Sexual Exploitation (CSE).

Neglect

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

May include: 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 (growth and intellect) such as failing to provide adequate food, shelter (including keeping children safe), clothing, or neglect of, or unresponsiveness to, a child’s basic emotional needs.

May be recognised by: being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, be left with or in the care of adults under the influence of alcohol or drug misuse, or be left home alone*.

Whilst we understand that children are resilient we will be alert to the negative cumulative

effects of multiple instances of neglect. We also understand that such cumulative effects may overwhelm our children and lead to poor outcomes. Therefore we will not view single instances of neglect in isolation from any previous instances of neglect and will make a referral to children's Social Care accordingly.

**Whilst there is no set age in law for a child to be legally left home alone the responsibility rests with the parents/carers to make satisfactory arrangements for the care of their children and must not leave their children unsupervised 'in a manner likely to cause unnecessary suffering or injury to health of the child'. A referral will be made to Social Care where we have concerns that the arrangements that parent/carer makes are unsafe and thus renders the children at risk of significant harm; this may also include independent travel arrangement and collection / escorting arrangements by others, including siblings that the school considers unsafe.*

Child on Child Abuse / Bullying

Peer on Peer abuse and Bullying are specific forms of abuse which may be prevalent in schools, however less so with nursery aged children. 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, or may have committed other offences.

Staff are fully aware of the seriousness of this and will follow procedures in this policy or the schools' behaviour policies.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status, however in the case of nursery aged children this is a clear safeguarding issue and important for our staff to understand. CSE 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 Deputy Safeguarding Designated Lead.

Domestic violence

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

We recognises 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 will allow an opportunity for the abused partner (predominantly the woman but not exclusively so) 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.

Honour Based Violence / Forced Marriage

It is important that staff are aware of these issues, however they are unlikely to relate to nursery aged children. '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 safeguarding issues.

Female Genital Mutilation

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises of 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 children.

Any member of staff who has an FGM concern should discuss with the designated safeguarding lead who will involve the children's social care as appropriate.

Typical identifiers / triggers are:

- Family comes from a community known to practice FGM
- 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

Extremism and Radicalisation

Refer to our Extremism and radicalisation prevention policy.

Protecting children from the risk of radicalisation is seen as part of our 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 forms of extremism. 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

From 1 July 2015, schools 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.

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

5 PROCEDURES FOR RECORDING AND REPORTING CONCERNS ABOUT A CHILD'S WELFARE

A referral to Children's Social Care Integrated Referral Hub will be made using a multi-agency referral form (MARF).

5.1 At the time of disclosure

Situations where a child or parent/carer discloses important information may include

- a child/parent/carer openly talking about an incident
- a child/parent/carer responding to an adult asking about a mark, bruise or well-being

Your role

- do not promise confidentiality
- listen, and do not interrupt, if the child/parent/carer is recalling significant events
- keep calm and be patient
- ask questions to clarify what the child/parent/carer is saying
 - questions should be framed in an open manner and not lead the child/parent/carer in any way
 - see Appendix 1 CHILD PROTECTION TRAINING: TALKING TO CHILDREN ABOUT CHILD PROTECTION ISSUES – GUIDANCE FOR SCHOOL/EDUCATION STAFF
- do not be intimidated or afraid of talking to a child/parent/carer about child protection issues - this may mean the difference in their lives that they are looking for
- reassure the child/parent/carer that they have done the right thing by telling you
- tell them what you are going to do next
- make a note of the conversation as soon as is reasonably practical (but within 1 hour)

RECORD - name of child/parent/carer
your name
date and time
place of discussion
other people present
what the child/parent/carer actually said as far as possible
the facts you need to report

REPORT -to the Designated Safeguarding Lead

do not hesitate when reporting. You must interrupt the member of staff immediately, no matter what the circumstances and clearly state you need to report a safeguarding issue. Remember you may not know all the information about this child/family and your information could make a very significant difference to a child's life.

