

Lambeth Nursery Schools' Federation

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Updated July 2021

Policy Consultation & Review

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

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct and Behaviour Policy. In addition, all staff are provided with Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2021).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Board on 24th November 2021. It is due for review in November 2022.

Signature: Siobhan Turner - Chair of Governors

Date: 24th November 2021

CONTENTS

- 1. Purpose & Aims**
 - 2. Ethos**
 - 3. Roles & Responsibilities**
 - 4. Training & Induction**
 - 5. Procedures for Managing Concerns**
 - 6. Specific Safeguarding Issues**
 - 6.1. Contextual safeguarding**
 - 6.2. Looked after and previously looked after children**
 - 6.3. Child sexual exploitation, child criminal exploitation**
 - 6.10 So-called 'honour based' violence FGM and forced marriage**
 - 6.13 Preventing radicalisation and extremism**
 - 6.14 Peer on peer abuse**
 - 6.21 Modern slavery**
 - 6.22 Safeguarding responses to children who go**
 - 6.24 Mental health**
 - 6.27 Online safety**
 - 6.31 Cybercrime**
 - 6.33 Children with special educational needs and disabilities or physical health issues**
 - 6.34 Private fostering**
 - 7. Records and Information Sharing**
 - 8. Physical Intervention/Positive Handling/Reasonable Force**
 - 9. Changing Children who have Wet Clothes Through Water Play**
 - 10. Intimate Care**
 - 11. Working with Parents and Carers**
 - 12. Child Protection Conferences**
 - 13. Safer Recruitment**
 - 14. Safer Working Practice**
 - 15. Managing Allegations against Staff and Volunteers etc.**
 - 16. Use of premises for non-school activities**
 - 17. Other relevant policies**
 - 18. Statutory Framework**
- Appendices**
- A. Recording form for reporting concerns**
 - B. Responding to Disclosures of Abuse**
 - C. Types of Abuse and their Symptoms**
 - D. Local Safeguarding Procedures AND Concerns about Staff**
 - E. Covid 19**
 - F. LA introduction to this policy and table of changes to the statutory guidance**

1. PURPOSE & AIMS

1.1 The purpose of the Lambeth Nursery Schools' safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

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

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

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered children at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. Key Persons will regularly liaise with the Deputy Designated Safeguarding Lead to discuss all persistently absent children and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

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

2. ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 We will ensure that safeguarding and child protection is at the forefront of our practice and underpin all relevant aspects of process and policy development. We will operate with the best interests of the child in mind.

2.4 Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide whilst following our duty to follow the procedures outlined in this policy. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.6 Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Personal, Social and Emotional Development EYFS Area of Learning will cover relevant topics in an age and stage appropriate way, through a planned, developmental curriculum enabling children to learn about their rights and responsibilities to behave and stay safe in a variety of contexts. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. Further information can be found in the DfE guidance [‘Teaching online safety in school.’](#) and [‘Relationships Education, Relationships and Sex Education and Health Education.’](#) Information will be shared with parents about children keeping themselves safe, including online safety, through newsletters, text messages, one-to-one meetings.

2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2018) and the [Lambeth Safeguarding Children Partnership](#).

2.8 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a coordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- has a family member in prison, or is affected by parental offending;
- is persistently absent from education, including persistent absences for part of the school day.

3. ROLES AND RESPONSIBILITIES

Local Authority Contacts

Lambeth Integrated Referral Hub: 020 7926 3100
Out of hours: 020 7926 1000

Local Authority Designated Officer (LADO): Andrew Zachariades
Telephone: 0207 926 4579 / 0772 082 8700 Email: lado@lambeth.gov.uk

Senior Safeguarding Manager (Early years, Primary schools, High schools and colleges):
Marian Bentil
Telephone: 07596955299 Email: mbentil@lambeth.gov.uk

Education Prevent Officer: Lydia Nixon
Telephone: 0207 926 3668 Email: lnixon@lambeth.gov.uk

Head of Inclusion, Education and Learning: Stuart Boffin
Telephone: 0207 926 0296 Email: sboffin@lambeth.gov.uk

CSE Co-ordinator Children's Services: Claire McDonald
Telephone: 0207 926 0296 Email: CMcDonald@lambeth.gov.uk

