

Sudbourne Primary School



Child Protection & Safeguarding Policy

2022-2023

SUDBOURNE PRIMARY SCHOOL SAFEGUARDING CONTACTS

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Sophia Henderson	0207 274 7631/ext 208 shenderson@sudbourne.com safeguarding@sudbourne.com
Mental Health Lead	Jo Chevalier	0207 274 7631/ext 209 jchevalier@sudbourne.com
Looked After Children Lead	Sophia Henderson	0207 274 7631/ext 208 shenderson@sudbourne.com
Deputy DSL (DDSL)	Louise Gee	0207 274 7631/ext 210 lgee@sudbourne.com
Executive Headteacher	James Broad	0207 274 7631/ext 207 jbroad@sudbourne.com
Named Safeguarding Governor	Sinead McBrearty	-
Chair of Governors	Hannah Sheehan	-

LOCAL AUTHORITY CONTACTS

Role	Name	Contact details
Lambeth Children's Services First Response		020 7926 3100 0207 926 1000 (out of hours) helpandprotect@lambeth.gov.uk
Local Authority Designated Officer	Andrew Zachariades	0207 926 4579 / 0772 082 8700 lado@lambeth.gcsx.gov.uk
Senior Safeguarding Manager	Deborah Carter	07596955299 dcarter@lambeth.gov.uk
Education Prevent Officer	Lydia Dixon	0207 926 3668 lnixon@lambeth.gov.uk
Head of Inclusion, Education and Learning	Stuart Boffin	0207 926 0296 sboffin@lambeth.gov.uk
CSE Co-ordinator Children's Services	Claire McDonald	0207 926 0296 CMcDonald@lambeth.gov.uk

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1. ETHOS

Sudbourne Primary School is committed to provide an environment for pupils, where children feel safe and are kept safe. Where children feel secure and are encouraged to talk, are listened to. Children at our school will be able to speak freely to any member of staff at our school if they are worried or concerned about something. All staff contribute to the culture of vigilance which is embedded in our school. All staff form part of the wider safeguarding system for children. This system is described in statutory guidance "Working Together to Safeguard Children". All staff will reassure victims that they are being taken seriously and will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.

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 are to 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.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. Staff should share concerns about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready or know how to tell someone they are abused, exploited, or neglected, and they may not if their experiences are harmful. We will always act in the best interest of the child

Where there is a safeguarding concern, the child's wishes and feelings are considered when determining what action to take and what services to provide. Our systems are well promoted, quickly understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, respond to a disclosure from a child and record and report this information. We will not make promises to any child, and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. Staff are advised to maintain an attitude of "it could happen here" where safeguarding is concerned.

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

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

'Child protection' refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

'Staff' refers to, all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

'Child' includes everyone under the age of 18.

2. PURPOSE AND APPROACH

The purpose of Sudbourne Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment
- Prevent impairment of our children's and young people's mental and physical health or development
- Ensure that children and young people at our school grow up in the circumstances consistent with providing safe and effective care
- Undertake that role to enable children and young people at our school to have the best outcomes

Our school fully recognises its contribution to protecting children from harm and supporting and promoting good care of all registered pupils at our school. The elements of our policy are prevention, protection, and support.

Prevention

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

Protection

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

Support

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

This policy will give clear direction to all staff, including supply staff, volunteers, visitors, and parents, about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school

This policy applies to all pupils, staff, parents, governors, volunteers, and visitors.

3. KEY DOCUMENTS

Key legislation, guidance and policy documents that inform this policy are:

- [Working Together to Safeguard Children](#) DfE (July 2018)
- [Keeping Children Safe in Education](#) DfE (2022)
- [Guidance for Saferhttps://saferrecruitmentconsortium.org/ Working Practices for Adults who work with Children and Young People in Education Settings](https://saferrecruitmentconsortium.org/WorkingPracticesforAdultswhoworkwithChildrenandYoungPeopleinEducationSettings) (May 2019)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)
- [The Prevent duty: Departmental guidance for schools and childcare providers](#) DfE (June 2015)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) DfE (June 2021)
- [Teaching online safety in school](#) DfE (June 2019)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: a toolkit for schools](#) DfE (September 2018)
- [Promoting the education of children with a social worker](#) (June 2022)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#)
- <https://www.lambethsaferchildren.org.uk/>

This policy should be read alongside the following Sudbourne Primary School policies which contribute to our wider response to child safety, protection, and well-being:

- Safeguarding Statement
- Safer Recruitment Policy
- Staff Code of Conduct
- Allegations Against Staff Policy
- Health and Safety Policy
- Equality Policy
- Meeting the Needs of Children with Medical Conditions, including Administration of Drugs Policy
- E Safety Policy
- Looked After Children Policy
- Intimate Care Policy
- Preventing Extremism and Radicalisation Policy
- Volunteers in School Policy
- Relationships and Behaviour Policy
- Anti Bullying Policy
- Positive Handling Policy
- Whistle-Blowing Policy
- Attendance Policy
- PSHE including RSE Policy
- Guidance for Safer Working Practices for Adults at Sudbourne Primary School

Our school procedures for safeguarding children will be in line with the Lambeth Safeguarding Children Board's child protection procedures which are based on the London Child Protection Procedures - <https://www.londonsafeguardingchildrenprocedures.co.uk/> - updated 30 September 2022.

4. ROLES AND RESPONSIBILITIES

4.1 Professional Agency Partnership

As per the Working Together to Safeguard Children 2018 guidance, Keeping Children Safe in Education 2022 identifies three safeguarding partners we will work with going forward:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

If Sudbourne School is named by a safeguarding partner as a relevant agency (i.e. they believe our involvement may be required to safeguard and promote the welfare of children with regard to local need), we are under a statutory duty to co-operate with their published arrangements.

We will continue to work in partnership with our local safeguarding children board (LSCB) and will follow any relevant local arrangements until the new safeguarding partner arrangements are in place.

4.2 Working with Parents/Carers

Sudbourne Primary School recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils. We will:

- make parents aware of the statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils, where necessary
- make parents aware of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact Lambeth Integrated Referral Hub.
- support parent/carer understanding about appropriate chastisement and when chastisement is not appropriate and is in fact physical abuse - see Appendix E.
- ensure parental consent for referrals are received unless otherwise instructed by Lambeth Children's Social Care
- make policies available on the website or on request
- ensure a robust complaints procedure is in place to deal with issues raised by parents and carers.

We are committed to positively, openly, and honestly working with parents. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child *unless* doing so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the school's concerns about a child will not prevent the DSL from making a referral to Lambeth IRH in those circumstances where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the school requires parents to provide accurate up-to-date information regarding:

- Full names and contact details of all adults with whom the child usually lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above) of a minimum of 3 adults
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission, and the date school has been supplied with the adult's full details in writing.

4.3 The Governing Board

The governing board will ensure that Sudbourne Primary School meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance 'Keeping Children Safe in Education, 2022'.

The Governing Board is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

The Governing Board will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Lambeth Safeguarding Children Partnership policies and procedures
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018)
- There will always be a cover for this role. The role will be evidenced explicitly in the role holder's job description
- All staff undertake appropriate child protection training that is updated annually and online safety training
- A staff code of conduct policy including policies covering acceptable use of technologies, staff/pupil relationships and communication and staff use of social media
- Procedures are in place for dealing with allegations or concerns against members of staff including agency staff and volunteers are in line with statutory guidance
- Safer recruitment practices are followed by the requirements of Keeping Children Safe in Education, 2022
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect and exploitation. The school will hold more than emergency contact number for each pupil
- There is a designated teacher for Looked After and Post Looked After Children
- The school has a designated governor responsible for advocating child protection and safeguarding issues within the school. This governor will liaise with the Executive Headteacher and the designated safeguarding lead and report to the governing board on safeguarding matters

4.4 The Executive Headteacher

At Sudbourne Primary School the Executive Headteacher is responsible for:

- Identifying a senior staff member from the Leadership and Management Team (LMT) to be the Designated Safeguarding Lead (DSL)
- Identifying alternate staff members to act as the Designated Safeguarding Lead (DSL) in their role to ensure there is always cover for the position
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring all staff and volunteers can raise concerns about poor or unsafe practices. Such problems are addressed sensitively by the whistle-blowing procedures
- Liaise with the LADO in the event of an allegation of abuse against a staff member or volunteer

4.5 The Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Sudbourne Primary School. The critical role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school
- work with external agencies and professionals on matters of safety and safeguarding
- ensure that all staff members and volunteers know our policy and the procedure they need to follow. They will ensure that all staff, volunteers, and regular visitors have received appropriate child protection information during induction and have been trained within the school.
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new school
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teachers and leadership staff.
- carry out their role by the responsibilities outlined in Annex C of Keeping Children Safe in Education, 2022
- maintain records and child protection files, ensuring they are kept confidential and stored securely
- promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced and identifying the impact that these issues might be having on children's attendance, engagement, and achievement. This will include understanding their academic progress and attainment, maintaining a high aspirations culture for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

A Deputy designated safeguarding lead has also been appointed to take on the responsibility in the absence of the designated safeguarding lead. The ultimate responsibility for safeguarding and child protection remains with the designated safeguarding lead.

