



Safeguarding Children & Child Protection Policy

London Steiner School (LSS) recognises its legal duty under section 175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from “significant harm”. These duties are defined by:

- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Keeping Children Safe in Education: information for all schools and college staff (2016)
- London Child Protection Procedures - London Safeguarding Children Board (LSCB) - updating ongoing

London Steiner School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside.

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children’s behaviour or their failure to develop. This includes concerns about possible radicalisation of pupils by extremist groups (the Prevent Duty), child sexual exploitation (CSE), online abuse, forced marriage, honour-based violence (HBV) or female genital mutilation (FGM).

All staff, including temporary staff and volunteers, parents and carers need to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if they have suspicions and need to have the confidence to follow those procedures. This policy applies to all staff, trustees and volunteers working in the school. **Please note that anyone can make a referral to Children’s Social Care if there is a risk of immediate serious harm to a child, and must if they suspect a child is at risk of FGM**

Introduction

This policy identifies people with key responsibilities for Safeguarding issues, gives guidance for signs of abuse and outlines clear procedures to follow in such cases in line with locally agreed procedures. Safeguarding children encompasses positive support for all children as well as child protection issues.

Policy Aims

The aim of this policy is to provide information for all those in the school community to carry out this duty of care responsibly.

The six main elements of the policy are:

- Ensuring we practice safe recruitment through checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with their child protection plans.
- Establishing a safe environment in which children can learn and develop.

- Ensuring there are links with other safeguarding policies, for example the Anti-Bullying Policy.

We recognise that because of the day-to-day contact with children, our staff are well placed to observe and identify the emerging outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure that children know there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.

Procedures

London Steiner School will ensure that all staff follow the procedures set out by the London Safeguarding Children Board (LSCB) and take account of guidance issued by the Department for Education (DfE) to:

- Ensure that we have a Designated Safeguarding Lead person who has received appropriate training and has sufficient time, authority and support to fulfil this role
- Ensure that we have a deputy to the Designated Safeguarding Lead position who has also received appropriate training and support for the role, and who can take the role on if the DSL is not able to
- Ensure we have a nominated trustee responsible for child protection
- Ensure every member of staff (including temporary staff and volunteers) and every trustee knows the name of the Designated Safeguarding Lead responsible for child protection and their role
- Ensure all staff and volunteers have received and read Part 1 of the Keeping Children Safe in Education 2016 document, and understand their responsibilities for being alert to the signs of abuse and for referring any concerns to the Designated Safeguarding Lead responsible for child protection
- Ensure all staff and volunteers understand the importance of early help, how to identify emerging problems, and their role in working together with other professionals
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by attaching this policy to the Parents handbook
- Ensure that parents are aware that this policy is available on request, and make the policy available on the school website
- Develop effective links as necessary via the Designated Safeguarding Lead with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- Develop effective links as necessary via the Designated Safeguarding Lead with other agencies that support the child such as the Child and Adult Mental Health Service (CAMHS), the Education Investigation Service and the Education Psychology Service
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely; in a separate location to the main pupil file and in a locked location
- Ensure that all staff, parents and carers are aware of what to do if there are concerns around a child by issuing these procedures:
 - Appendix 1 Concerns, Disclosures, Allegations - What to do
 - Appendix 2 What is Child Abuse and Neglect?
 - Appendix 3 provides a list of contact numbers

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead has lead responsibility and management oversight and accountability for safeguarding and child protection.

When the school has concerns about a child, the Designated Safeguarding Lead, along with the Designated Safeguarding Deputy, will decide what steps should be taken.

Roles and Responsibility of Trustees

The statutory guidance, **Keeping Children Safe in Education 2016**, places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any local authority guidance and locally agreed inter-agency procedures.

Also in support of the Designated Safeguarding persons, the designated trustee (on behalf of the board of trustees) has the role to ensure:

- That the Designated Safeguarding Persons have sufficient training, time and support to carry out their child protection duties and to offer support to be the direct contact with Social Services if for any reason the members of staff are unable to fulfill the role.
- That the school effectively monitors children who have been identified as being at risk.
- That there is an adequate and appropriate reporting system within the school, which respects confidentiality but that allows for patterns of incidents to be identified.
- That the Chairperson of the College takes charge (with support from the DSPs) in the event of allegations against a member of staff.
- That the safeguarding and child protection policies and procedures and their efficiency are reviewed annually, and that related duties have been carried out.