The Senior Designated Safeguarding Lead is **Rachel Hedley - Executive Headteacher.**

In her absence the Deputy Designated Safeguarding Lead Heads of School are:

Tania Fricker - H	Melanie Miah - Eth
Melanie Miah - M	Rob Jenner - Eff
Luke Page - T	

The Children's Centre Deputy Designated Safeguarding Leads are:

Bettina Wilhelm-Exley	Amanda Halliburton-Crooks
Julie Reynolds	

Other staff trained at Deputy Designated Safeguarding Leads level are:

Holmewood

Alicia Montoya-Puertas
Theresa Bing
Katherine Hewitt

Maytree

Andrea McKay
Paula O'Connor
Hilda McNamara

Effra

Stella Carefull
Anieta Foley
Andrea Bridgen
Ali Bourne
Michelle James
Shelby Vassell-Black

Ethelred

Francine Ekins
Sarah Ros
Nanda Tiwari
Romina Gor

Children's Centre

Carean Vernon
Sam Muldoon
Yvonne Conlon
Anne-Marie Lyseight
Vanessa Harry

Triangle

Emily Patterson
Karimah Manning
Claire James

All schools

The Chair of Governors is: Siobhan Turner
Contact details: sturneratholmewoodnurseryschool.org.uk

The Governor for Safeguarding Children is: Victoria Ling
Contact details: vlingatholmewoodnurseryschool.org.uk

3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the children at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

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

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Lambeth Safeguarding Children Partnership policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those children who go missing from education as detailed section 6 of this policy.
- All staff undertake appropriate child protection training, updates are provided when required and at the annual briefing;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2021);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The governing body will receive a safeguarding report at each Individual School Committee meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual children.

The Executive Headteacher

3.5 Within the Federation the Executive Headteacher is responsible for:

- Identifying a senior member of staff from leadership team to be the Deputy Designated Safeguarding Leads (DSL);

- Identifying alternate members of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer.

The Designated Safeguarding Lead (DSL and Head of School Deputy DSLs)

3.6 The DSL is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of '[Keeping Children Safe in Education](#)'.

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

During term time the DSL will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.9 The DSL (or other designated member of staff) at each setting will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely (see section 7 for more information.)

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school.

3.12 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

3.13 The Deputy DSL will work with the Executive Headteacher and senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.

3.14 This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

3.15 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff know who these children are, understand their academic progress and attainment and maintain a

culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of this policy along with the staff code of conduct, Part One and/or Annex A of *'Keeping Children Safe in Education'* and told who our DSL and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the DSL. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of *'Keeping Children Safe in Education'*. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually as part of the Annual Briefings, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. Visitors are required to read the safeguarding Information Notice on the front desk when they sign in. Temporary staff and volunteer will receive this information as part of their induction.

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Lambeth School Services and the Lambeth Safeguarding Partnership at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. A DSL will attend the briefing sessions provided by Lambeth and disseminate key information at Senior Leadership Team meetings.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Lambeth School Services.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of *'Keeping Children Safe in Education'* (2021) provides links to guidance on specific safeguarding issues such as Child Sexual

Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via [Lambeth Safeguarding Children Partnership](#)

5. PROCEDURES FOR MANAGING CONCERNS

5.1 We adhere to child protection procedures that have been agreed locally through the Lambeth Safeguarding Children Partnership. Where we identify children and families in need of support.

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

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

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The DSL/Deputy should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

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

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

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

5.8 All referrals will be made in line with Lambeth Children's Services procedures as outlined in Appendix B.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Lambeth Integrated Referral Hub immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration by raising concerns again with the DSL and/or Deputy. Concerns should always lead to help for the child at some point.

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

- the situation is an emergency and the designated senior person, their alternate and the Executive Headteacher are all unavailable;

- they are convinced that a direct report is the only way to ensure the child's safety.

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

6. SPECIFIC SAFEGUARDING ISSUES

Contextual safeguarding

6.1 We recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation and criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers 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.

Looked after and previously looked after children

6.3 We recognise that a looked after and previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep looked after and 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.

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE): County Lines and serious violence

6.4 This applies to children above nursery school age, it is however still an important issue for staff to understand as our families have older children who may be exploited in this way. 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.

We train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

6.5 We recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person 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. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine relationship.