4.5.2 Working with Lambeth Children's Social Services

The Designated Safeguarding Lead co-ordinates the school's representation at Child Protection conferences/core groups and the submission of written reports for such Child Protection meetings. The Designated Safeguarding Lead will ensure that if staff members attend a child protection meeting, they have the authority to make decisions and commit resources on behalf of the school.

The Designated Safeguarding Lead will have oversight of the delivery of school recommendations within Child Protection Plans and will disseminate information to relevant staff members as appropriate.

Our DSL will liaise with Children's Services and other agencies where necessary, make referrals of suspected abuse to Children's Services, participate in strategy discussions and other interagency meetings, and contribute to the assessment of children.

We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm and educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The DSL will use the information of a child with a social worker to make decisions in the best interests of the child's safety and welfare and help promote educational outcomes. The DSL will ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in

this group might face and the additional academic support and adjustments that they could make to best support these children.

4.6 Sudbourne Primary School Staff

Sudbourne Primary School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. If staff members have any concerns about a child's welfare they there should report the matter to the designated safeguarding lead using the Sudbourne Primary School form. (Appendix C) or via our secure online reporting systems CPOMS.

Every staff member, including volunteers working with children at Sudbourne are advised to maintain an '*it could happen here*' attitude where safeguarding is concerned. When concerned about child welfare, staff members should always act in their best interest and be responsible for the actions outlined in this policy. We encourage all staff to maintain a professional curiosity about any child exhibiting potential indicators of neglect/abuse (in the absence of a disclosure) and raise these concerns, even if low level concerns that do not meet referral threshold, to the DSL as soon as possible.

5. DEFINITIONS AND INDICATORS OF ABUSE

For definitions and indicators of abuse, refer to appendix A

6. CONTEXTUAL SAFEGUARDING

At Sudbourne Primary School, we recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead take in to consideration the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means that any assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

It safeguards using contextual knowledge and considers whether children are at risk of abuse or exploitation in situations outside their families. Training will ensure staff, visitors, and volunteers know that extra-familial harms take various forms. Children can be vulnerable to multiple injuries, not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the level of abuse.

7. REPORTING CONCERNS TO THE DSL

All staff are encouraged to report concerns and not see these as insignificant. Occasionally, a single incident, such as an injury or disclosure of abuse, is justified. More often, however, problems accumulate over a period and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in the policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. Reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

School staff's responsibility is not to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise problems and inform the DSL with the information outlined in this policy.

The Designated Safeguarding Lead (DSL) should be the first point of contact for concerns and queries regarding safeguarding concerns in our school. Any staff member or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior staff member.

7.1 How to Report a Concern

All concerns about a child or young person should be reported without delay and recorded in writing using the agreed system in the setting (see Appendix B and C). Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Lambeth Integrated Referral Hub as required. All information and activities taken, including the reasons for any decisions made, will be fully documented.

7.2 Challenging School's Response to a Safeguarding Concern Report

Any member of staff who does not feel that concerns about a child have been responded to appropriately and by the procedures outlined in this policy should raise their relations with the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Lambeth Children Services directly with their concerns – see Whistleblowing section.

8. REFERRALS TO LAMBETH CHILDREN'S SOCIAL CARE SERVICES

When the DSL receives a report of safeguarding concern from a member of staff, it is their role to assess whether the concern(s) meet the threshold for referral to Lambeth Children's Social Care Services. We refer to the Lambeth Safeguarding Children's Board Threshold Chart [<http://www.lambethsab.org.uk/children/professionals/thresholds>] to inform our decision-making, and always seek advice from Lambeth Children's Social Care Services First Response Team when threshold is unclear.

Threshold Chart

by Lambeth Safeguarding Children Board



Tier 1 Universal	Tier 2 Children in need of early help	Tier 3 Children in need of targeted or specialist support: LA Children's Services Targeted Early Help	Tier 4 Children at risk of significant harm: LA Children's Services Children's Social Care
<p>The child or young person has no significant additional needs. Needs that do arise can be met by low level interventions within universal services.</p> <p>• No referral is required</p>	<p>The child or young person has low level needs which are not being met by universal services, and so requires some additional early help. An early help assessment and action plan with a lead professional will help identify all areas of need and coordinate a planned response with the child, parents / carers and partners</p> <p>• No referral to LA Children's Services is required.</p> <p>• The child's additional needs will be met in your setting. To achieve this, you will need to identify a lead professional within your agency who will:</p> <ul style="list-style-type: none"> - With parental consent, complete an Early Help Assessment and Action Plan, and lead on its implementation 	<p>The child or young person has high level or complex additional needs which require co-ordinated multi-agency support with an early help assessment and action plan; a lead professional; and a team around the family approach. Or it might be a child with safeguarding concerns but no other needs.</p> <p>Needs may meet the threshold as a child in need under section 17 of the Children Act.</p> <p>Children requiring support at tier 3 will usually meet a number of the indicators listed below.</p> <p>• A referral to LA Children's Services may be required. Contact the First Response Team Professionals' Line 020 7926 3100 or Public Line 020 7926 5555 (24 hours) for advice and guidance</p> <p>• If a referral is required, you should seek parental consent for this</p> <p>• Complete a Multi-Agency Referral Form indicating a need for support at tier 3 and attaching any previous early help assessments or actions plans. LA Children's Services will assess the referral and determine if a Section 17 assessment is required</p> <p>• Children may also benefit from an Education, Health and Care Plan.</p>	<p>The child or young person has an acute level of unmet and complex need and / or requires urgent intervention to protect against significant harm.</p> <p>A child and family assessment is required under section 47 of the Children Act 1989.</p> <p>Children requiring support at tier 4 will usually meet a number of the indicators listed below.</p> <p>• URGENT action is required</p> <p>• Contact LA Children's Services First Response Team Professionals' Line 020 7926 3100 or Public Line 020 7926 5555 (24 hours) for advice and guidance</p> <p>• If a child is at immediate risk of harm call the police 999</p> <p>• Parental consent is not required for a referral at tier 4. The parent or carer should be notified of the referral unless to do so will place the child or young person at greater risk of harm</p> <p>• Complete a Multi-Agency Referral Form indicating a need for support at tier 4 and attaching any previous early help assessments or action plans</p>
<p>Child's/Young Person's Developmental Needs</p> <p>Abuse and neglect: no physical or material signs of neglect; any injuries within normal range; emotionally warm and stable family environment</p> <p>Learning, education and employment: adequate academic progress; meeting developmental milestones</p> <p>Health: healthy; no physical or mental health condition or disability; access to health services; regular physical activity and healthy diet; no history or substance misuse</p> <p>Emotional wellbeing: positive sense of self; emotionally resilient</p> <p>Social development: strong friendships and positive, respectful social interactions</p> <p>Behaviour: age appropriate, legal activities; self-control appropriate to age and development; does not run away from home is absent or go missing; does not have caring responsibilities</p>	<p>Child's/Young Person's Developmental Needs</p> <p>Abuse and neglect: occasional signs of neglect; occasionally dirty, unkempt; occasional, less common injury; parenting lacks emotional warmth</p> <p>Learning, education and employment: Underachieving; additional support needed to meet all developmental milestones; at risk of becoming NEET</p> <p>Health: physical or mental health condition or disability; mixed health checks or immunisations; no physical activity / unhealthy diet impacting on health; early signs that drug or alcohol use is having a negative impact on social well being</p> <p>Emotional wellbeing: poor self-esteem; requires additional emotional support; shows early signs of negative, anti-social or criminal behaviour</p> <p>Social development: limited social interaction; language and communication difficulties; victim or perpetrator of bullying – some support required</p> <p>Behaviour: occasional anti-social behaviour; short lived sympathy for violent / extreme ideology; occasional lack of age appropriate self-control; risk of negative use of internet and social media; occasionally absent, missing from home; occasional caring responsibilities; socially isolated as a result of intolerant views</p>	<p>Child's/Young Person's Developmental Needs</p> <p>Abuse and neglect: consistent physical and material signs of neglect; frequent injury; volatile and unstable family environment – emotional neglect</p> <p>Learning, education and employment: seriously underachieving despite sustained interventions; targeted support needed to meet developmental milestones; NEET</p> <p>Health: physical or mental health condition or disability significantly affects daily functioning; chronic health problems due to lack of access to services; no physical activity / unhealthy diet seriously impacting on health despite sustained interventions; substance misuse dependency impacts mentally and physically</p> <p>Emotional wellbeing: poor self-esteem / sense of identity impacts on daily outcomes; concern of suicide or self-harm; significant deterioration in behaviour and engagement in risky behaviours; fails to meet developmental milestones due to inability of parent/ carer to provide emotional support; involvement in negative, anti-social or criminal behaviour and at greater risk of being groomed or exploited by others</p> <p>Social development: socially isolated; significant communication difficulties; negative interactions and lack of respect; victim or perpetrator or persistent or severe bullying despite early help interventions</p> <p>Behaviour: anti-social behaviour and risk of gang involvement; has associations/affiliation with negative peer groups involved in offending behaviour (group violent offending, street robbery, use of weapons, drugs offences) expresses support for extremism and violence; regular lack of age appropriate self-control, engaged in or victim of harmful use of internet and social media; negative behaviour associated with extremism; persistently missing or absent from home – concern around extremism related to this; caring responsibilities have negative impact; negative and intolerant interactions with others</p>	<p>Child's/Young Person's Developmental Needs</p> <p>Abuse and neglect: extreme physical signs of neglect; material neglect causing significant harm; unaccompanied sexual and child disclosure; long term emotional neglect places child at high risk of / involvement in sexual or other exploitation as perpetrator or victim</p> <p>Learning, education and employment: significant delay / impairment to developmental milestones; at risk of significant harm as a result</p> <p>Health: complex physical or mental health condition or disability has significant adverse impact; complex and chronic health problems due to lack of access to services; no physical activity / unhealthy diet seriously impacting on health and placing at risk of significant harm despite sustained interventions; substance misuse dependency places child at significant risk of harm</p> <p>Emotional wellbeing: negative sense of self leads to significant harm; child is exploited and harmed by others as a result; development significantly impaired; self-harming or suicidal; at high risk of CSE</p> <p>Social development: completely isolated; little or no communication skills or positive interaction with others; negative interactions and lack of respect; victim or perpetrator of persistent or severe bullying which places well being at risk</p> <p>Behaviour: involved in persistent, serious criminal activity (group violent offending, weapons use, possession with intent to supply drugs/offences) and known gang involvement; expresses support for extremism and violence; little or no age appropriate self-control places self and others at risk; significant concerns child is at risk of harm due to internet and social media activity; significant concern child is being groomed for involvement in extremist activity; strong links with extremist individuals / groups; child persistently missing or absent with significant concern about sexual exploitation and / or criminal activity; caring responsibilities have significant negative impact with no sign of change. Arrested for a drugs offence outside of London area or stopped and searched out of London in circumstances that may indicate involvement in drugs supply offences at risk of criminal exploitation.</p>

