

London Steiner School

SAFEGUARDING AND CHILD PROTECTION POLICY

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IMPLEMENTATION, REVIEW AND MONITORING

Implementation takes place by ensuring this policy is discussed in staff inductions, staff and management meetings and by making all staff are aware of any changes through meetings and emails.

This Policy is monitored and reviewed annually.

Reviewed by/date	September 2022 - Helen Fraser (Designated Safeguarding Lead)
Approved by/date	College of Teachers
Approved by/date	Trustees and Management Group
Next review	August 2023 and as necessary

SUPPORTING DOCUMENTS

- [Every Mind Matters - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- London Child Protection Procedures
- Working Together to Safeguard Children
- Keeping Children Safe in Education – for schools and colleges
- Keeping Children Safe in Education: for School and College Staff part 1
- School Attendance Guidance
- Safer Working Practice Guidance (February 2022)
- LSS Anti-Bullying Policy
- LSS Anti-Radicalisation Policy
- LSS Complaints Procedure
- LSS Positive Behaviour Policy
- LSS Missing Child Policy
- LSS Attendance and Children Missing Education Policy
- LSS Safer Recruitment Policy and Procedures
- LSS Policy statement on the recruitment of ex-offenders

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.

FOLLOWING PROCEDURES

London Steiner School will ensure that all staff follow the procedures set out in the London Child

Protection Procedures, 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 at least one 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. Ultimate responsibility remains with the Designated Safeguarding Lead and should not be delegated
- Ensure we have a nominated trustee responsible for safeguarding and 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 document, and this Safeguarding and Child Protection Policy, 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 LSS School 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 \(CAMHS\)](#) and the [Educational 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 Whistleblowing
 - Appendix 4 provides a list of important contact numbers

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.

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
- Keeping Children Safe in Education – for schools and colleges
- Keeping Children Safe in Education: for School and College Staff part
- London Child Protection Procedures –ongoing updates

London Steiner School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. We foster vigilance amongst staff and put the needs and safety of the child at the centre of any decision taken.

All staff, including temporary staff and volunteers, and all 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 report to the police (call 101) if they suspect a child is at risk of FGM**

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of the potential need for early help and signs of abuse:

- Changes in children’s behaviour that indicate or put children at risk
- Or a child’s failure to develop and progress.

All Staff should be particularly alert for the need for early help regarding children who are already vulnerable:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Has returned home to their family from care
- Is a privately fostered child
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves

- Is frequently missing/goes missing from care or from home

Other circumstances that can make children more vulnerable and need early help include:

Showing signs of being drawn in to, or is at risk of being drawn in to being radicalised or exploited
- This includes concerns about:

- Anti-social or criminal behaviour
- Gang involvement and association with organised crime groups
- Modern slavery, trafficking or exploitation, including Child sexual exploitation (CSE)
- Radicalisation by extremist groups (the Prevent Duty)
- Online abuse
- Initiation/hazing type violence and rituals
- Forced marriage
- Honour-based violence (HBV)
- Female genital mutilation (FGM)
- 'Peer on peer' also called 'child-on-child' abuse,

All staff should be aware that safeguarding issues can manifest themselves via 'peer on peer' abuse. This is most likely to include, or be linked to, but may not be limited to: to issues such as drug taking, alcohol abuse, deliberately missing education, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, bullying (including cyberbullying) and sexting (also known as youth produced sexual imagery), upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm – this is a criminal offence, and anyone of any gender, can be a victim.), initiation/hazing type violence and rituals, sexual violence and sexual harassment,

All staff should be aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime and associated risks and they should understand the measures in place to manage these. More information is given later in this document on page 29.

Advice for schools and colleges is provided in the [Home Office's Preventing youth violence and gang involvement](#).

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 (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means 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. Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

RESPONSIBILITIES

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY!

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 Deputies, will decide what steps should be taken.

ROLES AND RESPONSIBILITY OF TRUSTEES

The statutory guidance, **Keeping Children Safe in Education**, 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 DSP's), the Designated Trustee for Safeguarding (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 they take charge (with support from the DSP's) in the event of an allegation against the Designated Safeguarding Lead.
- 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 and Child Protection Policy on joining the school and subsequently through our website and email updates.

INVOLVING CHILDREN

The School aims to ensure that all children are taught about safeguarding (including online safety) in an age appropriate way as part of providing a broad and balanced curriculum. This includes, in the early years, covering relevant issues through stories, and conversations with the children as issues arise, for instance use of the [NSPCC 'Pants' campaign](#).

As the children become older the teachers use conversations about the School's Code of Conduct to introduce appropriate behaviour and the dynamics of relationships with other people, introduce lessons about online safety and also invite organisations outside of school to give talks on topics such as travelling alone on public transport. In the older classes the children learn more in depth about sex and relationships.

The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. The School's curriculum has been reviewed with this in mind.

Where there is a safeguarding or child protection concern, staff aim to ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide, and children are offered the opportunity to talk with their class teacher, parents or another trusted person present, when there is a need and also when they request it.