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. Parents/carers will be informed about our Safeguarding Policy on joining the school and subsequently through our website and email updates.

Safer Recruitment and Employment Practices

London Steiner School will follow Safer Recruitment processes (LSCB procedures: http://www.londoncp.co.uk/chapters/safer_recruit.html) which will include the following:

- Declaration of the intent to safeguard and protect children, including requiring a DBS check, in all advertisements for posts.

- Ensuring that safeguarding questions are included in the interview
- Ensuring that any gaps in employment are explored at interview
- Undertaking a DBS check at the relevant level to the position
- Obtaining a separate barred list check if, after carrying out a risk assessment, an individual will be judged as suitable to start work in regulated activity before the DBS certificate is available
- Checking that a candidate to be employed as a teacher is not subject to a Prohibition Order issued by the Secretary of State, using the Employer Access Online Service
- Use the Employer Access Online Service to check for any existing prohibitions and sanctions made by the General Teaching Council for England, before its abolition at the end of March 2012
- Ensuring that references are checked

The Designated Safeguarding Lead will deal with allegations made against school staff.

All allegations against The Designated Safeguarding Lead will be referred to the Chairperson of the College of Teachers.

The school will follow the LSCB Procedures “Allegations against staff or volunteers, who work with children” http://www.londoncp.co.uk/chapters/alleg_staff.html

All staff within the school will adhere to the Guidance for Safer Working Practice for Adults who work with Children and Young People (July 2015). This covers a wide range of issues around staff conduct.

If any concerns or allegations are made against members of staff, these should be discussed in the first instance with the Designated Safeguarding Lead. It is useful at this stage to provide the full name of the member of staff and of the child involved in the allegation, their dates of birth, addresses and details of any previous concerns.

All allegations against people who work with children will be passed on to the Local Authority Designated Officer (LADO) in accordance with the Working Together to Safeguard Children (2015) and the LSCB Safeguarding Children Procedures. http://www.lambethscb.org.uk/safer_recruitment_professional_section

A Managing Allegations Referral form will be need to be completed.

If staff have concerns about a fellow colleague, they should follow the procedure outlined in the Whistle-Blowing Policy.

Referral to the Disclosure and Barring Service (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual poses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2016). Further advice on this can be sought from the School's Designated Safeguarding Led.

Staff support

We recognise the stressful and traumatic nature of child protection work. Staff will be supported by having the opportunity to talk through any anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Supporting those involved

The school has a duty of care to its employees and it will act to manage and minimise the stress inherent in the allegations process. Throughout the process, the school will consult professionals for advice to ensure best practice is followed. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the Children's Social Care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support.

The person who will lead the case on behalf of the school will be called the Case Manager.

The Case Manager will either appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case or will do so themselves. The Case Manager will also consider what other support might be appropriate for the individual. If a decision is taken to suspend an employee, the school will ensure that the member of staff is kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the Case Manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parent or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

Where possible, parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, will consider what support the child or children involved may need.

What school staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures. The school has a whistleblowing policy that may be used if they have such concerns. Where a staff member feels unable to raise concerns within the school, or that their genuine concerns are not being taken seriously, other whistleblowing channels may be open to them. Staff can call the NSPCC whistleblowing helpline on 0800 028 0285 for advice.

Record Keeping, Confidentiality and Information Sharing

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

Staff and volunteers should know what to do if a child tells them he/she is being abused or neglected and must never promise a child that they will not tell anyone about a disclosure or an allegation as this may ultimately not be in the best interests of the child.

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Advice should be sought from the Social Care Team in the borough in which a child lives on who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

It may be necessary to liaise with and, where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Lambeth, the school will liaise with the borough in which the child resides.

If a child who is subject to a child protection plan leaves London Steiner School, his/her information will be transferred to the new school immediately and the child's social worker informed.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels that their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, why, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Team will be restricted.

Information held on children will be made available to Parents by request and according to the Information Commissioner's Data Protection Subject access request guidelines. **The School will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**

General communications with parents will give due regard to which adults have parental responsibility.

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. If sending by post, pupil records will be sent by Special/Recorded Delivery. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on his/her child protection information being passed on in order that the FE establishment can provide appropriate support.