8.1 Routine Referrals

Referral to Lambeth Children's Social Care Services First Response team will be made using a multi-agency online referral form (MARF) and emailed to: helpandprotect@lambeth.gov.uk

Guidance and advice are often sought by the DSL from Lambeth Children's services first response via telephone: 020 7926 3100/Out of hours telephone: 0207 926 1000 prior to submitting a referral online, particularly to ensure clarity regarding consent from parents – see Section 10.1.

8.2 Immediate Harm/Emergency Referrals

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 pupil is thought to be at immediate risk (because of parental violence or intoxication, for example) urgent police intervention may be requested. 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.

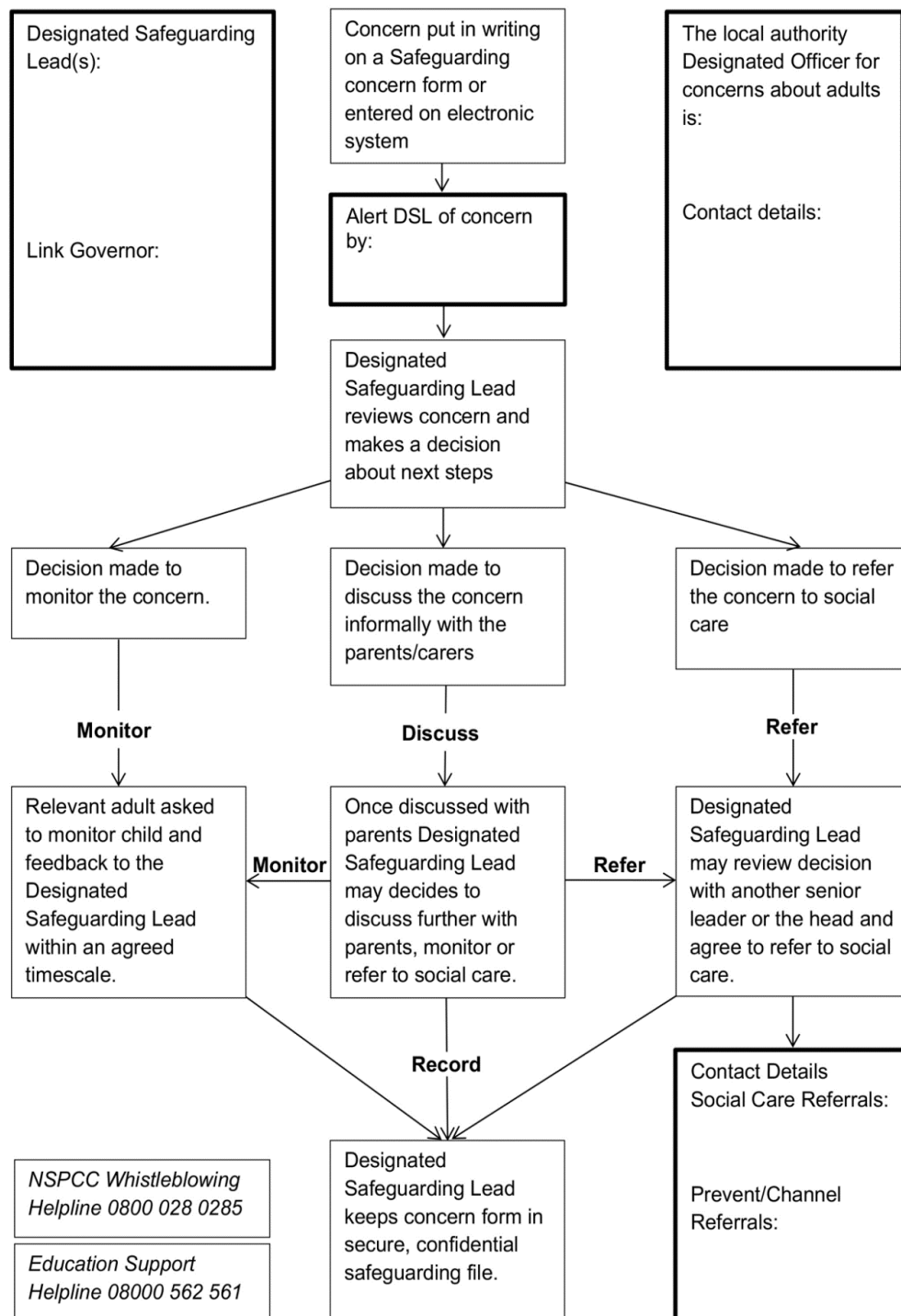
If a child is in immediate danger or is at risk of harm, the safeguarding designated lead will refer to children's social care and/or the police immediately.

Anybody can make a referral in these circumstances. If the child's situation does not appear to improve, the staff member with concerns should press for re-consideration by raising concerns with the DSL and Executive Headteacher.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Lambeth Children Services or the police if:

- the situation is an emergency, and the designated safeguarding lead, their deputy and the Executive Headteacher are all unavailable.
- they are convinced that a direct report is the only way to ensure the pupil's safety.
- 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.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



9. POST REFERRAL TO CHILDREN'S SOCIAL CARE SERVICES

Once we have submitted a referral to Children's Social Care Services, social workers will undertake either a Section 17 or Section 47 assessment by analysing the child's needs and/or the nature and level of any risk and harm being suffered by the child.

Section 17 assessments decide whether the child is a child in need – "Child in Need"

Section 47 assessments decide whether the child is suffering or likely to suffer significant harm – "Child Protection"

Lambeth Children's Social Care Services should inform the school of the outcome of any referral within 45 working days. It is the DSL responsibility to pursue referral outcomes should Lambeth Children's Social Care Services fail to inform school of their assessment.

9.1 Children with a Social Worker: CIN or Child Protection

At Sudbourne Primary School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to harm further, as well as facing educational barriers to attendance, learning, behaviour, and poor mental health. We consider these needs when planning to support pupils with a social worker, ensuring that they have priority access to our pastoral care team, are considered firstly when assessing suitability for referrals to agencies such as dramatherapy support. Families will be considered for additional support e.g. free/subsidised after school/wrap around care if this support further protects the child and is in alignment with Lambeth Children's Social Care Services CIN or CP Care Plan.

9.2 Child Protection Conferences/Core Group Meetings

Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will occur once a child has been made the subject of a Child Protection Plan to monitor the child's safety and the required reduction in risk.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school regarding individual children. Usually, the person representing the school at these meetings will be the DSL. In any event, the person attending will need to have as much relevant up-to-date information about the child as possible; any staff member may be required to contribute to this process.

All reports for child protection conferences will be prepared in advance using the guidance provided by the Lambeth Safeguarding Children Partnership. The information in the account will be shared with parents before the conference as appropriate. It will relate to the child's physical, emotional, and intellectual development and presentation at school. To complete such reports, all relevant information will be sought from staff working with the child in school. Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than with another profession. We will work with an openly and honestly parent whose child has been referred to Children's Services or is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children, and we aim to achieve this in partnership with our parents.

10. DISCLOSURES AND CONSENT

As a rule, personal information that is held, is subject to a duty of confidentiality and cannot be shared with third parties. When requesting information third parties need to clear about the reasons why they need the information. The exception to this rule is as follows:

- The person has consented to disclosure.