You will receive information from the Designated Safeguarding Lead about the action they will take/have taken. **If you are not satisfied with the outcome and you still have concerns regarding the child's welfare you are responsible for contacting Children's Social Care or Local Authority Designated Officer (LADO). (See Key Contacts - Child Protection poster)**

If the Designated Safeguarding Lead is the alleged abuser contact Local Authority Designated Officer (LADO). (See Key Contacts - Child Protection poster)

5.2 Role of Designated Safeguarding Lead in response to a member of staff's/volunteer's/contractor/student/user's concern

- Listen to their concern
- Complete/update the 'Concerns form and HISTORY' in the Shared Drive/Safeguarding and Child Protection/Forms or in the Children's Confidential Files folder. See example in Appendix 2. Add any subsequent information to this form in chronological order, clearly dated and initialled. This information must be kept regardless of whether a referral is made or not. Open an electronic file and store in line with the Protocol re. information storage in Children's Confidential Information Files - see Appendix 3.

- Access all key information about the child and family.
- **Alert another member of the school or children’s centre Senior Leadership Team immediately to share the information and agree action to take (clearly informing them that you need to discuss a Child Protection issue with them immediately). Decide whether there is a need to inform Social Care immediately and act.** Discuss the matter with others where appropriate (staff, parents/carers, outside agencies). (See Section 10 CONFIDENTIALITY AND INFORMATION SHARING.)
- Make a decision whether to continue to monitor the situation or make a referral to Social Care or seek further advice. See Appendix 4 for the Social Care Thresholds Chart. See Appendix 5 for the London Safeguarding Children’s Board Good Practice Checklist. Record the reason for your decision to refer or not to refer.

WHERE THERE IS CLEAR EVIDENCE OF ABUSE OR CONCERN FOR A CHILD’S IMMEDIATE SAFETY (eg. If a child has indicated they have been hit by an adult and there is a mark or a bruise)

OR

WHERE THERE ARE CONCERNS THAT A CHILD MAY BE IN NEED, INCLUDING CONCERNS ABOUT SIGNIFICANT HARM

OR

DOMESTIC VIOLENCE - where a child has witnessed domestic violence or is in need, suffered significant harm or risk of suffering significant harm due to DV, see Appendix 6 Barnardo’s domestic violence risk identification matrix

OR

DOMESTIC VIOLENCE - where there is a child under 12 months old or an unborn child (even if the child was **not** present) any single incident of domestic violence **must** trigger a referral to Social Care.

SUSPICIOUS INJURY REQUIRING URGENT MEDICAL TREATMENT - In circumstances where a child has a suspicious injury that requires urgent medical attention, the CP referral process should not delay, the administration of first aid or emergency assistance. If a child is thought to be at immediate risk (because of parental violence or intoxication, for example) urgent police intervention should be requested.

CHILD SUBJECT TO A CHILD PROTECTION PLAN – Particular vigilance will be exercised in respect of children who are subject to a Child Protection Plan and any incidents or concern involving these children will be reported immediately to Social Care and confirmed in writing. Particular vigilance will be exercised in respect of children who are known to be subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to Lambeth Children’s Social Care (and confirmed in writing). This will also be the case for other children who may be considered vulnerable such as disabled children, SEN children or Children Looked After for example. In all cases of injury to a child consideration will always be given as to whether an urgent paediatric medical assessment is required to document injuries or to protect any forensic evidence.

Where it is suspected that a child may be at further risk of significant harm if the parent is spoken to, nothing will be said to the child’s parent/carer without first discussing the matter with Lambeth Children’s Social Care Integrated Referral Hub (IRH).

All staff must understand that there are no circumstances under which a member of staff may promise a child that they will keep any disclosure a secret or confidential – they must always pass this information on in the best interest of the child.