PEOPLE IN SCHOOL

Parents

On arrival, parents are asked to part with their children in the playground. If they need to visit the school office they can do so after the children have gone into the school, and go directly to the office. Many parents help in the school, for instance with projects and on school trips, and they have recent and current DBS checks. They wear a 'Parents badge' if visiting, e.g. for a meeting, or a 'Staff badge' if they are helping, at all times. Parents without this DBS check will be accompanied in the school. At times when the school holds public events, risk assessments and procedures will be in place, staff will wear their identification, and parents are considered to be responsible for their own children.

Visitors

- On arrival visitors need to sign the 'Daily Fire Register' and wear a 'Visitor badge' at all times during their visit
- Visitors such as advisors and students observing lessons will also sign in and wear the visitors badge, and will also have to provide proof of identification and an original copy of a valid DBS check
- No visitors, including tradespeople, are allowed to wander around the premises unaccompanied when children are present
- Staff should be alert to strangers waiting outside a venue with no apparent purpose, and report to the school office, who will assess whether to take further action

PEOPLE OUTSIDE OF SCHOOL

We should all be aware that being a young person growing up in a city has contextual challenges that lie outside of the child's family and school life. This is highlighted particularly when a child begins to go out into the world alone. There are many risks to children travelling alone - the undefined 'stranger danger' that we have all been aware of and trained our children to avoid by teaching them not to talk

to strangers, the risk of journeys not going according to plan, and particularly troubling recently is increasing awareness of peer-on-peer abuse and exploitation, 'Serious Youth Violence', knife crime, and 'County Lines' exploitation.

Children attending London Steiner School come from several different London Boroughs and children travel by many forms of transport, exposing them to many different situations and people. Parents will judge when their children are ready to begin to travel alone to and from school and will talk to their children about safety and setting up procedures such as keeping in touch by mobile phone, setting up tracking software on mobile phones, memorising numbers and having change for a payphone if the child has no mobile phone.

The school has a duty too, to educate children about keeping themselves safe, and to keep track of children in our care, and we have procedures in place for ensuring that parents know that their children are travelling alone and have given permission, for monitoring arrival of children that travel alone, and taking quick action for those who have not arrived at school on time.

We also periodically have workshops run for the children by Transport for London about safety and citizenship, as well as including discussions about safety in the curriculum.

SAFER RECRUITMENT AND EMPLOYMENT PRACTICES

DISQUALIFICATION BY ASSOCIATION

Disqualification under the Childcare Act

Under the 2018 Regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in, childcare is disqualified by association.

Regulation 9 does not apply to staff in a relevant school setting; disqualification by association is only relevant where childcare is provided in domestic settings (e.g. where childminding is provided in the home) or under registration on domestic premises.

Accordingly, schools should not ask their staff questions about cautions or convictions of someone living or working in their household.

London Steiner School has reviewed all historic data collected and destroyed any information which is no longer required.

Safer Recruitment Procedures

London Steiner School will follow Safer Recruitment processes as laid out in Keeping Children Safe in Education and the [London Child Protection Procedures](#), including:

- Declaration of the intent to safeguard and protect children, including requiring a DBS check, in all advertisements for posts.
- Ensuring that a 'Safer Recruitment' trained person is in the interview, and that safeguarding questions are asked
- Ensuring that any gaps in employment are explored at interview
- Distinguishing whether each position involves 'Regulated Activity' or not
- Distinguishing whether each position is relevant under section 128 of the 'Education and Skills Act 2008' and checking via Teacher Services, accessed through the Department for Education's [DfE Sign in](#)
- Undertaking a DBS check at the correct level to the position, and for the relevant 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
- If a disclosure reveals that an applicant is prohibited from seeking or working with children it is an offence for a person to apply for or accept any work in a position that includes [Regulated Activity](#) and the School will inform the Police without delay, of the individuals attempt to seek employment.
- Checking that a candidate to be employed as a teacher is not subject to any prohibition, direction, sanction, or restriction order issued by the Secretary of State, using the Teacher Services, accessed through the Department for Education's DfE Sign in
- From 01 January 2021 the Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in European Economic Area member states - Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available: • criminal records checks for overseas applicants - Home Office guidance can be found on [GOV.UK](#); and for teaching

positions • obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, [ENIC-NARIC](#). Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available schools and colleges should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. Further information can be found in the Department for Education guidance:

[Recruit teachers from overseas](#).

- Ensuring that qualifications, references and identity documents are checked
- Keeping a Single Central Record (SCR) of all pre-appointment checks on the people working in or for the school, following all the guidance in Keeping Children Safe in Education
- Any employee or volunteer who is dismissed or resigns due to a safeguarding or child protection issue will be referred to the DISCLOSURE AND BARRING SERVICE (DBS), who will consider the future risk and harm the individual poses to vulnerable groups including children. The school will also consider referring to the [Teaching Regulation Agency](#).