- Disclosure is in the public interest, which includes preventing a crime.
- Disclosure is required under a court order or a legal obligation.
- Disclosure is necessary to safeguard a child's welfare.
- An adult 16 or over is assessed as not having the capacity to decide about disclosing the information and a decision is made that it is in the best interest to disclose the information.

Children under 16 can only give consent if it is thought that they fully understand the issues and are able to make an informed decision. If not, the decision must be made by the person who holds parental responsibility.

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.

A person aged 16 and over is assumed to have capacity to give consent. When a person over 16 is assessed as lacking the capacity to give consent, the Mental Capacity Act guidance on making a best interest decision on this matter should be followed.

10.1 Disclosure without consent with regards to a child

Where consent has not been given, or it is thought that seeking consent from a parent or carer may place the child at further risk, professionals should consider whether it is lawful for them to disclose the information without consent.

It would be lawful to disclose information in order to safeguard a child's welfare, but professionals must consider the proportionality of disclosure against non-disclosure: is the duty of confidentiality overridden by the need to safeguard the child?

Where information is disclosed, it should only be relevant information and only disclosed to those professionals who need to know.

(For further guidance on information sharing see: Working Together To Safeguard Children, 2018)

We will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes allowing relevant staff to share information without consent where there is good reason to do so, and the sharing of information will enhance the safeguarding of a child in a timely manner, or to gain consent would place the child at risk – see above.

We will withhold providing information where the serious harm test is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation.

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.

N.B. Parental consent to refer to Lambeth Children's Social Care Services can be dispensed if seeking consent is likely to result in a child suffering significant harm. We will always seek guidance from First Response Referral on this.

11. EARLY HELP

Sudbourne Primary School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a

problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the school/college will use of an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The school/college is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

All staff should consider the following factors which may initiate the requirement for Early Help. The young person:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental ill health, domestic abuse
- is showing early signs of abuse and/or neglect
- is particularly vulnerable in any of the ways identified in paragraph 6 above

Staff should discuss their concerns with the designated safeguarding leads.

If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help assessment being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

12. TRAINING

12.1 Regular staff training

Our Governing board will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be updated at least every three years and is in line with advice from the Lambeth Safeguarding Children Board.

All staff will participate in annual training (typically at the start of the academic year). This training will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing concerning concerns about another adult's behaviour and suitability to work with children. Staff will also receive online safety training as this is part of the overarching safeguarding approach of our school.

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

We provide all staff with guidelines on appropriate behaviour at school via our Guidelines for Safer Working Practice – see Appendix D.

All staff will be expected to complete online assessment of their knowledge and understanding of Keeping Children Safe in Education – via The Key Safeguarding - <https://safeguarding.thekeysupport.com/> online assessment test. They will be given a copy/e link to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf

Any staff joining the school who will have missed the school's annual child protection and safeguarding training will be expected to complete a similar online training course – via The Key Safeguarding - <https://safeguarding.thekeysupport.com/> - with certification of completion.

12.2 Designated Safeguarding Lead Training

The designated safeguarding lead and deputy will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

In addition to formal training, DSL will ensure that they update their knowledge and skills regularly but at least annually, to keep up with any developments relevant to their role. We participate in Lambeth's Designated Safeguarding Leads Forum and training opportunities, subscribe to the NSPCC's Learning Newsletter – Caspar, amongst other methods to ensure that the DSL is kept up to date with key safeguarding learning points.

12.3 Governor Training

Members of the Governing Body must take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated. (See KCSIE (2022), paragraph 81.). At Sudbourne Primary School we utilise the online safeguarding training content from The Key Safeguarding - <https://safeguarding.thekeysupport.com/> to ensure that our Governing Body are up-to-date with safeguarding knowledge and skills suitable for their accountability role.

12.4 New Staff Induction

All staff will have the following explained to them during their induction and copies of the policies and a copy of Part one of 'Keeping Children Safe in Education, 2022 will be provided to them:

- child protection and safeguarding policy
- relationships and behaviour policy
- staff code of conduct
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputy
- school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these vital critical documents.
- accessing CPOMS to report concerns

Supply and other temporary staff will also be given the documents outlined in the preceding paragraphs, and other relevant policies, on arrival at Sudbourne Primary School via our Welcome Pack.

13. TEACHING CHILDREN ABOUT SAFEGUARDING

Sudbourne Primary School will ensure children are taught about keeping themselves safe, including online, through teaching lessons in PSHE and by providing other opportunities for pupil voice, as part of providing a broad and balanced curriculum.

We recognise that safeguarding is more than contributions to Child Protection matters and we will use the curriculum generally, and PSHE in particular, to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability. Pupils will be encouraged to make use of internal systems such as Class Worry Boxes, Time for You, Class Circle Time, and our known Safeguarding Adults to whistle blow or raise any issue of safety in confidence.

Teaching may also include covering relevant issues through Relationship education (RE) and Relational and Sex Education. Relationship Education, for all primary schools and Relationships and Sex Education, for all secondary schools and Health Education, for all state funded schools, has been mandatory since September 2020.

We also recognise and accept that children have a right to be heard and will additionally facilitate this by ensuring pupil voice through our School Council, and our Pupil Voice questionnaires, and where applicable we will review and modify our policies accordingly.

14. SAFER RECRUITMENT

Sudbourne Primary School will adopt safer recruitment procedures that help deter, identify reject people who might abuse children. We adhere to the statutory guidance 'Keeping Children Safe in Education, Sept. 2021 part 3, to ensure that all staff working in our school have had the appropriate checks carried out.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. The Senior Leadership Team will have a minimum of two members trained in safer recruitment.

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

Staff and contractors who have the opportunity for regular contact with children who are not involved in regulated activity, the enhanced DBS certificate will be required without the barred list check.

(Regulated activity is satisfied if the person caring out the activity does so at any time on more than three days in any 30 days period, done at any time between 2 a.m. and 6 a.m. and it gives the person the opportunity to have face to face contact with children).

Where an individual starts work in regulated activity before the DBS certificate is available the school will also ensure that:

- a risk assessment is in place with appropriate measure to ensure the pupils are safe
- the individual is appropriately supervised at all times
- Carry out a separate barred list check

We will ensure that **two most recent references** have been obtained and scrutinised, prior to the start of employment, for all paid staff, volunteers and agency staff.

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.

We will make arrangements to ensure that we do not knowingly employ any person in our Early Years Foundation Stage or our After School clubs who has been disqualified from such work under the Childcare Act 2006 as set out in the Childcare (Disqualification) Regulations 2009. Only staff within our Early Years teams, After School clubs and their direct line managers will be asked to make the relevant declarations.

14.1 Volunteers

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

All volunteers will be suitably supervised and may be 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. A risk assessment will be undertaken and used alongside professional judgment and experience to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

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

14.2 Agency Staff/Third Party Staff

For agency staff/third party staff, Sudbourne Primary School will also include whether written confirmation that the employment agency supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received. Sudbourne will obtain written confirmation from any agency/third party organisation that they adhere to the safer recruitment procedures outlined in 'Keeping Children Safe in Education, 2022'. Checks will also be made to ensure the person presenting themselves for work is the same person on whom the checks were carried out.

14.3 Governors

For recruitment of new **governors**, we will use the Secure Access Portal to check whether the person is barred as a result of being subject to a section 128 direction, if they do not work in regulated activity.

For school governors who work in regulated activity, we are required to request barred list information from the Disclosure and Barring Service (DBS), and a section 128 direction will be disclosed as part of this if 'children's workforce independent schools' is specified in the parameters for the barred list check.

14.4 References

The purpose of the seeking references is to allow the school or college to obtain objective and factual information to support appointment decisions. References should always be obtained from the candidate's current employer. They should always be requested directly from the referee and preferably from a senior person with appropriate authority, not just a colleague.

On receipt, references should be checked to ensure that all specific question have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate, for example if the answers are vague or if insufficient information is provided.

14.5 Individuals who have lived or worked outside the UK

We follow guidance from the Home Office on criminal-records checks for overseas applicants, such that: All Tier 2 (General) visa applicants who want to work at Sudbourne Primary School must provide a criminal record certificate. This must be from any country (except the UK) where they have lived for 12 months or more (whether continuously or in total) in the last 10 years, while aged 18 or over. Further checks may also include a check for information about any teacher sanctions or restrictions that an EEA professional regulating authority has imposed using the TRA system.

15. SINGLE CENTRAL RECORD

Our school will keep a single central record, covering all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

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

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions for independent schools (including free schools and academies));
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom;
- a Childcare disqualification

We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out regularly.

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

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

Going forward, a copy of documents used to verify a successful candidate's identity, right to work and required qualification will be kept for their personnel file.

16. RECORD KEEPING

Sudbourne Primary School uses CPOMS for record keeping. CPOMS is an online software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. It is password and merit-lock protected and meets GDPR regulations.

All records are kept password protection via CPOMS and made available to staff on a need to know basis.