See also Section 12 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

YOU MUST ACT AND CONTACT CHILDREN'S SOCIAL CARE IMMEDIATELY, IF A CRIME HAS BEEN COMMITTED CONTACT THE POLICE (see Appendix 7 p10 of KCSIE Sept 2016)

- to make the referral or take advice by telephoning Lambeth's Integrated Referral Hub or the Police (See Key Contacts - Child Protection poster). Following their advice a Multi-Agency Referral Form (MARF) will be completed and sent by egress switch (secure email). The Designated Safeguarding Lead (and relevant Head of School & Children's Centre Manager if not already involved) will be informed of the referral through a 'document comment'.
 - Inform the member of staff initially involved and the child's key person of your action.
 - Referrals will be shared with the family and should be made with their knowledge and agreement unless this would jeopardise the child's safety. However, if a child makes a clear disclosure do not contact the parents until advice has been sought about whether to do so from Social Care or the Police.
 - Social Care are required to respond within 1 working day to inform us of the outcome of the referral. Staff will follow up on a referral should this information not be forthcoming.
- If you do not feel that a referral is required advice can be sought from Lambeth Social Care about any worries/concerns have about a child's welfare. You may consider contacting the Lambeth Safeguarding Lead Officers, the LADO or the Social Worker Link contact for advice. If you do not discuss the concern within 2 hours (or less if the child's session is nearing the end) **DO NOT DELAY IN CONTACTING THE INTEGRATED REFERRAL HUB FOR ADVICE.** (See Key Contacts - Child Protection poster).
 - Child protection information is stored electronically, access is restricted.

5.3 Information received about a child from a concerned adult

If any concerned adult contacts a member of staff with information regarding possible abuse of a child they should inform the Designated Safeguarding Lead or contact Lambeth Social Care. (See Key Contacts - Child Protection poster). The member of staff should ask the concerned adult their name and contact details and explain that we will have to inform Lambeth Social Care to pass on information received. The Designated Safeguarding Lead will contact the Integrated Referral Hub and make clear that the information is from a third party, naming the informant where possible.

6 PRIVATE FOSTERING / CHILDREN STAYING WITH HOST FAMILIES

Where we become aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone who is not a close family member, they should raise this in the first instance with the designated safeguarding lead. We will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

The definition of a close family member is:

- parent or step-parent (or someone who holds parental responsibility)
- grandparent
- aunt or uncle (whether related to the child by blood or through marriage)
- sibling (including half-siblings and step-siblings)
- anyone who holds a court order in relation to the child (for example, a residence order).

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.

The Federation does not make any arrangements for children to stay with host families.

7 PROCEDURES FOR MANAGING ALLEGATIONS AGAINST STAFF

It is a legal requirement to inform Lambeth LA and Ofsted immediately. The Disclosure and Barring Service and the National College for Teaching and Leadership may also need to be informed.

NB We recognise the difference between an allegation and a complaint and understand that allegations procedures always supersede the school's complaint procedure.

Where it is alleged that a member of staff (including volunteers) 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
- 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 'Keeping Children Safe in Education'.

Where advice is needed or any allegation is made (including incidents that may have happened in a person's private life) against a member of staff, supply staff, outside professionals delivering at the children's centres, contractor, volunteer or governor, the Executive Headteacher will contact the Local Authority. See Key Contacts - Child Protection poster displayed at all sites. The Executive Headteacher will only carry out initial enquiries (not an investigation) prior to a discussion with the Local Authority Designated Officer (LADO).

Any allegation involving the Executive Headteacher must only be brought to the attention of the Chair of Governors who will consult the LADO.

Any action **must** be recorded. We have a statutory duty to cooperate fully with the Local Authority and other investigating agencies in dealing with allegation matters.

Procedures followed in these circumstances are set out 'Keeping Children Safe in Education'.

All referrals relating to an allegation against an adult working with children will be made to Lambeth social care via the Integrated Referral Hub (IRH) using the LADO referral form on the HR portal.

Outcomes of all investigations into allegations made against staff will be notified to schools 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.