6.6 We understand that 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.

6.7 We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

6.8 Staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office's [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#) guidance for more information.

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

So-called 'honour-based violence (including Female Genital Mutilation and Forced Marriage

6.10 We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi agency liaison with police and children's social care.

6.11 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)

6.12 We recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email fm@fco.gov.uk

Preventing radicalisation and extremism

Refer to our policy on 'Preventing extremism and radicalisation'.

6.13 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping children safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Lambeth Safeguarding procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of children.

Peer on peer abuse- Child on child sexual violence and sexual harassment

6.14 Child on child/peer on peer abuse, bullying and child on child sexual violence and sexual harassment are specific forms of abuse which may be prevalent in schools, however less so with nursery-aged children.

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

We recognise that children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm, or may have committed other offences.

Staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

6.15 We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi nudes images and or videos¹ (also known as sexting or youth produced sexual imagery) is a form of peer on peer abuse.

6.16 We understand that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that children may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report,

¹ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

6.17 Staff will reassure children that they are being taken seriously and that they will be supported and kept safe. Children will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will they ever be made to feel ashamed for talking about this.

6.18 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer abuse in line with guidance outlined in Part five of '*Keeping Children Safe in Education*' and '[Sexual violence and sexual harassment between children in schools and colleges](#)' (2021). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.19 We will work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren).

6.20 Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to Lambeth Integrated Referral Hub and HSB team.

Modern Slavery

6.21 We understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. We refer to the DfE guidance [Modern slavery: how to identify and support victims](#) for concerns of this nature.

Safeguarding responses to children who go missing

6.22 All staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

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

- An attendance register is taken at the start of each session of each school day;
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the children on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with key staff when needed to ensure all relevant information about individual children is taken into account;

- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll, we will pass on all safeguarding files.

Children missing in education legislation applies to children of school age only. However, where we have concerns about a child who leaves, we will endeavour to find out which school they have moved to or inform social care so information can be shared.

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

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

Mental Health

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

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

6.26 There are clear systems and processes in place for identifying possible mental health problems and DSLs work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the [Mental Health and Behaviour in Schools' DfE guidance for further support](#).

Online Safety

6.27 The use of technology and social media has become a significant component of many safeguarding issues. It is essential that children are safeguarded from potentially harmful and inappropriate online material.

6.28 We will ensure the schools have appropriate filters and appropriate monitoring systems in place. Where child sexual exploitation, radicalisation and sexual predation occur, technology often provides the platform that facilitates harm. At our settings our role is to highlight these dangers to parents. The approach to online safety is to protect and educate the whole school community in their use of technology and establish mechanisms to identify, intervene and escalate any incident where appropriate. Please see the Acceptable use of digital technologies policy.

6.29 Children will be taught to recognise risk and build resilience in order to manage risk themselves appropriate to their age. Children are encouraged to talk to their Key Person about any concerns or worries they may have.

6.30 The school will ensure the safety of its children by implementing the acceptable use of technologies policy.

Cybercrime

6.31 We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen

off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

6.32 If there are concerns about a child related to this, the DSL will consider a referral to the [Cyber Choices programme](#) which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. It aims to intervene where young people are at risk of committing, or being drawn into, low level cybercrime.

Children with special educational needs and disabilities or physical health issues

6.33 We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

6.34 We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

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

Private Fostering

6.34 Where we become aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the Designated Safeguarding Lead. The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

The definition of a close-family member is:

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

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern in writing or on the agreed reporting form (Appendix A). Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet if a paper system is used and not with the child's academic file. These files will be the responsibility of the DSL/Deputy. Child protection information will only be shared within

school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will be kept up to date. Each concern logged will include:

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

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include; a chronology, contents front cover and will record significant events in the child's life.

7.4 When a child leaves our school, (including in year transfers) the Deputy DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.

7.5 We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

7.6 Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

7.7 Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Inclusion and Education Welfare Services within Lambeth.

8. PHYSICAL INTERVENTION / POSITIVE HANDLING / REASONABLE FORCE

All staff (paid and voluntary) are expected to adhere to school policies and the code of conduct in respect of their contact with children and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. 'Reasonable force' is taken to mean 'using no more force than is necessary'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child out of the classroom by holding their elbow. To reduce the occurrence of challenging behaviour and the need to use reasonable force, individual behaviour plans will be completed for more vulnerable children with the agreement of their parents/carers.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the *Use of Reasonable Force (2013)*.