When a pupil transfers to a new school we will ensure that the child protection records are addressed to the designated safeguarding lead and sent separately from the general records to the new school. If the receiving school uses CPOMS, we will transfer confidential records via CPOMS. We will send additional records via Egress (intelligent cloud based email security software) to maintain security of confidential information.

16.1 Retention of Records

Current timescales for the retention of Child Protection Records are D.o.B. +25 years after which they should be destroyed via secure disposal.

NB. Any records relating to an allegation child protection nature against a member of staff, including where the allegation is unfounded will be retained until the person's normal retirement age, or 10 years from the date of the allegation, whichever is longer.

The general Pupil Record / Files are to be retained for D.o.B. +25 years after which they should be destroyed.

Our Child Protection records will be kept if there is no known destination of the child. We will notify the local authority's Child Missing Education Lead of this, so that if the pupil is located the records can be linked up.

17. PHYSICAL INTERVENTION / POSITIVE HANDLING

17.1 Appropriate Touch

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

17.2 Positive Handling

There are circumstances when it is appropriate for staff to use reasonable force to safeguard students. The term reasonable covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

The decision on whether or not to use reasonable force or restraint a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions, we will recognise the additional vulnerabilities of these groups. We draw up individualised behaviour support plans for our more vulnerable pupils and agree them with parent/carer.

Our Use of Reasonable Force procedures is incorporated in the pupil behaviour policy and in line with DfE Guidance on the '*Use of Reasonable Force (2013)*'.

As per best practice advice, such incidents will be recorded and reported to the Head Teacher and may be reported to parents as appropriate, as per best practice advice. Refer to our separate policy on positive handling/restraint and the reasonable use of force.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Refer to our document 'Guidance for Safer Working Practices for Adults at Sudbourne School' and our Positive Handling Policy.

17.3 First Aid Administration

First Aid should only be administered by qualified first aiders including Paediatric First Aid trained staff in our Early Years phase and, if it is necessary for the child to remove clothing for this treatment, there should be, wherever possible, another adult present. For further detail, see our Supporting Children with Medical Conditions and Administration of Drugs and Medicines Guidelines Policy

Also see Annex D for our Guidance for Safer Working Practice for all adults at Sudbourne Primary School.

18. INTIMATE CARE

Where a child may require regular, intimate care e.g. nappy or incontinence pad changing parents/carers will be asked to sign a form giving their permission. Likewise, staff involved in the intimate care will be asked to sign a form indicating their willingness to be involved in the intimate care required. If a member of staff is providing any form of intimate care, another member of staff will, as far as possible, be present or nearby, taking into account the child's right to privacy and dignity. As far as is practically possible, children will be asked whether they would like an adult of the same sex to be present. For further detail, see our Intimate Care Policy and our Supporting Children with Medical Conditions and Administration of Drugs and Medicines Guidelines Policy.

If a child needs help with toileting or washing after soiling themselves another adult may be present or within earshot whilst always recognising the child's right to privacy and dignity. When children are admitted to our school, parents/carers will be asked to give permission for changing their wet or soiled clothes in school.

19. ALLEGATIONS/CONCERNS ABOUT ADULTS AT SCHOOL

At Sudbourne Primary School, we recognise that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.

19.1 Low-Level Concerns vs. Allegations

Any concerns about the conduct of adults (staff member, supply staff, volunteers or contractors) in the school should be taken to the executive headteacher (and in their absence, the Head of School) without delay; any concerns about the executive headteacher should go to the Chair of Governors, who can be contacted by email.

Concerns may come from various sources, for example, a suspicion, complaint, or disclosure made by a child, parent, or another adult within or outside the organisation; or because vetting checks are undertaken.

The executive headteacher will decide whether the concern is an allegation or low-level anxiety. The term 'low-level' situation does not mean it is insignificant; the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations: It is an allegation if the person* 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 and.
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers, and contractors.)

Low-level Concerns: Concerns may be graded Low-level if the concern does not meet the criteria for an allegation and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work. Example behaviours include, but are not limited to:

- being over-friendly with children
- having favourites
- taking photographs of children on their mobile phones
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- using inappropriate sexualised, intimidating, or offensive language

The term 'low-level' concern does not mean it is insignificant; it simply means that the behaviour towards a child does not meet the abovementioned thresholds. In Lambeth, the 'low level' concern process is to consult with the Senior Safeguarding Manager Deborah Carter on 020 7926 4679 or dcarter@lambeth.gov.uk. At Sudbourne Primary School, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately

We recognise that low-level concerns should not be included in references unless they relate to a reference, such as misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated, it should be referred to in a reference.

19.2 Reporting to the LADO

Allegations should be reported to the LADO 'without delay. Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine any foundation for the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

If the concern has been raised via a third party, the executive headteacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern unless it has been raised anonymously
- to the individual involved and any witnesses

Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and, on reflection, they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns will be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous, then that should be respected as far as reasonably possible)

19.3 Recording Keeping - Staff

Records will be kept confidential, held securely, and comply with the Data Protection Act 2018. We will keep this information for up to 5 years after the individual leaves their employment.

Records will be reviewed to identify potential patterns of concerning, problematic or inappropriate behaviour. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO.

We recognise our responsibility to report/refer allegations or behaviours of concern and harm to children by adults in positions of trust, which the school does not employ, to the LADO service directly at <https://www.lambethsaferchildren.org.uk/lado-referrals>. These are adults, such as those in the voluntary sector, taxi drivers, escorts, and foster carers.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in Part 4 of *'Keeping Children Safe in Education, DfE (2022)* are adhered to and seek appropriate advice. The first point of contact for schools regarding concerns and allegation issues (including for supply teachers) is via the Local Authority Designated Officer on 02079264679. Following the advice, the LADO referral form should be completed and sent to lado@lambeth.gov.uk

If an allegation is made or information is received about any adult who works/volunteers in our setting, which indicates that they may be unsuitable to work/volunteer with children, the member of staff receiving the information should inform the Executive Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Executive Headteacher, this will be reported to the Chair of Governors. If neither is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Executive Headteacher[at Sudbourne, this is the Head of School] or the Vice Chair of Governors.

The Executive Headteacher or Chair of Governors will seek advice from the LADO within one working day. No staff or governing body member will undertake further investigations before receiving advice from the LADO.

19.4 Supply/Agency Staff

When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have a responsibility to ensure allegations are dealt with appropriately. To achieve this, we will liaise with relevant parties, including the LADO, to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and or children's services, we recognise that the school will usually take the lead in investigating as we have direct access to any affected children and other school staff to collect the facts.

20. WHISTLEBLOWING

Initially concerns will be raised with the staff member's 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 (see Whistleblowing policy).

A whistleblowing disclosure must be about something that affects the public, such as:

- a criminal offence has been committed, is being committed or is likely to be committed

- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

Further information and guidance, forms, leaflets, and the Allegations Against Persons whom Work/Volunteer with Children Procedures are found on the [Lambeth Safeguarding Children Partnership Website](#). Further national guidance can be found at [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is open from 8:00 am to 8:00 pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of several listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

In that case, a referral will be made as soon as possible after the resignation or removal of the individual by advice from the LADO and HR. The school must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

21. ON-LINE 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. Children are at risk of abuse online as well as face to face. We understand that in many cases, abuse will occur concurrently via online channels and in daily life. We know that children can also abuse their peers online. This abuse includes harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of offensive videos such as pornography.

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 whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

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

As part of the requirement for staff to undergo regularly updated safeguarding training, online safety training is also delivered; we will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement. More details can be found in our Online Safety Policy.

21.1 Social Networking and Sudbourne Staff

School staff should also be alert to the possible risks that might arise from contact with pupils outside of school, including contact when using digital technologies which should be for school purposes only and through school equipment/numbers/digital addresses, not personal equipment / devices or personal numbers, email addresses or other such sites. It is expected that staff will always decline requests from pupil to be 'friends' on social networking sites. The Executive Headteacher must always be made aware of any such contact or approach from pupils.

22. CHILD ON CHILD ABUSE – SEXUAL VIOLENCE AND HARRASSMENT

Staff should recognise that children are capable of abusing their peers (and older/younger children). All staff will be informed of Section 5, Keeping Children Safe in Education, 2022 guidance. All staff will complete an INSET on this particular aspect and will complete an online test to demonstrate knowledge and understanding in this area. The school will take child on child abuse seriously, and it will never be tolerated or passed off as "banter" or "part of growing up".

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

- Bullying, including cyberbullying (see policy for more information)
- Physical abuse
- Sexual violence
- Sexual harassment
- Up-skirting
- Sexting, also known as youth produced sexual imagery¹

Our response to a report of peer on peer abuse will be guided by Section 5, Keeping Children Safe in Education, 2022 – Responding to the Report. In doing so, we recognise that children are vulnerable to physical, sexual, and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that achieved by an adult, so all staff and volunteers must remember the impact on both the victim of the abuse and focus on the support for the child or young person exhibiting the harmful behaviour.

We understand that even if there are no reports in our setting, it does not mean it is not happening; it may be that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report which may come from a friend or overheard the conversation and will always be taken as seriously as abuse perpetrated by an adult. The same safeguarding children's procedures will apply to any likely to suffer significant harm.