ALLEGATIONS MADE AGAINST STAFF, VOLUNTEERS AND TRUSTEES

The Designated Safeguarding Lead will deal with allegations made against school staff, volunteers and Trustees.

All allegations against The Designated Safeguarding Lead will be referred to the Safeguarding Trustee

The school will follow the LSCB Procedures [“Allegations against staff or volunteers, who work with children”](#)

All staff within the school are issued with the [Guidance for Safer Working Practice for Adults who work with Children and Young People](#). This covers a wide range of issues around staff conduct.

WHISTLEBLOWING

If staff have concerns about a fellow colleague, they should follow the procedure outlined in Appendix 3, the Whistle-Blowing Policy.

LOW LEVEL CONCERNS

The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The School promotes 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. this should:

- enable schools and colleges to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in the School from becoming the subject of potential false low-level concerns or misunderstandings.

It is important that all staff are clear of the school’s expectations from them as contained in the Staff Code of Conduct. It is crucial that any concerns in relation to a staff member’s behaviour, including those which do not meet the harm threshold, are shared responsibly with the appropriate member of staff and this should be done without delay.

Should there be any doubt regarding whether the behaviour of another adult is appropriate, this should be reported to the Chair of the College of Teachers (or if the concern relates to the Chair of the College of Teachers, reported to the Safeguarding Trustee) immediately.

Staff members who are concerned about how their behaviour may have been interpreted, or, on reflection, re-evaluate their behaviour as one that may have been in contrary to the school's code of conduct and expectations, should self-refer to the Chair of the College of Teachers or the Designated Safeguarding Lead for guidance.

The School's Low Level Concerns Policy outlines the procedures that school staff must take.

ALLEGATIONS

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 Lambeth Designated Officer (formerly called the LADO) in accordance with the Working Together to Safeguard Children (2018), and the Local LSCB Child Protection Procedures. https://www.londonsafeguardingchildrenprocedures.co.uk/alleg_staff.html#

An Allegations Referral form will need to be completed.

STAFF SUPPORT

PROCEDURES TO HELP PROTECT STAFF FROM ALLEGATIONS OF ABUSE

Staff should ensure the following:

- The safety and welfare of the child is always paramount.
- Staff must fulfil their responsibilities and duties towards children by working in partnership with parents.
- Staff relationships with children and families are conducted in a professional manner at all times.
- All provision policies and procedures are followed, those listed below are particularly relevant:
- Staff must be vigilant in health and safety matters:
 - recording any bruises/marks a child has on arrival on an incident form and body map
 - Comprehensive reporting of all early years children's' accidents should be made to parents, for their signature
 - Any training needs identified for staff and volunteers should be passed on to the College of Teachers who will ensure that it is provided
 - Seeking prompt help, support and advice from their mentor and the faculty if they find behaviour is persistently challenging or difficult to manage

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 or Trustee, and to seek further support as appropriate, in particular with a Designated Safeguarding Deputy.

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 (Appendix 3) 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. The School has regard to the guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf.

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 current data protection laws (the Data Protection Act 2018) in 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.

SPECIFIC AREAS OF RESPONSIBILITY

MONITORING ATTENDANCE

School staff and Safeguarding team will monitor attendance on a daily basis supported by the LSS Attendance and Children Missing Education Policy, and the LSS Missing Child Procedures. Analysis is worked out termly and reported to the School's management and Trustees. Discussions with the teachers and parents will inform any concerns and the school endeavours to support the parents in making sure that the children have full attendance.

LOOKED AFTER CHILDREN AND PREVIOUSLY 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.

A previously looked after child remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Designated Teacher for Looked After Children and Previously looked After Children:
Helen Fraser 07792 068 883

The Designated Safeguarding Lead can help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. This can include ensuring that the school staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. It is important to support 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.

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's 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 DSL 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 School's Special Educational Needs and Disabilities Co-ordinator (SEND-CO) is:
Farah Khan

Further information: [Safeguarding disabled children - practice guidance](#)

YOUNG CARERS

Young carers are children and young people under 18 who provide regular and on-going care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances. The young person may be providing Personal Care - assisting with bathing, dressing or the toilet, Practical Care – helping with the housework, shopping, preparing meals, caring for siblings and Emotional Care – listening to / talking through issues and difficulties for the cared for person.

Caring responsibilities can significantly impact upon a child's health and development. Many young carers experience social isolation, a low level of school attendance, some educational difficulties, impaired development of their identity and potential, low self-esteem, emotional and physical neglect and conflict between loyalty to their family and their wish to have their own needs met.

Those working in schools are in a good position to be alert to family changes and help access early help.

Further information can be found in the [London Child Protection Procedures](#)

ACCEPTABLE USE OF IMAGES AND RECORDINGS OF CHILDREN

London Steiner 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, sound recordings or moving images.

As part of the school's worldwide outlook, we have a frequently changing, informative website and our publicity can be far-reaching to promote our school and the wider Waldorf Schools' movement. We sometimes commission, take and use photographs of the children to publicise the school; we do not publish the children's names with images.