In addition, if a child requires immediate medical attention, contact the emergency services.

The Local Authority Designated Officer (LADO) will advise when parents should be

informed of the incident. The parent/s may need to be told straight away (where a child is injured and requires medical treatment).

There is a **statutory duty** to refer staff to the **Disclosure and Barring Service (DBS)** or the **Secretary of State (SoS)** where:

DBS: anyone (paid or unpaid staff) who has harmed or poses a risk of harm or has committed a prescribed offence and has been removed from Regulated Activity or would have been removed had they not resigned a referral must be made to the DBS. In such cases it may also be necessary to also make a referral to the National College of Teaching and Leadership where the matter relates to a teacher.

**Regulated Activity is work that a barred person must not do. Work is only considered to be Regulated Activity where it is carried out unsupervised at least once per week or more often, or on four or more days in a thirty day period, or overnight.*

SoS: where, on the grounds of serious misconduct but not relating to a safeguarding matter a school dismissed/ceases to use a teacher/trainee teacher, or would have dismissed them had they not resigned then a referral must be made to the Secretary of State.

In such cases the DBS will consider whether the person should be barred from working with children, which will result in that person being included on the Barred List. In a case of misconduct if the Secretary of State concludes there is a case to answer then that person may have a Prohibition Order placed upon them, again disqualifying them from teaching.

OFSTED must be informed immediately of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. **It is an offence not to comply with this statement.**

Where an allegation is made against a member of staff they should contact their union or professional association without delay. In line with the Lambeth Local Safeguarding Children's Board guidance the procedures followed are detailed in the London Child Protection Procedures. In some situations this may result in the suspension of a member of staff. Where this occurs it must be remembered that suspension is 'a neutral act'. It will be considered where: there is cause to suspect a child is at risk of significant harm; the allegation warrants investigation by the police; or, the allegation is so serious that it might be grounds for dismissal.

Every effort should be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The school has a duty of confidentiality and this extends to reporting restrictions up to the point where the accused person is charged by the Police. Parents involved will be reminded that this duty of confidentiality applies to them also, by weight of law and not only relates to them being restricted from openly discussing the matter and also relates to any social media or printed media they may use.

The procedures will ensure that all parties involved in this very difficult situation will be supported, given appropriate guidance and treated fairly.

The 'LSCB Allegations against staff, carers and volunteers' leaflet is given to all staff as part of the induction procedures and annual briefings.

8 PHYSICAL INTERVENTION AND POSITIVE HANDLING

All staff (including volunteers) are expected to adhere to our policies and procedures in respect of their contact with children and their families. Whilst it would be unrealistic and

undesirable to preclude all physical contact between adults and children (specifically with young children), staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Our Positive Behaviour Policy outlines our procedures regarding use of reasonable force in line with DfE Guidance.

9 INTIMATE CARE

We aim to protect children from abuse and our staff from false allegations. If a child needs a change of clothes a member of staff will do this in the designated space where they can be viewed by other members of staff. Where possible children will be encouraged to undress and dress themselves. Changing children can cause anxiety, particularly those who have experienced abuse, and may lead them to misunderstand or misinterpret the actions of an adult. If a nappy is changed the member of staff will inform a colleague. The changing areas can be seen by other members of staff whilst offering privacy to the child. We will obtain parents/carers permission to change children when needed.

10 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 Children's Social Care can be dispensed if seeking consent is likely to lead to a child suffering significant harm, we have a legal duty to share this information with Children's Social Care.

If a child is subject to a child protection investigation, we will share any information about the child requested by Children's Social Care.