Where there is a report of sexual violence and/or sexual harassment, the school will make decisions on a case by case basis using professional judgement, supported by children's social care and/or the police as required.

We will seek advice from Children's Social Care to ensure the protection and support of the victim, our actions vis a vis the alleged perpetrator, and any actions necessary in consideration of all other children (and if appropriate, staff).

We will draw up risk assessments and safety plans to support children to remain in school whilst safeguarding other children and the victim, if suitable.

¹ If any devices need to be seized and passed onto the police, then the device(s) will be confiscated, and the police will be called. The device will be turned off and placed under lock and key until the police are able to come and retrieve it.

Important considerations will include:

- The nature of the alleged incident, including whether a crime has been committed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalances between the children (e.g. age difference, disability or learning difficulties)
- If incident is one off or sustained pattern of abuse
- Ongoing risks to the victim, other children, staff
- Any contextual safeguarding issues/wider context known

On a case by case basis, our response to an allegation will be one of the following:

1. Manage internally
2. Early help
3. Referral to social care
4. Reporting to the police (in parallel with referral to social care)

Our ongoing response priority will be to make the victim's daily experience as normal as possible. Support will be tailored on a case by case basis.

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.

With regard to our response to the alleged perpetrator, we will consider their age and developmental stage and the nature of the allegations. Support and sanctions will be considered on a case by case basis and following advice from children's social care.

23. BULLYING

Refer to Sudbourne Primary School's anti bullying policy.

24. LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing board will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Previously looked after children remain vulnerable, therefore the school will ensure that it works together with other agencies to keep them safe.

Our designated teacher for looked after children is: Sophia Henderson, Head of School

The designated teacher has responsibility for promoting the education achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

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

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after children will work with the virtual school head to discuss how that funding can

be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

25. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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

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

We therefore follow the guidance in 'Safeguarding Disabled Children: Practice Guidance', by the Children's Society. We work to ensure that children have the means to be able to communicate with an adult and be able to make disclosures. We also look to provide appropriate Sex and Relationship training for children with SEND that is appropriate for the child's level of understanding. This is often decided when working alongside our team of outside agency's including Educational Psychologist, Speech and Language therapist, and with the advice of our SEN consultant who has lengthy experience of working within special school settings.

When using reasonable force in response to risks presented by incidents involving children with Sen or disabilities or with medical conditions, we will consider the risks carefully in recognition of the additional vulnerabilities of these groups of children. We will make consideration of our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and Public Sector Equality Duty. We will plan positive and proactive behaviour support and agree them with parents/carers.

Where our school places a pupil with **an alternative provision provider**, we recognise that we continue to be responsible for the safeguarding of that pupil, and must be satisfied that the provider meets the needs of the pupil. We will get written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

26. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. At Sudbourne Primary School, all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children daily and identify those whose behaviour suggests that they may be experiencing a mental health problem or at risk of developing one.

We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. Therefore, through training, staff know how children's experiences can impact their mental health, behaviour, and education. All staff are unacknowledgable if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

Sudbourne Primary School has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We have two Mental Health First Aiders who meet regularly with the DSL, and our

Inclusion Lead meets with our Learning Mentors and ELSA TAs on a weekly basis, to identify children requiring mental health support and collaborating devise support plans for these children. If a member of staff has a mental health concern about a pupil, they will speak to the designated safeguarding lead or a deputy with their concerns, or report them via CPOMS.

For further support, we make use of [Mental Health and Behaviour in Schools' DfE guidance for further support](#)

27. YOUNG CARERS

Parents with care and support needs are those that have one or more of the following:

- mental health problems
- problem dependency on substances
- a learning disability
- a physical disability.

Many parents with care needs are also economically deprived, which will have a negative impact on an individual's ability to parent successfully.

Children's needs are usually met by supporting their parents to look after them. Staff at Sudbourne recognize that parents may have limited insight into understanding their own needs and therefore be unable to recognize the impact this is having on their ability to parent.

The designated safeguarding lead will consider the concerns for either an 'Early Help' intervention or a referral to Lambeth Social Care if appropriate.

28. CHILDREN MISSING FROM EDUCATION

A child going missing from education is a potential indicator of abuse or neglect. We will follow the school's procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

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 and forced marriage.

28.1 Removal from Register

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

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- has been permanently excluded

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

28.2 Failure to Attend School

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

We will ask parents/carers to provide at least three emergency contact numbers to enable contact to be made with a responsible adult when a child missing education also identified as having a welfare and/or safeguarding concern. Parents should remember to update the school as soon as possible if the numbers change.

We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are missing:

- An attendance register is taken at the start of the first session of each school day and once during the second session
- We make every effort to contact parents and carers and follow up with emergency contacts.
- We hold at least 3 emergency contact numbers for each pupil on our roll wherever possible.
- Staff will alert DSLs to any concerns regarding children absent from school
- The DSLs will meet regularly with the Attendance Lead, SENDCo and other pastoral team members to ensure that each response is thorough and considers all the relevant information about individual children
- We will follow the procedures outlined in our attendance policy, including undertaking first-day day calling and monitoring data to ensure we intervene early in cases of poor attendance or unexplained absences
- When removing a child from the roll at the standard and non-standard transition points, we will inform the Local Authority by statutory requirements and pass on all safeguarding files

In response to the guidance in Keeping Children Safe in Education (2022), the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions) – see Attendance Policy
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards), or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take their place will be referred to the local authority.

When a pupil leaves the school, we will record their new school's name and expected start date.

29. CHILD SEXUAL EXPLOITATION/CHILD CRIMINAL EXPLOITATION

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse may be, one off, series of incidents over time and range from opportunist to complex organised abuse. It can involve force and/or enticement-based methods of compliance. Victims can be exploited even when activity appears consensual and can be facilitated and/or take place online.

29.1 Child Sexual Exploitation (CSE)

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

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

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

Potential vulnerabilities: Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect and physical and sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

At Sudbourne Primary School, we recognise that Child Sexual Exploitation is a form of child sexual abuse. This power imbalance coerces, manipulates, or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and) for the perpetrator's financial advantage or increased status. Child sexual exploitation does not always include physical contact; it can also occur using technology. We understand that

some children may not realise they are being exploited, e.g., they may believe they are in a genuine romantic relationship.

29.2 Child Criminal Exploitation (CCE)

CCE occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants and (b) for the financial or another advantage of the perpetrator or facilitator and/and through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods or regularly come home late; and
- children who regularly miss school or education or do not participate in education.

29.3 County Lines and Severe Violence

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or another form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure victims' compliance times.

Children can quickly become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

If a child is suspected to be at risk of or involved in county lines, a referral to the Lambeth Integrated Referral Hub will be made alongside consideration of the availability of local services/third sector providers who offer support to victims of county lines exploitation.

At Sudbourne Primary School, we train staff to recognise that both CSE and CCE are forms of abuse, and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to various other factors, including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when the activity appears consensual.

We understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines illegally activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets, and seaside towns. The key to identifying potential involvement in county lines is missing episodes when the victim may have been trafficked to transport drugs.

We understand that children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They

may be compelled to be forced into carrying weapons such as knives or begin to take a knife for protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise that the experience of exploited girls can be very different from that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

We refer to the Home Office's [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#) guidance for more information.

30. DOMESTIC VIOLENCE (DV)

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

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.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can occur inside or outside the home.

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"

Sudbourne Primary School recognises that domestic violence will have an impact on aspects of a child's life. Exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, the child may blame themselves for the abuse. 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 try our best to provide an opportunity for the abused partner to disclose the harm. Consequently, 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. Lambeth has commissioned the Gaia Centre to offer support for victims of domestic abuse and the school will support parents in referring to Gaia. <http://www.refuge.org.uk/our-work/our-services/one-stop-shop-services/the-gaia-centre/>

30.1 Operation Encompass

Operation Encompass ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform usually the designated safeguarding lead in the school before the child arrives at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Sudbourne signed up to Operation Encompass in 2019.

31. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead and deputy will be aware of the contact details and

referral routes into the Local Housing Authority to raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behavior as well as the family being asked to leave the property.

32. SO-CALLED HONOUR BASED VIOLENCE

So-called '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.

Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of action to take.

All forms of so-called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

The designated safeguarding lead will activate local safeguarding procedures, using national and local protocols for multi-agency liaison with police and the children's social care.

33. FEMALE GENITAL MUTILATION (FGM)

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 pupils.

Typical identifiers / triggers are:

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

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elders from the country of origin
- being taken on an extended holiday to the country of origin
- talk about a 'special' procedure to become a woman

Lambeth FGM guidance is available on the LSCB website: [Lambeth FGM Guidance](#)

Children at risk of FGM: If staff have concerns that a child might be at risk of FGM, they should inform the DSL, who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting, or standing and may even look uncomfortable.
- spending more time in the bathroom or toilet due to difficulty urinating.
- spending long periods away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- reluctance to undergo regular medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Children believed to have undergone FGM: Where FGM has taken place, there has been a mandatory reporting duty placed on teachers. [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 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.