Occasionally, we have requests for: newspapers, radio, television, researchers etc. to produce an article about the school or the education. Journalists sometimes require names to be used along with the images. We do not usually give permission for this, but if the school should consider that this would be beneficial e.g. for publicity to further the position of Steiner Education, we will individually ask each parent.

We will never publish any photographs of any child on any social networking sites or share with any other person without the express permission of the parent or guardian of a child.

Photographs, films etc. of the children are personal data and therefore come into the realm of the Data Protection Act 2018. The school will store all images securely and only use any image of any child for whom permission is given. There are named individuals who are authorised to give this permission.

The school does not encourage, but cannot prevent photographs or videos of pupils being taken on occasion by staff, children, parents, friends and visitors of the school, and cannot control or take responsibility for the use of such photographs; however, we do ask that permission is sought of the school, and that parents sign an agreement not to use any images that they or their family and friends take, in any inappropriate way, with particular regard to placing any image of any child not in their family, on the internet, or sharing in any social media format such as Facebook or Instagram.

DESIGNATED STAFF

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

Persons authorised to deal with the storage of records and data, and give permission for, photography, recording and filming are:

Sheila Campbell

Julessa Richards

Helen Fraser

Permission for the photographing / recording / filming of children whilst at school (including on outings and at public events) must be given by a designated person and only with regard to: the parental consents received; this policy; the school's policies on Safeguarding, and other current guidance.

THE USE OF MOBILE PHONES / CAMERA PHONES / CAMERA TABLETS / CAMERA LAPTOPS / CAMERAS IN SCHOOL, ON OUTINGS AND AT SCHOOL EVENTS

Photographs and recordings will only be taken with the parent's permission. Permission will be sought to keep records relating to individual children on the school computer system. The information will be stored securely, for example, password protected, to prevent viewing of the information by others with access to the computer.

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

Children who need to use devices in the older classes for educational purposes must have a written agreement with the school and their parents, and their use monitored for recordings and photographs by an appropriate adult.

All personal phones of staff and volunteers or any of the above items must not be used in the school while children are present

Any visitors 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.

Personal phones and other devices may be used in the offices. Also, in the kitchen during break times. Teachers may make personal calls from their classrooms during lunch breaks providing all children in the class are off the premises.

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 by staff. This is to ensure safeguarding of pupils and staff. The school has cameras, which can be used by staff, to record the children's work to record and celebrate the children's achievement and success. All photographs and recordings taken on these will be processed by designated office staff and the memory card wiped for the next user.

In the event of any request for permission for the photographing/ recording/filming of children, reference must be made to the list of children in the publicity consent file in the main school office, and those without permission must not be included.

In the event of a request for a specific project, parents may be asked to give extra permission for their children to be photographed or filmed.

The school has a designated camera for use in the school. Photographs will be processed by the designated staff and deleted from the device that has been used.

In the event of school or class events staff and parents may wish to share photographs or videos, for example

on a closed 'Whatsapp' group. We ask parents to give permission for this, never post photos with names attached and not to post any picture of any child other than their own (better not any picture of any child) in any public domain.

In the case of school trips, specific permission and confidentiality agreements may be requested.

The school has mobile phones without cameras for use on outings.

DIGITAL MEDIA IN THE KINDERGARTEN POLICY

There are only two reasons why photographs may be taken in the Kindergarten, which are:

For our observations and records in compliance with the EYFS

The photographs are to record what activities the children are engaged with during the daily routine, special events or outings.

The school has a designated camera for use in the kindergartens. Photographs will be processed by the designated staff and once the photographs are copied or printed they will be deleted from the device that has been used.

The photographs are then added to the relevant child's observation of the day, which may be shared onsite with representatives from the Local Authority and school inspectors.

And for the use of publicity

When Parents give their consent, following the school policy and procedures.

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.

USE OF FORCE, RESTRAINT AND POSITIVE HANDLING

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a child, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain children under certain circumstances. In some circumstances, teachers and authorised members of staff can restrain children in order to protect them and others. There will be occasions on which a member of staff needs to hold a child to calm and centre them, in order to enable them to fully participate in the group's activities. This is especially likely to be the case with the younger children. Where appropriate, the school will create individual support plans for children in order to reduce the likelihood of challenging behaviour, and, when it does occur, to minimise the use of physical restraint and other restrictive methods. For more information, see our 'Use of reasonable force Policy'. Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the DSL immediately, in confidence. The DSL in turn, will contact the Local Authority's Designated Officer(s) (LADO/s) who are involved in the management and oversight of allegations against people that work with children.

TRAINING AND DEVELOPMENT

According to Keeping Children Safe in Education, 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 and the Deputies must undertake Advanced training every two years

Additionally, staff are 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.

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.