- Staff have a professional responsibility to share relevant information about the protection of children with outside agencies. Practitioners must:
 - openly and honestly explain what, how and why information will be shared
 - always consider a child's safety and welfare when making decisions about sharing information
 - seek consent - if not secured, this should be respected where appropriate (unless there is sufficient need to override the lack of consent)
 - seek advice where in doubt
 - ensure information is accurate, up to date, and where necessary, shared with the appropriate people on a need to know basis
 - Stored information safely
 - record the reasons for any decisions made, particularly where no further action is required, a referral is not made to Children's Social Care and whether it is to be shared or not.
 - always explain there are times when confidentiality cannot be maintained.
- Consent to share information is not needed:
 - where there is evidence that a child is suffering, or at risk of suffering, from significant harm
 - where there is reasonable cause to believe the child may be suffering, or at risk of suffering, from significant harm
 - to prevent significant harm to children or serious harm to adults.
- Child Protection records are not available to children or parents due to the confidential nature of the content.
- Where a child moves to another school, any Child Protection records / concerns / details of a child's disclosure the deputy designated safeguarding leads will inform the designated safeguarding lead at the receiving school of this and forward any accompanying records within five days of that new provision being confirmed. The Child Protection file will be sent separately to the child's file by Registered Post and tracked as evidence of receipt, confirmation information will be stored electronically.

- All staff at the settings should be careful and ensure that information is only given to appropriate people and be mindful of issues relating to confidentiality and the status of the information they hold.
- Members of staff, other than the Designated Safeguarding Lead and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to the child and family.
- Child protection and safeguarding documentation will be deleted / destroyed in line with data protection regulations.

11 INTER-AGENCY WORKING / SUPPORTING THE CHILD AND FAMILY WHEN OTHER AGENCIES ARE INVOLVED

- The governing body will ensure that the school contributes to inter-agency working in line with statutory guidance 'working together to safeguard children'.
- We will work with Social Care, the Police, Health Services, Child and Adolescent Mental Health, the Educational Psychology Service and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of Early Help when additional needs of children are identified and contributing to inter agency plans to provide additional support subject to child protection plans.
- We will allow access for Children's Social Care to conduct, or consider whether to conduct a section 17 or a section 47 assessment.
- We will provide reports and attend Child Protection Conferences, Reviews, Core Group Meetings and CLA Reviews as necessary. We understand our role in these forums and will make the appropriate challenges to ensure decisions are made in the best interest of the child (and their siblings) to ensure the best possible outcomes. Where staff other than the Designated Safeguarding Lead attends any of the aforementioned meetings we will ensure that they are properly trained to do so and by attending such meetings they will have been given the appropriate authority to make decisions and commit resources on behalf of the school. Following such meetings we will ensure that all relevant information is co-ordinated and shared and reviewed at the Vulnerable Children Meetings.
- We will keep records and notify Social Care as soon as there is a recurrence of a concern.
- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and may view the world as a frightening place. They may feel helplessness, humiliation and some sense of self blame.
- Their behaviour at this difficult time may be challenging or they may be withdrawn; staff will sensitively support children in line with the Behaviour policies.
- During this time the school or children's centres may be the only stable, secure and predictable element in the lives of children at risk.
- Despite this being a very difficult time for families we aim to maintain relationships with parents/carers where possible.

12 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff are aware 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
- children with SEN and disabilities can be disproportionately impacted without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

Awareness of these additional barriers is reflected in the training for staff.

13 LOOKED AFTER CHILDREN

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

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 Deputy 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.

14 CHILDREN WHO LEAVE WHERE THE SCHOOL IS UNKNOWN/ CHILDREN MISSING IN EDUCATION

A child going missing from education is a potential indicator of abuse or neglect. We will follow our procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of going missing in future. Children missing in education legislation applies to children of school age only. However, where we have concerns about a child who leaves, will endeavour to find out which school they have moved to or inform social care so information can be shared.

It is essential that staff are alert to signs to look out for and individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation, etc.

We will transfer the child's electronic file to the DfE secure access database.

15 SAFER RECRUITMENT PROCEDURES AND SAFEGUARDING CHECKS

We use 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' to ensure that all staff working in the Federation have had the appropriate checks carried out.

In line with the School Staffing (England) Regulations 2009 we ensure that at least one person on any appointment panel has undertaken safer recruitment training.