We will provide guidance and support to our teachers on this requirement, and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any issues with the safeguarding lead and children's social care. The duty does not apply to at-risk or suspected cases.

34. FORCED MARRIAGE

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

The Forced Marriage Unit has published statutory guidance and multi-agency guidelines. See pages 35-36 for schools focus information. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk

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

35. EXTREMISM AND RADICALISATION

Refer to our policy on 'Preventing extremism and radicalisation'

Protecting children from the risk of radicalisation is seen as part of Sudbourne's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Extremism refers to the vocal or active opposition to our fundamental values, including rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

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

Recognising Extremism: Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages like illegal organisations or other extremist groups
- out of character changes in dress, behaviour, and peer relationships (but there are also compelling narratives, programmes, and networks that young people can come across online, so involvement with groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race, or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

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. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability today. At Sudbourne, we will ensure that:

- Through training, staff, volunteers, and governors understand radicalisation and extremism, why we need to be vigilant in school, and how to respond when concerns arise
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism
- The DSL will make referrals by following our school procedures and attending Channel meetings as required
- Through our curriculum will promote pupils' spiritual, moral, social, and cultural development

36. PROTECTED CHARACTERISTICS

Under the Equality Act 2010, it is unlawful to discriminate against people with a 'protected characteristic'. The protected characteristics are as follows:

- **Age:** The Act protects people of all ages.

- **Disability:** A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. It includes people with a progressive illness such as HIV or cancer.
- **Sex:** Previously referred to as gender. Applies to male or female.
- **Gender Reassignment:** The process of transitioning from one gender to another including people who choose to live in the opposite gender to the gender assigned to them at birth
- **Sexual Orientation:** The Act protects lesbian, gay, bi-sexual and heterosexual people.
- **Race:** This includes colour, ethnic / national origin or nationality. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- **Religion or belief:** The Act covers any religion, religious or non-religious beliefs, also including philosophical belief or non-belief.
- **Marriage and Civil Partnership:** The Act protects employees who are married or in a civil partnership against discrimination. Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.
- **Pregnancy and Maternity** (including breastfeeding mothers): A woman is protected against discrimination on the grounds of pregnancy and maternity.

It is important at Sudbourne School that we protect these characteristics, in a respectful, sensitive, and age appropriate manner. We do this in a number of ways:

- Day to day modelling of positive values, behaviour, and relationships
- Challenging stereotypes and discriminatory language or behaviour
- Celebrating individuality and personal choice
- Raising awareness of unconscious bias (e.g. avoiding phrases like 'tell your Mummy and Daddy', using instead 'tell your grown up at home')
- Resourcing the school with inclusive materials (e.g. Stonewall posters, library books with inclusive representation)
- Raising children's awareness and understanding through assemblies
- Exploring and understanding the issues surrounding each protected characteristic
- Using the curriculum to promote deeper understanding, respect and tolerance
- Developing children's empathy through school visits by 'special guests' and a variety of trips such as old people's homes
- Encouraging debate and discussion about discrimination, respect, and British Values
- Having protected characteristics whole school foci months, where appropriate

37. PRIVATE FOSTERING

A private fostering arrangement is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, grandparents, or cousins. Parents and private foster carers have a legal duty to inform the relevant local authority at least six weeks before the arrangement starts; not doing so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools must report to the local authority where they know or suspect that a child is subject to a private fostering arrangement. Although schools have a responsibility to the local authority, there is no duty for anyone, including personality foster carers or social workers, to notify the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the child's family to ensure they know their duty to inform the LA. The school itself must report fostering arrangements to the local authority.

On admission to the school, we will take steps to verify the adults' relationship to the child being registered.

38. USE OF PREMISES FOR NON-SCHOOL ACTIVITIES

Where we hire or rent out our facilities/premises to organisations or individuals (for example, community groups, sports associations, and service providers to run community or extra-curricular activities), we ensure that appropriate arrangements are in place to keep children safe.

We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement) as a condition of use and occupation of the premises. Failure to comply with this would lead to the termination of the contract.

39. POLICY ADOPTION, MONITORING AND REVIEW

This policy is available on our school website and requested by the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise our staff's expertise by undertaking safeguarding training and managing safeguarding concerns daily. Therefore, we invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance Education, DfE (2022). This policy will be reviewed in full by the Governing Board annually.

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2022'

Last Review Date	3 November 2021
Date approved by the Governing Body	
Signature of policy approval by Headteacher	
Signature of policy approval by Governing Body Chair	
Next Review Date	Autumn Term 1, 2023

APPENDIX A – TYPES OF ABUSE AND THEIR SYMPTOMS

I. Physical abuse

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

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

II. Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent failing to:

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

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

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

III. Emotional abuse

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

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

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

IV. Sexual abuse

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

Sexual abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • 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

APPENDIX B – RESPONDING TO A DISCLOSURES OF ABUSE

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns.
- Do reassure and alleviate guilt.

For example you could say; “you are not to blame.”
“You have done the right thing to tell someone.”

- Do not ask leading questions.

For example, “What did she do next?” (this assumes that she did), or “did he touch your private part”.

In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.

- Do not ask the child to repeat the incident for another member of staff. The child may well have to tell the story again, and to do so repeatedly will cause undue stress.
- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the designated child protection person at the school.
- Record carefully what has been said and what actions have been agreed.

APPENDIX C – SAFEGUARDING / CHILD PROTECTION REPORTING FORM

Child's Name:				
DOB:	Class:	Year:	SEN: none / mild / moderate / EHC	
			Child Looked After: Yes / No / DK	
Your name:				
Area of concern:	Physical	Sexual	Emotional	Neglect Other
Date:	Day of week:	Time:	Place:	
Nature of incident/relevant background <i>Put children's words in quote marks.</i>				
Signed:				
Passed to:	Designated CP Lead – Sophia Henderson		Date:	

APPENDIX D – GUIDANCE FOR SAFER WORKING PRACTICE FOR ADULTS

To be read alongside our Child Protection and Safeguarding Policy and in conjunction with staff child protection training INSET and/or new staff online child protection training course.

Child Protection Team

Designated Safeguarding Lead: Sophia Henderson

Deputy Safeguarding Lead: Louise Gee

A. COMMUNICATION

Adults should:

- ensure that personal social networking sites are set at private and pupils are never listed as approved contacts
- never use or access social networking sites of pupils
- not give their personal contact details to pupils, including their mobile telephone number
- only make contact with children for professional reasons and in accordance with any school/service policy
- not use internet or web-based communication channels to send personal messages to a child/young person

B. LISTENING TO CHILDREN

If a child has made a disclosure and you are seeking clarification on what they have said OR you have reason for cause for concern and are seeking clarification for what concerns you:

- ✓ Use open questions
- ✓ Use question words: What, where, when, and how
- ✓ Use the phrases: Tell me, explain to me, describe to me, show me
- ✓ A good example of an open question is “ ” – simply being quiet, and giving space for a child to talk.
- ✓ Ask questions only in relation to the disclosure in an open manner to establish exactly what they are saying.
- ✓ Have regard for their welfare.
- ✓ Listen to the child.
- ✓ Never stop a child who is freely disclosing abuse.
- ✓ Record all subsequent meetings with the child.
- ✓ Never promise confidentiality
- ✓ Record date, time, place, and exact words used – ONCE THE MEETING WITH THE CHILD HAS FINISHED
- ✓ Do not make any notes during the conversation with the child. The Cause for Concern report can only be written up once the meeting with the child has taken place.

C. PHYSICAL CONTACT

Points to note:

- any touch should be child initiated
- we do not have a 'no touch' policy. If a child is distressed we use our professional judgement to provide appropriate touch comfort to a child if necessary. A light

hug/release approach works best. If you are unsure what is appropriate touch – ask a member of the CP team.

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- always encourage children, where possible, to undertake self-care tasks independently
- be aware of cultural or religious views about touching and always be sensitive to issues of gender
- treat children with dignity and respect and avoid contact with intimate parts of the body
- always explain to a child the reason why contact is necessary and what form that contact will take
- seek consent of parents where a child or young person is unable to do so because of a disability
- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact
- conduct activities where they can be seen by others

D. CONTROL/RESTRAINT

Adults should:

- adhere to the school's positive handling policy
- always seek to defuse situations
- always use minimum force for the shortest period necessary
- record and report as soon as possible after the event any incident where physical intervention has been used.

E. INTIMATE CARE

Adults should:

- adhere to the school intimate care guidelines/policy
- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents
- ensure that any changes to the agreed care plan are discussed, agreed and recorded.

F. 1-2-1 SITUATIONS

Adults should:

- avoid meetings with a child or young person in remote, secluded areas,
- remember to keep yourself safe from allegations – i.e. when working 1-2-1 with a child, make sure that you are always potentially visible to (an)other adult(s). 'Keep the door open!'
- always report any situation where a child becomes distressed or angry to a senior colleague

G. REPORTING CONCERNS

- If you have any concerns at all about a child – see any of the CP officers
- Do NOT speak to a parent about any concern unless authorised by designated CP officer

Non teacher staff

- Report any concerns on 'Child Protection Cause for Concern Report form' on T drive/Child Protection.