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.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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.
- 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.
- 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.
- If possible, arrange a meeting with any of the School's Safeguarding team and share concerns, information and records with them.
- The Safeguarding person will consult with the Deputies 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 it is not possible to speak to the Safeguarding team, you must report to the school's Trustee for safeguarding.
- 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.
- 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://forms.lambeth.gov.uk/MULTI-AGENCY-REFERRAL-FORM/launch>

IF YOU HAVE CONCERNS OUTSIDE THE IMMEDIATE SCHOOL ENVIRONMENT, e.g. ABOUT A PARENT OR CARER, OR A CONTEXTUAL SITUATION:

- 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

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) and parents helping in the school. 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 Safeguarding Trustee, 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.
- All allegations made against staff (including volunteers and foster carers) that call into question their suitability to work with or be in a position of trust with children, whether made about events in their private or professional life, need to be formally recorded on a LADO Referral form and sent to the Designated Officer, formerly known as Local Authority Designated Officer (LADO). - the form **MUST** be completed and sent to the Designated Officer **within 24 hours** of the incident occurring. If you are not sure whether a particular matter warrants a referral, make contact with the Designated Officer within 24 hours and they will be able to advise you on the correct action to take. If you're dealing with an '**out of borough**' Designated Officer referral, you should discuss it with the Designated Officer in Lambeth in order for the Lambeth Designated Officer to check the other borough's work.
- The Safeguarding Trustee will refer the allegation to the Social Care Team who may involve the Police
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.

INTERNAL ENQUIRIES AND SUSPENSION

- The Safeguarding Trustee will liaise with the Designated Safeguarding Lead 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 Safeguarding Trustee with the Designated Safeguarding Team, 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 Safeguarding Trustee and Designated Safeguarding Lead 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 talking about 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 : [Click here for link](#)

For resources, advice and support.
email: prevent@lambeth.gov.uk

The Department for Education has resources:

[The prevent duty: for schools and childcare providers](#)

[‘The use of social media for online radicalisation’](#)

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. 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

Concerns can also be raised by email to: counter.extremism@education.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.

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: [Channel Duty Guidance](#)

APPENDIX 2

WHAT IS CHILD ABUSE AND NEGLECT?

RECOGNISING ABUSE

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children as:

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

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

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, and the risks of being exposed to this grow as the children become more independent and spend more time outside of home and away from the protection of their families (this is now recognised as needing awareness and is called Contextual Safeguarding)
- 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 fabricates the symptoms of, or deliberately induces illness in a child. It can also include the inappropriate use of restraint. It is important to remember children often get bumps and bruises during their everyday play or social interaction, but it doesn't mean that they are being abused. All injuries need to be considered in the light of the age of the child, their stage of development, their social background, where injuries are on their body, and any explanation given.

Physical signs may include:

- finger pressure marks
- bruising in unlikely places
- injuries that form a shape or pattern
- scald marks and burning, including cigarettes
- broken bones, bite marks
- poisoning or over-medicating
- injuries that are inconsistent with the explanation given
- bruising to babies that are immobile

Behavioural signs may include:

- flinching when touched
- being unable to recall how injuries occurred
- avoiding getting changed for sport or other activities
- wearing trousers and shirts or blouses with long sleeves even on hot sunny days, although consider this in the light of the individual child (e.g. some children are dressed modestly for religious and/or cultural reasons)
- being reluctant to go home
- being excessively eager to please
- being aggressive or withdrawn
- attempts to run away from home

SEXUAL ABUSE

Sexual abuse involves someone forcing or enticing a child to take part in sexual activities. This may not necessarily involve a high level of violence and the child may or may not be aware of what is happening. Men, Women and children can commit sexual abuse. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and both the instigator and the person it is intended towards may find it distressing. Some children who are sexually abused will have no visible signs at all due to the perpetrator not wanting to leave evidence.

Sexual activities may involve physical contact, including:

- assault by penetration
- non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.

This may include non-contact activities such as:

- inappropriate role play
- grooming a child in preparation for abuse (including online)
- involving children in looking at, or in the production of, pornographic material or watching sexual activities
- 'upskirting'
- encouraging children to behave in sexually inappropriate ways

Signs of sexual abuse may include:

- a change in behaviour; a child may start to become withdrawn, become aggressive or have difficulty in sleeping
- sexual knowledge, language, and behaviours inappropriate to their age group
- self-harming
- fear or avoidance of being with a person or a group of people
- unexplained gifts, new clothes or money
- disturbed sleep
- sexualised drawings
- physical problems such as soreness in the genital area, or sexually transmitted infections
- difficulty in focussing and learning

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child that can cause severe and persistent adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur without physical, sexual or negligence.

Emotional abuse 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
- developmentally or age-inappropriate expectations being imposed on children
- causing children frequently to feel frightened or in danger
- not giving the child the opportunities to express their views
- silencing them, degrading, or making fun of them
- rejecting or ignoring a child completely
- preventing the child from social interactions

Signs of emotional abuse may include:

- self-harming
- developmental delays
- not wanting to go home or running away from home
- not trusting other people, including adults
- appearing anxious and/or withdrawn
- difficulty in making friends
- attention-seeking behaviour
- missing school and/or unexplained underachievement at school
- disturbed sleep including bedwetting and nightmares.