Monitoring attendance

School staff will monitor attendance on a daily basis supported by the Missing Child Procedures, and also weekly. Discussions with the teachers and parents will highlight any concerns and the school endeavours to support the parents in making sure that the children have full attendance.

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Appropriate staff should 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 as well as information about care arrangements and levels of responsibility of the local authority. The Designated Safeguarding Lead should also have details of the child's Social Worker and virtual school head.

Children who have a Child Protection Plan in place

Particular attention will be paid to the attendance and development of any child who has been identified as being at risk or who has been placed on any Child Welfare or Protection Plan. Children Services will be notified immediately if:

- The School or Kindergarten should have to exclude such a child;
- There is any unexplained absence of such a child of more than two days' duration, or one following a weekend;
- The child changes school Where children have Child Protection Plans and leave one school for another, the DSP must inform the receiving school and the key worker, and transfer the appropriate records to the receiving school. If the child leaves the school with no receiving school, details should be passed to Children's Services.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, and 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.

The use of mobile phones/camera phones/camera tablets/camera laptops/cameras

The school aims to keep all children within its care safe. This includes raising awareness of potential danger through the taking of, and /or distributing of, photographs or moving images.

Camera phones/tablets/laptops/cameras are not allowed into the Kindergartens under any circumstances when the children are in school.

All phones or any of the above items must be securely stored in the staff room or offices. They must not be taken out and used in the classrooms.

Any visitors to the setting must also observe the same policy; this includes parents, prospective parents and contractors.

Any staff member who sees a person using a phone or any of the above devices must immediately ask them to stop or leave the premises.

The school has a camera, which can be used by staff, to record all pictures taken of the children's work. All photographs taken on this will be removed by office staff and the memory card wiped for the next user.

The School has a policy and procedures for authorising use of photographs of the children for circumstances such as advertising the school and to accompany articles in the school's newsletter. There are designated

persons for giving permission to photograph the children for such purposes.

To clarify, the following rules do apply

- Staff phones/ camera phones are allowed to be used in the staff room and kitchen during break times.
- They will not be used at any other time unless an emergency occurs.
- No images of pupils will be taken on personal image recording devices at any time. This is to ensure safeguarding of pupils and staff.
- No mobile camera phones to be used near children under any circumstances

Curriculum

Safeguarding and wider child welfare and safety issues will be addressed through the curriculum as appropriate. These might include self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

Other areas of work

Our Safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students: are treated with respect and dignity; are taught to treat each other with respect, feel safe, have a voice, and are listened to.

Training and Development

According to Keeping Children Safe in Education (2016), all staff who work with children must undertake child protection training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at three yearly intervals (as a minimum) for all staff.

Every member of staff is also required to read part 1 of Keeping Children Safe in Education and this will be issued as part of the Staff Induction process which also gives the opportunity to ask questions about our arrangements.

The Designated Safeguarding Lead must undertake Advanced training every two years. It is recommended good practice that the member of staff who deputises for the Designated Safeguarding Lead undertakes Advanced Training every two years as well.

Additionally, staff must be kept informed of, and up to date with, any changes to legislation, as required and at least annually. This will be provided by verbal updates in the Faculty meetings and written updates issued in house and/or by email.

Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed in staff inductions, staff and management meetings and by ensuring all staff are made aware of any changes.

This Policy will be monitored and reviewed on an annual basis.

Supporting Documents

- LSCB Child Protection Procedures: <http://www.londoncp.co.uk/>
- Working Together to Safeguard Children (2015):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf
- Keeping Children Safe in Education (2016):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- Keeping Children Safe in Education: Information for all Schools and College Staff (2016)
- Safer Working Practice Guidance (July 2015):
<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- LSS Anti-Bullying Policy
- LSS Anti-Radicalisation Policy
- LSS Complaints Procedure
- LSS Staff Code of Conduct
- LSS Policy for the Promotion of Good Behaviour
- LSS Missing Child Policy

APPENDIX 1: Concerns, Disclosures, Allegations - What to do

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action: refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly and a lack of challenge to those who appear not to be taking action.

If you have **any** concerns you must take some kind of action – if you are not sure what to do you must take advice, whether from the School’s Designated Safeguarding Lead or Deputy, or from the Local Authority. Contact numbers are in Appendix 3 of this document, and all other Local Authorities have contact numbers on their websites.