All staff working in the Federation, engaged in regulated activity, have an enhanced DBS certificate, which includes a children's barred list check.

In addition, all staff employed to carry out work have an additional check to ensure that they are not prohibited from teaching.

Where 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 children's barred list check, has been completed. While awaiting the outcome of the DBS check we will carry out a risk assessment and put in place any necessary measures to ensure that children are safe.

We will make arrangements to ensure that we do not knowingly employ any person who has been disqualified from such work under the Childcare Act 2006 as set out in the Childcare (Disqualification) Regulations 2009.

Teacher prohibition orders prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. All staff are checked against this list on the DfE secure access site.

We will ensure that under no circumstances a **volunteer** is allowed to work with children unsupervised. For 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.

All volunteers are suitably supervised and are subject to an Enhanced DBS Check but without a check of the Children's Barred List. Supervised activity does not fall under the definition of 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. We will provide volunteers with appropriate induction and they will have clear information about the volunteering role they are to perform.

For **supply staff**, we obtain written confirmation that the employment agency supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates including an Enhanced DBS Check. The date we receive this confirmation is recorded on our single central record.

Induction procedures ensure all staff, volunteers and students comply with and understand safeguarding legislation and our policies / procedures.

SINGLE CENTRAL RECORD

A Single Central Record (SCR) will be kept of all vetting checks, in line with Ofsted requirements and in line with the LA Safeguarding Checklist. This will include the status of all checks and date these checks are made and by whom. We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. This full renewal may be waived where the member of staff subscribes to the DBS Update Service and the status check is satisfactory and repeated three yearly.

The Single Central Record has all legally required safeguarding information relating to staff, visitors, students and other adults who visit the school and children's centres regularly; this is a live document.

Volunteers

In line with guidance on safer recruitment from the DfE and the Disclosure and Barring Service (DBS), all volunteers will be suitably supervised. Thus volunteers may be subject to an Enhanced DBS Check but without a check on the Children's Barred List, as supervised activity does not fall under the definition of Regulated Activity.

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. We will provide volunteers with appropriate induction and volunteers will have clear information about the volunteering role they are to perform.

As noted above: all staff, including volunteers will be inducted which will include the provision of schools policies and procedures, this will include any temporary volunteering staff.

16 VISITORS TO THE SCHOOL, CHILDREN CENTRES AND EXTERNAL ORGANISATIONS/AGENCIES

All visitors to the school/centres will follow the 'signing in' procedures on arrival and wear a badge. Visitors including students, professionals delivering at the Children's Centre, contractors, tutors, volunteers, and those spending more than a day at the settings and who are likely to move around the premises independently will read and sign the 'Emergency/Safety Information for Visitors' sheet with a member of staff. This includes reference to the Safeguarding Children Child Protection procedures and allegations to members of staff or other adults.

Lambeth's procedures for selecting and managing external organisations are followed. Induction procedures ensure that key safeguarding information is shared.

17 USE OF CAMERAS AND MOBILE PHONES

Parents/carers at the school sign an agreement that any photographs or filming they take on the premises will be used responsibly. Parents/carers rarely take photos or film but if they do they are monitored to ensure they only include their child in the photograph. In larger group activities e.g. the Leavers' Ceremony a text will be sent out prior to the event asking if any parent object to their child being in a film or photograph so that we can accommodate this.

Visitors are welcome to take photos in the setting but are not allowed to take photographs that include children. The member of staff responsible for the visitor will ensure that they are aware of our policy regarding this. All staff will challenge a visitor if they have concerns that this is not being adhered to.

Staff use work cameras/tablets only for record keeping purposes and will only send photographs digitally internally. Staff will not download any images of children on home computers unless they are school laptops. Staff will not take work cameras off-site except for use on visits or outings with children. Images stored on cameras will be kept to a minimum in case they are lost off-site. All school tablets will be password protected to ensure data is protected when off site. Staff are aware that school tablets are to be used for work purposes only.