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 and can be caused intentionally or unintentionally (passive neglect, for instance if a care-giver does not have the ability to provide the care a child needs) :

- failing to provide adequate food, shelter and clothing
- failing to protect a child from physical harm or danger
- failing to ensure that a child is adequately supervised (including other care-givers)
- failing to make sure that the child receives an education
- failure to ensure access to appropriate medical care or treatment
- neglect of, or unresponsiveness to, a child's basic emotional needs for affection, approval, guidance and feeling safe.

Signs of neglect may include:

- developmental delay such as weight, language and social skills
- untreated medical conditions (including rashes, sores, head lice)
- inadequate clothing, unkempt appearance and poor personal hygiene
-
- unusual behaviour such as withdrawal, anxiety, clinging to carers, depression, aggression, obsessions
- nightmares or problems sleeping
- noticeable constant hunger, changes in eating habits or developing eating disorders
- Wetting or soiling the bed or clothes
- missing or irregular attendance at kindergarten or school
- taking risks, self-harming behaviours, including drugs and alcohol
- thoughts about suicide.

OTHER SPECIFIC SAFEGUARDING ISSUES

The document Keeping Children Safe in Education and the London Child Protection Procedures outline other issues that school staff must be aware of, that increase the vulnerability of children, and specific forms of abuse, including:

CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means 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. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding Network](#)

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

The London Local Authorities are working together to tackle issues around 'Serious Youth Violence' and schools have a part to play in this too – the [Community Safety Partnership Knife Crime and Serious Violence Plan 2018/19](#) highlights these as being to:

- Work to ensure schools are safe places to learn that build young people's resilience
- Include knife crime and youth violence within their safeguarding plans
- Work to minimise school exclusions and support young people back into education, employment and training
- Monitor exclusions data through local education arrangements and also six monthly at Community Safety Partnership
- Support children in care and care leavers through diversion and preventative work that is bespoke to the risk of them becoming involved in serious violence

Further information can be found here: [Serious Violence Strategy \(draft\)](#)

<https://www.londoncouncils.gov.uk/our-key-themes/crime-and-public-protection/repository>

<https://www.lambeth.gov.uk/better-fairer-lambeth/project/tackling-serious-youth-violence-0>

<https://tfl.gov.uk/info-for/schools-and-young-people/safety-and-citizenship?intcmp=5611>

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. [There are two age-appropriate guides to support children - 5-11 year olds and 12-17 year olds](#)

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an [online child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

HARMFUL ON-LINE MATERIAL

In recent years the possibilities for children to experience harm as a result of using the internet have increased so much that all Schools, staff, parents and of course children must be conscientious in educating themselves and taking measures to have systems in place to protect children. Schools and Early Years settings are required to have appropriate filters and monitoring systems in place to protect learners from harmful on-line material.

Online risks

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being exposed to harmful contact with other users online
- Conduct: personal behaviour that increases the likelihood of, or causes, harm
- Commerce: exposure to and engagement with commercial enterprises such as online gambling, inappropriate advertising, solicitation for substances, phishing and/or financial scams.

In our Early Years settings children do not have any access to computers or IT equipment of any kind. In the School, a child may have access to devices to support Special Educational Needs or a disability, a special project or online learning.

We aim to safeguard the children by a three-fold approach. Firstly by having e-safety as a topic that is discussed working with parents to raise awareness of the risks of internet access by young children, e. g. by discussing the topics at parents evenings and pointing them towards further sources of information. Secondly, by providing children with age-appropriate stories and experiences of real-life

social contact and learning opportunities and by building their self-confidence and resilience to empower them to say 'no' to the inappropriate use of online material.

PEER ON PEER ABUSE

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, or be linked to, but may not be limited to: to issues such as drug taking, alcohol abuse, deliberately missing education, physical abuse such as hitting, kicking, shaking, biting, hair pulling, sexual violence and sexual harassment, bullying (including cyberbullying), sexting (also known as youth produced sexual imagery) and 'upskirting' (taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence).

All staff should be clear as to the school's policies and procedures with regards to behaviour in the light of peer-on-peer abuse.

CHILDREN MISSING FROM EDUCATION

Children missing school, particularly repeatedly, can be a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's Attendance, Absence and Missing Child procedures

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Recent changes in the law have made a criminal offence of the practice of 'upskirting' (taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.)

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child 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.

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Further information can be found in the [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children, with a long term impact on their health, wellbeing, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Operation Encompass is a charitable organisation operating in England that ensure that a notification is sent to schools after police attend an incident of domestic violence.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC

[Refuge: what is domestic violence/effects of domestic violence on children](#)

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can 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 behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help to help them retain their accommodation or find a new place to live. A link to government factsheets is [here](#).

Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

SO-CALLED 'HONOUR-BASED' ABUSE

So-called 'honour-based' abuse and violence (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including domestic abuse, being held against their will, 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 from the UK and also abroad. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

ACTIONS

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy).