If a child tells you something (makes a disclosure)

- Treat any disclosures with serious respect and show that you believe what they say.
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- Phrase any questions with Do not promise total confidentiality. Explain that if you think that their well-being is at risk, you may need to tell others.
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- Keep a record of any pattern of concerning signs, observations or any disclosures (using actual words of the child). Make clear, concise and objective observations. Sign and date the record.
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- If possible, arrange a meeting with any of the School’s Designated Persons and share concerns, information and records with them.
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- The Designated Person will consult with the Deputy in order to determine the most appropriate action. They will keep a note of all relevant meetings and decisions. In times of emergency, in cases of immediate risk to the child, any Person may act solely (although it is recommended that they first obtain telephone advice from Social Services or the Police).
- If making a referral to the Police or Social Services, be prepared to provide necessary information:
 - Who you are
 - The child's details (name, address, date of birth, etc.)
 - What you have been told or seen
 - Any relevant background information
 - Whether or not you have informed the parents/carers of the situation
- If making a telephone referral, obtain the contact details of the person to whom the referral is made, follow up with a written referral and be determined to check with Social Services and/or the Police (first within 48 hours) to discover who has been appointed as the relevant caseworker. Offer your assistance to work with the relevant authority and the family for the child's interests.
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- A quick link to find your local authority and who to report to is here:
- <https://www.gov.uk/report-child-abuse-to-local-council>
- A copy of the inter-agency referral form that must be completed when making a referral can be accessed from the LSCB website following this link:
- <https://www.lambethscb.org.uk/professionals/thresholds>

If you have concerns outside the immediate school environment, e.g. about a parent or carer:

- Report your concerns to the LSS Designated Safeguarding Lead who will seek advice and/or make a referral to the Social Care Team or the Police as soon as possible.
- If the Designated Safeguarding Lead is not available, you should report your concerns to the LSS Designated Safeguarding Deputy. This is to ensure there is no delay in seeking advice or making a referral.
- The Social Care Team and the LSS Designated Safeguarding Team will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child.
- You should maintain confidentiality, and share information on a **need to know** basis only.

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on an Inter-Agency Referral form.

If you have allegations or suspicions about someone working with children or young people, e.g. a teaching assistant:

It is not the responsibility of anyone working within the School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

The School assures all staff/volunteers that it will fully support and protect anyone who in good faith reports his or her concern that a colleague is, or may be, abusing a child. (See also our Whistle-Blowing Policy.)

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person who works with children in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children.

These behaviours will be considered within the context of the four categories of abuse: physical abuse, sexual abuse, emotional abuse and neglect. (See Appendix 2 for more details.) This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (ss16-19 Sexual Offences Act 2003)
- Grooming, i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003)
- Other grooming behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/e-mail messages or images, gifts, socializing etc.)
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It includes everyone who works in London Steiner School including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the College of Teachers will deal with it as a misconduct issue and refer to the Staff Code of Conduct to decide whether disciplinary action should be taken using the Staff Disciplinary Procedure.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Trustee with Safeguarding and Child Protection responsibilities who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

- Any suspicion that a child has been abused either by a member of staff or by a volunteer must be reported to the Designated Safeguarding Lead, who will take such steps as considered necessary to ensure the safety of the child in question and any other child or children who may be at risk.
- The Designated Safeguarding Lead will refer the allegation to the Social Care Team who may involve

the Police. All allegations against people who work with children will be passed on to the Local Authority Designated Officer for Managing Allegations (LADO).

- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Chair of the College of Teachers who will liaise with the Local Authority Designated Officer for Managing Allegations (LADO).

Internal Enquiries and Suspension

- The Designated Safeguarding Lead will liaise with the Chair of the College and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries.
- Irrespective of the findings of the Social Care Team or Police enquiries the Designated Safeguarding Team / Chair of College will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Designated Safeguarding Lead and Chair of College must reach a decision based on the available information which could suggest that on balance of probability it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Concerns that a pupil may be vulnerable to radicalisation

For example a pupil has been seen accessing websites promoting violent extremism or a less obvious concern (e.g. a pupil matches many of the warning signs or risk factors: they have become isolated, angry, are experiencing family tensions, have changed friendship groups and have begun to justify the use of violence to resolve injustices), they should refer their concerns immediately to the Designated Safeguarding Lead and where deemed necessary, with children's social care.