Staff keep personal mobile phones in their lockers during sessions. They are able to use them during breaks only. If a member of staff is expecting an emergency call they should arrange for this to be made via the school office.

On visits and in relation to some courses, e.g. Family Learning, staff and parents/carers share mobile phone numbers to facilitate the running of the trip or course with the agreement of the parent. Staff are aware that these numbers should only be used in relation to their work for that specific purpose.

Where volunteers or staff are running other sessions in the community (not Maytree) and recruit to these at Maytree sessions they must obtain permission to do this from a senior member of staff and ensure that parents/carers are aware that the activity is run by a different organisation. If they obtain mobile phone numbers of parents/carers it would be directly from the parents/carers and not from any Maytree data.

If at any time staff are witness to visible injuries or other signs of abuse or neglect they will not, under any circumstances, take any photographic images of this - only medical staff and the Police Child Abuse Investigation Team are permitted to take photographic evidence.

Staff sign that they will adhere to the Acceptable Use of Digital Technology Policy. All staff are aware they must report inappropriate use of mobile technology by other members of staff or visitors immediately. Staff challenge parents and visitors to put their phones away on site in children's areas. At each site there are agreed safe spaces for adults to use personal digital technology.

18 E-SAFETY

The use of technology and social media has become a significant component of safeguarding children. Child sexual exploitation; radicalisation; sexual grooming-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 body will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the schools' and children's centres communities in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

Children will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Children are encouraged to talk with their key person to share any worries or concerns they have. Refer to our school policy regarding

E-safety and acceptable use of digital technologies.

19 LEGAL INDUCTION AND TRAINING REQUIREMENTS

All staff

Whole school in-service training will be organised for staff at least every three years and will comply with the prevailing arrangements agreed by the LA and Lambeth's Safeguarding Children Board and will be in line with the training groups outlined in Working Together to Safeguard Children.

All staff will receive mandatory induction which will include familiarisation with our:

- Safeguarding and Child Protection arrangements
- KWANGO Level 1 - Safeguarding Children Training
- procedures to be followed in cases of concern as set out in this policy document
- the name of our Designated Safeguarding Lead.

All staff will also be issued with a copy of Part 1 of the Government Guidance 'Keeping Children Safe in Education' and a copy of the Staff Code of Conduct.

Opportunities are provided for staff to contribute to and shape safeguarding arrangements and this policy.

Designated Safeguarding Lead (DSL) for Child Protection and Deputies

The DSL and Deputies and other key staff (as identified on the first page of this policy) will attend the appropriate higher level inter-agency training organised, for example by the Lambeth Safeguarding Children Board at least every two years. At least one member of staff must be on duty with this level of training whilst children are on site; during normal nursery session times, during breakfast and after-school club and during school holidays when the children's centres are open. Staff will attend other Lambeth training courses as necessary.

Governor with responsibility for child protection Child Protection Governors training – refresher training every 2 years.

Safer Recruitment Training

The headteacher and one other member of the recruitment panel on the governing body must have attended training and passed the test - certificate lasts for 5 years. Those who have passed the test will undertake the ½ day refresher training offered by Lambeth Schools HR after 5 years. (See Section 15 SAFER RECRUITMENT PROCEDURES.)

Records of all training are detailed on the Training Poster which is displayed at the school and children's centres.

20 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.

21 APPENDICES

- 1 [Child Protection Training: Talking to children about Child Protection issues – Guidance for School Staff](#)
- 2 [Concerns form and HISTORY](#)
- 3 [Protocol re. information storage in Children's Confidential Information Files](#)
- 4 [Social Care Thresholds Chart](#)
- 5 [London Safeguarding Children's Board Good Practice Checklist](#)
- 6 [Barnardo's domestic violence risk identification matrix](#)
- 7 [Keeping Children Safe in Education p10 Actions where there are concerns about a child](#)