As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (also known as FGM, female circumcision, and cutting) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for cultural or other non-therapeutic reasons. It is illegal in the UK and is an unacceptable and medically unnecessary form of abuse against women and girls which is extremely painful with serious and long-lasting harmful consequences.

Some of the following signs may be indicators of FGM

- talking about special ceremonies and events
- extended holidays with absence from school
- anxiety leading up to holidays, and generally anxious, depressed or withdrawn
- sudden decline in performance, aspiration or motivation
- not attending health appointments
-

THE FGM MANDATORY REPORTING DUTY FOR 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** along with regulated health and social care professionals 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.

It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information.](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet.](#)

For further information see:

[NSPCC What is FGM?](#)

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

[Multi Agency Guidelines](#)

There is more information on the National FGM Centre website: <http://nationalfgmcentre.org.uk/>

BREAST FLATTENING

Breast ironing / flattening is a form of physical abuse of girls by the practice of delaying the development of breasts through uncomfortable or painful ironing with heat, massaging and flattening. The process normally begins at the first sign of puberty and can continue for many years. It is designed to make girls appear to be less womanly to keep them safer from male attention, prevent pregnancy and rape, enable continuity of studies and prevent dishonour brought upon the family if the girl begins sexual relations outside of marriage.

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- abscesses
- cysts
- itching
- tissue damage
- infection
- discharge of milk
- dissymmetry of the breasts
- severe fever
- even the complete disappearance of one or both breasts.
- there may also be an impact on the child's social and psychological well-being.

Although there is no specific law within the UK around breast flattening or breast ironing, it is a form of physical abuse and if professionals are concerned a child may be at risk of, or suffering significant harm, they must refer to their local safeguarding procedures.

Signs that a girl could be at risk of breast flattening

- a girl is embarrassed about her body
- a girl is born to a woman who has undergone breast flattening
- a girl has an older sibling or cousin who has undergone breast flattening
- if there are references to breast flattening in conversation, for example a girl may tell other children about it
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- a girl from an affected community is withdrawn from pshe and/or sex and relationship education as her parents wish to keep her uninformed about her rights
- one or both parents or elder family members consider breast flattening integral to their cultural identity

- the family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening
- a girl/family has limited level of integration within uk community

As well as the above, we should be mindful that:

- a girl may disclose to a teacher, social worker, gp or another medical professional
- some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- a girl may display reluctance to undergo medical examination
- a girl may be fearful of changing for physical activities due to scars showing or bandages being visible

There is more information on the National FGM Centre website:

<http://nationalfgmcentre.org.uk/breast-flattening/>

FORCED MARRIAGE

Forcing a person into a marriage is recognised in the UK as a form of violence against both men and women and a serious abuse of human rights. 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, financial 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.

Indicators that a child is at risk of a forced marriage can be:

- anxiety, depression and being withdrawn
- low self esteem
- absence from school or permission sought for extended leave
- fear about school holidays coming up

Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and School and College staff can contact the Forced Marriage Unit if they need advice or information: Contact: +44 (0) 20 7008 0151 or email fm@fcdo.gov.uk.

ADULTIFICATION

'Adultification' is the perceiving children as being more adult-like and less innocent than they are, and treating them as such, exposing them to unnecessary risks.

For example, black children or those in post-16 education settings are often assumed to have an 'adult' mentality, despite their legal status as minors.

The potential effects of adultification: if a child is seen as self-sufficient, aggressive, or as less vulnerable, their needs and legal right to be safeguarded may be overlooked, forgotten, and disregarded.

This puts many children at risk of exploitation and abuse.

Adultification can look like:

- The hypersexualisation of black girls and other minors who may be perceived as promiscuous, or seductive – many girls may find themselves framed by adults as ‘Lolita’ or ‘Jezebel’ characters, simply for wearing the same clothes as the other children (for example, the same PE kit).
 - Less lenient treatment of certain students who commit normal, immature ‘transgressions’ like talking back, using explicit language, and breaking other rules.
 - Excessive force used to restrain or search a minor that would not be used against other minors.
- Racial bias and racism both form a central part of the conversation around adultification. Unlike their white counterparts, black and other minority ethnic children are the primary victims of adultification.

Data released by the Metropolitan Police showed that between 2019 and 2021, 5,279 children were strip searched by the force, 75% of whom were from a Black, Asian or other minority ethnic background.

Appendix 3

Whistle blowing Policy

This Policy Relates to Paragraph 7 of the Independent School Standards. It is part of the Safeguarding Policy and Procedures.

Purpose of The Policy

This whistle blowing policy and procedures are in place to enable staff to raise concerns relating to:

- Crime
- Abuse
- A miscarriage of justice
- Illegality
- Health and safety
- Environmental or property damage
- Unauthorised use of funds
- Concealing or attempting to cover up any of the above

This code provides additional information to help staff to understand the role of whistle blowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to Use the Procedures

The whistle blowing procedures may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee is inappropriate. Inappropriate conduct includes, but is not confined to:

- Bullying or Humiliation
- Child Sexual Abuse
- Other forms of Abuse
- Contravening Health and Safety Guidelines
- Serious breaches of the school's code of ethical practice
- Professional practice that falls short of normally accepted standards
- Compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention

Reasons for Blowing the Whistle

- Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences
- Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore
- Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned
- Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct must be confronted for the sake of the child and the reputation of the whole school.