Teacher staff

- Report any concerns Via CPOMS

Remember: Freedom of Information Act and CP procedures means that any form of report/written documentation/internet correspondence etc, can be made available to any audience (including parents/social workers/police/the courts). Ensure that language and content is appropriate and professional.

Your responsibility...

- To put the child at the heart of your thinking – what is best for the child?
- To report ANY concerns you have, even if it is about a member of staff's behaviour
- To read the Child Protection Policy and Keeping Children Safe at School/in Education briefing
- To avoid the question 'why?'. Do not use it when questioning about poor behaviour (remember the 5 Ws, what, when, where, who etc). Do not use it when listening to a disclosure.

APPENDIX E – REASONABLE PUNISHMENT INFORMATION FOR PARENTS

Dear Parents/Carers

We regularly receive information from Lambeth about child safeguarding and it was felt that we should share this information with you. At Sudbourne School, we have a duty of care for all of our pupils and we take this responsibility very seriously. Child protection and safeguarding form a core part of this responsibility.

In order to assist schools in managing this responsibility, the Local Authority issues guidelines, for the benefit of parents and carers, explaining the boundary between 'reasonable punishment' and abuse.

We know that the vast majority of our pupils are not at any risk of abuse or physical harm in the home. Our school is one where parents and carers work together with us to keep our children safe, happy and thriving. However, in order to ensure that we have done all we can to help safeguard our pupils, we would like to share the Local Authority's guidance with you.

We are legally bound to report to Social Services any incident where we believe a child may have been harmed or abused.

The guidance attached is focused on smacking and what might constitute the difference between an acceptable smack and a physical assault or abuse.

We would like to thank all our parents and carers for their continued support and hope that you find this information useful.

Yours sincerely

James Broad

Executive Headteacher

Reasonable Punishment Information for Parents/Carers

The following is information from Lambeth's Education Authority on 'reasonable punishment.'

Can I smack my child?

Smacking a child is usually an outlet for a parent/carer's frustration and done in the heat of the moment. It is not a helpful way of influencing a child's behaviour.

It has little long-lasting positive effect. It is safer and more helpful to notice and reward a child's positive behaviour so as to encourage acceptable behaviours.

Smacking often has to increase in severity to have the same impact on a growing child – this may be where the thin line between smacking and hitting can be crossed.

Smacking, if used, must:

- only be on non-vulnerable parts of the body: hands/legs/ buttocks
- applied with an open hand (no kicking, or punching)
- not leave welts, marks, cuts or bruises

If any adults use an implement - belt, slipper, wooden spoon, broom etc. - this is always assault.

These adults may be open to prosecution. Please note that schools must inform social services if they are under the belief that such an assault has taken place.

The law

Parents/carers are not allowed to physically harm or otherwise abuse their children irrespective of any individual, religious, or cultural beliefs. Abuse of children cannot be justified on cultural or religious grounds.

Definition of Reasonable Punishment of a Child (s58 Children Act 2004)

(1) In relation to any offence specified in subsection (2), battery of a child cannot be justified on the ground that it constituted reasonable punishment.

(2) The offences referred to in subsection (1) are-

- (a) an offence under s18 or 20 of Offences against the Persons Act 1861 (c.100) (wounding and causing grievous bodily harm);
- (b) an offence under s47 of that Act (assault occasioning actual bodily harm);

- (c) an offence under s1 of Children and Young Persons Act 1933 (c.12)(cruelty to a person under 16)
- (3) Battery of a child causing actual bodily harm to the child cannot be justified in any civil proceedings on the ground that it constituted reasonable punishment.
- (4) For the purposes of subsection (3) "actual bodily harm" has the same meaning as it has for the purposes of s47 Offences against the Persons Act 1861.

Notes:

The maximum punishment in law for the above offences is:

- (a): Life Imprisonment
- (b): Five years imprisonment
- (c): A fine plus ten years imprisonment

Common Assault and Actual Bodily Harm (ABH)

The differentiating factor between Common Assault and ABH is the degree of injury.

The definition of ABH is an injury which is more than "transient" or "trifling" therefore where the hurt inflicted is calculated to interfere with health or comfort such as; loss of teeth, temporary loss of senses, extensive bruising, broken nose, minor fractures and/or cuts requiring medical attention (stitches).

Matters that may ordinarily considered to be common assault may be escalated to ABH where any injury sustained is more than a "reddening of the skin" and may have aggravating features such as vulnerability, disability and/or adult on child assault.

Grievous Bodily Harm (GBH)

Is described by: Permanent disability or loss of senses / Compound fractures / Substantial loss of blood / Injuries resulting in lengthy treatment / Injuries which are more than minor permanent disfigurement.

APPENDIX F – COVID-19 SCHOOL CLOSURE ARRANGEMENTS

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Sophia Henderson	shenderson@sudbourne.com
Deputy DSL	Louise Gee	lgee@sudbourne.com
Designated member of senior leadership team if DSL (and deputy) can't be on site	Jeanne Milstein	jmilstein@sudbourne.com
Headteacher	Richard Blackmore	rblackmore@sudbourne.com
Local authority designated officer (LADO)	Andrew Zachariades	lado@lambeth.gcsx.gov.uk
Chair of governors	Hannah Sheehan	
Safeguarding governor	Sinead McBrearty	
Lambeth Safeguarding Lead	TBC	

Primary Reference Document: [Coronavirus \(COVID-19\): Safeguarding in Schools, Colleges and Other Providers Guidance](#).

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local authority (LA) Lambeth.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

Have a social worker, including children:

With a child protection plan

Assessed as being in need

Looked after by the local authority

Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

The best interests of children must come first

If anyone has a safeguarding concern about any child, they should continue to act on it immediately

A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

It's essential that unsuitable people don't enter the school workforce or gain access to children

Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Staff will follow usual procedure for sharing concerns with DSL.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by email – see above.

We keep all school staff and volunteers informed by staff room noticeboard as to who will be the DSL (or deputy) on any given day, and how to contact them.

We ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are. We have established a google shared drive document available to all safeguarding officers and senior leadership team, in which we have identified current vulnerable children and our welfare response, with tracking of actions to take, issues raised, and our response.

On occasions where there is no DSL or deputy on site, a senior leader takes responsibility for co-ordinating safeguarding. This will be Richard Blackmore and/or Jeanne Milstein. See Important Contacts above.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

Identify the most vulnerable children in school

Update and manage access to child protection files, where necessary

Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will take advice from children's social care about how we can support vulnerable children.

We will continue to offer a school place to a child we consider to be vulnerable, unless this is not in the best interests of the child, as agreed by the family and the family's social worker.

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

Follow up on their absence with their parents or carers, by telephone

Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We have requested parents/carers of children attending school during school closure to provide us with up-to-date emergency contact details, and additional contact details where possible.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker (if relevant), and attempt telephone contact with parent/carer to check on welfare of child(ren).

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have offered places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. If these children will not be attending school, we have in a place a contact plan, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or

They would usually attend but have to self-isolate

These plans set out:

How often the school will make contact

Which staff member(s) will make contact

How they will make contact

We have agreed these plans with children's social care where relevant, and will review them on a weekly basis.

If we can't make contact by telephone, we will attempt social distance acceptable home visit call in person. If this does not provide us with sufficient welfare update, we will contact children's social care/police.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, our contingency plan is to seek support from our peer schools in the Windmill Cluster of Lambeth schools.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing IT acceptable use policy.

We are taking a restrictive approach to remote learning, blocking any options for children to contact each other via home learning resources provided by school. The safeguarding team monitor daily the content and communication provided by teachers via google classroom.

We will not be making video calls/conferencing to pupils as part of remote learning. Any videos made will be pre-recorded and shared via closed Youtube. Children will not be able to comment on other children's work via google classroom or Youtube.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

Are aware of the potential risks to children online and the importance of staying safe online

Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school

Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides

Know where else they can go for support to keep their children safe online

All this information is currently on the school website www.sudbourne.com under Home Learning.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Our provision by our Dramatherapists will continue remotely for key children, overseen and managed by the school SENDCO and Mental Health First Aider, Jeanne Milstein.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. The School Business Manager, will undertake these risk assessments – primarily for our lunchtime provision from Caterlink.

We do not currently make use of any other staff 'on loan'.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

A safeguarding induction

A copy of our children protection policy (and this addendum)

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We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

A copy of our child protection policy and this addendum

Confirmation of local processes

Confirmation of DSL arrangements

13.4 Keeping records of who is on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them. For emergency response reasons, we also keep a daily register of all adults/children on site in case of emergency evacuation.

We will continue to keep our single central record up to date.

14. Children attending other settings

Not currently required

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

The reason(s) why the child is considered vulnerable and any arrangements in place to support them

The child's EHC plan, child in need plan, child protection plan or personal education plan

Details of the child's social worker

Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the local authority or DfE is updated, and as a minimum every calendar month by Sophia Henderson, Designated Safeguarding Lead. At every review, it will be approved by the full governing board. Our DSL will liaise with Children's Services and other agencies where necessary, make referrals of suspected abuse to Children's Services, participate in strategy discussions and other interagency meetings, and contribute to the assessment of children.