In Lambeth, the local authority has a Prevent Programme Manager, Steve Tippell, who can also provide support email: stippell@lambeth.gov.uk

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to: counter.extremism@education.gsi.gov.uk.

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

CHANNEL

"Channel" is a government programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Female Genital Mutilation

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. Children of all ages are at risk. However, FGM is child abuse. It can cause severe and long-lasting damage to physical and emotional health. It is dangerous and a criminal offence. For further information see:

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/? t_id=1B2M2Y8AsgTpgAmY7PhCfg%3D%3D& t_q=fgm& t_tags=language%3Aen%2Csiteid%3A7f1b9313-bf5e-4415-abf6-aaf87298c667& t_ip=62.255.238.36& t_hit.id=Nspcc Web Models Pages TopicPage/ 0ad5b983-b26b-41a8-aa88-6524ca6230a5 en-GB& t_hit.pos=2

APPENDIX 2: What is Child Abuse and Neglect?

The Facts

- There are many barriers to recognising abuse, and many people have preconceived ideas about what can and cannot happen. Experience shows that it is possible for anything to happen and not be recognised.
- There are extra barriers to recognising abuse and neglect in children with special educational needs and disabilities: they have an impaired capacity to resist or avoid abuse and they may have communication needs which may make it difficult to tell others what is happening.
- Child abuse is an exploitation of the power that adults have over children, but children can and do abuse each other – this is called peer on peer abuse and can take different forms.
- Children may be abused regardless of age, gender, culture, class, religious belief, race or disability.
- In the majority of reported incidents, the abuser is someone known to the child.
- Boys are abused as well as girls.
- Social Care Services will only remove children if they are in real danger of future abuse.
- Abusers are clever and will manoeuvre themselves into positions of trust in order to gain access to children.
- Abuse is a criminal act.
- Abused children often feel (or are told by the abuser) that they are to blame and will try to hide their unhappiness and distress. They may not even know that it is wrong.
- Children seldom make false accusations that they have been abused, and more commonly deny that they have been abused or retract their accusations.

PHYSICAL ABUSE

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts and may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

SEXUAL ABUSE

Sexual abuse involves forcing or persuading a child or young person to take part in any sexual activities, whether or not the child is aware of what is happening, or that it is wrong. This may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the coercion, exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to make sure that the child receives an education, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs for affection, approval, guidance and feeling safe.

If you're worried that a child is being abused, watch out for any unusual behaviour:

Withdrawn, suddenly behaves differently, anxious, clingy, depressed, aggressive, has problems sleeping, changes in eating habits, developing eating disorders, wets the bed, soils clothes, takes risks, missing school, obsessive behaviour, nightmares, drugs, alcohol, self-harm, thoughts about suicide.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/SAFEGUARDING DISABLED CHILDREN - PRACTICE GUIDANCE>

POLICY REVIEW

This policy will be reviewed annually.

Last review: November 2017

Signed off by: Helen Fraser

On behalf of the College of Teachers



APPENDIX 3 SAFEGUARDING CONTACT DETAILS

School

School office: 020 8772 3504

Designated Safeguarding Lead : HELEN FRASER....07792 068 883

Designated Safeguarding Deputy: SHEILA CAMPBELL07711 742 864

College Chairperson: Helen Kinsey ... 07986 465 845

Trustee for Safeguarding: Sue Peat...020 8772 3504

Lambeth

Children and Young Peoples' Service First Response Team: For professionals – 020 7926 3100

020 7926 3344 020 7926 5555 email: dutymanager@lambeth.gov.uk

Out of hours emergency 020 7926 5555

Local Authority Designated Officer (LADO): Andrew Zachariades on 020 7926 4679 or 07720 828 700

Prevent Programme Manager: stippell@lambeth.gov.uk

Other services

Police Child Protection Team 020 8649-1751

Local Police Brixton 020 7326 1212

National FGM Helpline 0800 028 3550 fgmhelp@nspcc.org.uk
Reporting FGM to the Police 101

Department of Health 08701 555 455

NSPCC Child Protection Helpline 020 8800-5000

Considering that the school does take children from the wider London area, we do also hold the relevant telephone numbers of other Local Authorities.