Barriers to Whistle Blowing

You may worry that you have insufficient evidence to raise a concern that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable, but you can be reassured that whistle blowing procedures addresses these issues.

To gain protection under this Procedure, the employee must reasonably believe that the disclosure is made in the public interest. Employees are not otherwise required to 'prove' the truth of any allegation. Whistleblowers will, however, need to demonstrate that there are reasonable grounds for the concern, and will be expected to co-operate with any investigation that takes place.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistle blowing. Your union, a solicitor or the organisation [ACAS](#) can provide you with information about your legal position

Confidentiality and Anonymity

- All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing
- You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern and the key evidence is not readily available
- The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing
- To gain protection under this procedure, you must reasonably believe that the disclosure is made in the public interest. Employees are not otherwise required to 'prove' the truth of any allegation. Whistleblowers will, however, need to demonstrate that there are reasonable grounds for the concern, and will be expected to co-operate with any investigation that takes place

- Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting Procedure

- You should write down, for your own benefit, what you have observed or heard that is causing alarm
- One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved
- You may raise your concern verbally or in writing. You should report your concern directly to the Designated Safeguarding Lead (DSL) OR if your concern is about an allegation that a member of staff has harmed or may harm a child, the Safeguarding Trustee.
- If the Designated Safeguarding Lead is the subject of your concern, speak to the Safeguarding Trustee
- A friend, colleague or union representative may be present for the conversation if you wish
- Ensure the DSL or chair informs you of their proposed action and sets a date for a second meeting
- Timescales will depend on the complexity of the initial inquiry, but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded

Process

- The DSL or Safeguarding Trustee will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred
- Members of the school community, including trustees, may be asked to provide information or advice
- External advice, for example, from legal or human resources or children's services may be sought
- A written record of the conduct, established facts and outcome of the inquiry will be kept
- The whistleblower will be kept informed of the progress of the inquiry

Outcome

- The outcome of the inquiry will be one of the following:
- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated

- The concern is more serious and an investigation is initiated. This investigation may involve the local authority, children's social care or the police
- If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

- If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the Trustees of the School or the Local Authority for advice
- You can seek advice from your union or professional association, a solicitor, the police, children's social care or Protect - formerly called Public Concern at Work (PcaW), a registered charity that offers free and confidential legal advice on workplace malpractice. Link found here: www.pcaw.co.uk
- You can also contact the NSPCC for support: 0800 028 0285 / help@nspcc.org.uk / <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Appendix 4

CONTACTS

SCHOOL

Designated Safeguarding Lead:	HELEN FRASER	safeguarding@londonsteinerschool.org 07792 068 883
Designated Safeguarding Deputy:	JULESSA RICHARDS	safeguarding@londonsteinerschool.org
Trustee for Safeguarding:	SUE PEAT	sue.peat@londonsteinerschool.org
Designated Teacher for Looked After Children and Previously looked After Children :	HELEN FRASER	safeguarding@londonsteinerschool.org 07792 068 883
The School's Special Educational Needs and Disabilities Co-ordinator (SEND-CO):	FARAH KHAN	07385 847 138

If you believe a child is in **immediate** danger you should call the police on 999 straight away.

LAMBETH - The school's local authority. As the school does take children from the wider London area, we do also work with other Local Authorities.

Public line and out of hours: **020 7926 5555**

Designated officer (formerly known as the LADO) for allegations against staff: **Andrew Zachariades** on **020 7926 4679** or **07720 828 700** or email LADO@lambeth.gov.uk (secure)

Professional line: Integrated Referral Hub on **020 7926 3100** or email helpandprotection@lambeth.gov.uk or help.protection@lambeth.cjism.net (secure email)

Lambeth Prevent Team prevent@lambeth.gov.uk

Click here for link to Referral to **Housing Services for Homelessness**: <https://www.lambeth.gov.uk/housing/housing-advice/duty-to-refer-people-at-risk-of-homelessness>

Child and Adult Mental Health Service (CAMHS): 020 3228 7370 for advice and referral information.

Lambeth's SEND local offer Tel: 020 7926 9658 Email: Leps@lambeth.gov.uk

Lambeth Virtual School for Looked After Children: Tel: 020 7926 6625 / 07720 829 256
Email: lambethvirtualschool@lambeth.gov.uk

OTHER SERVICES

Local Police	020 7326 1212	
National FGM Helpline	0800 028 3550	fgmhelp@nspcc.org.uk
Reporting FGM to the Police	101	
Department of Health and Social Care:	0300 790 4007	
NSPCC : Child Protection Helpline	020 8800-5000	whistleblowing advice 800 028 0285
Childline advice for children	0800 1111	

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