Refer to our separate behaviour policy for further details on positive handling / restraint and the reasonable use of force.

9 CHANGING CHILDREN WHO HAVE WET CLOTHES THROUGH WATER PLAY

Changing wet clothes, with or without the support from an adult can cause anxiety for some children, this can influence their perception of the activity and determine whether it is an enjoyable and positive experience. Being in a state of undress can also cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult. Staff are aware of this and sensitive to the child's feelings and needs. (Based on guidance from the NSPCC about changing for P.E.)

10. INTIMATE CARE

We aim to protect children from abuse and our staff from false allegations. If a child needs a change of clothes, a member of staff will do this in the designated space where they can be viewed by other members of staff. Where possible children will be encouraged to undress and dress themselves. As in the previous section, changing children can cause anxiety, particularly those who have experienced abuse, and may lead them to misunderstand or misinterpret the actions of an adult. If a nappy is changed the member of staff will inform a colleague. The changing areas can be seen by other members of staff whilst offering privacy to the child. We will obtain parents/carers permission to change children when needed. When changing involves removing underwear or a nappy this will be recorded to include the child's name, adult changing, date and time. This will be stored for one term and then shredded. See Retention and archiving schedule - Federation document. For some SEND children intimate care will be agreed as part of a care plan.

11 WORKING WITH PARENTS & CARERS

11.1 We are committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

11.2 When new children join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact Lambeth Integrated Referral Hub.

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

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

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

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

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

11.6 We are working in partnership with Lambeth Met Police and Lambeth Children's Services to identify and provide appropriate support to children who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Lambeth Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our children has been present with the DSL. On receipt of any information, the DSL will decide on the appropriate support the child requires, this could be silent or overt. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

12. CHILD PROTECTION CONFERENCES

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

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

12.3 All reports for child protection conferences will be prepared in advance using the guidance provided by the Lambeth Safeguarding Children Partnership. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

12.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

13. SAFER RECRUITMENT

The Executive Headteacher and at least one member of the recruitment panel on the Governing Body must have attended training and passed the test - certificate lasts for 5 years. A number of key staff involved in recruitment are also trained. Those who have passed the test will undertake the ½ day refresher training offered by Lambeth Schools HR after 5 years. Safer recruitment online training is also available from the NSPCC (4 hrs @£30).

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

13.1 We will ensure that the Executive Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2021). At least one person involved in conducting an interview will have received safer recruitment training.

13.2 We will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.

13.3 We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

13.4 We use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

13.5 We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in *'Keeping Children Safe in Education'* to ensure we are recruiting and selecting the most suitable people to work with our children.

13.6 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

13.7 We recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all of these processes can be found in our Recruitment and Selection policy.

14. SAFER WORKING PRACTICE

14.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

14.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

14.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

14.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (May 2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

15. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS ETC.

Allegations that may meet the harms threshold

15.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

15.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in *'Working Together to Safeguard Children'* (2018) and *'Keeping Children Safe in Education'*, DfE (2021) below. An allegation may relate to a person who works / volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;

- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The 4th bullet point above recognises circumstances where a member of staff (including supply teachers) or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children; this is known as transferable risk.

15.3 We recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at lado@lambeth.gov.uk These are adults such as those in the voluntary sector, taxi drivers, escorts, and fosters carers.

15.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in Part 4 of 'Keeping Children Safe in Education', DfE (2021) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/ or allegation issues (including for supply teachers) is via the Local Authority Designated Officer on 020 7926 4679. Following advice, the LADO referral form should be completed and sent to lado@lambeth.gov.uk
See Appendix 4 for further details.

15.5 If an allegation is made or information is received about *any* adult who works/ volunteer in our setting which indicates that they may be unsuitable to work / volunteer with children, the member of staff receiving the information should inform the Executive Headteacher or Head of School immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Executive Headteacher, this will be reported to the Chair of Governors. In the event that neither the Executive Headteacher, Head of School or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

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

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

15.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Executive Headteacher, Head of School or Chair of Governors should contact the LADO directly via email to lado@lambeth.gov.uk

15.9 Further information and guidance, forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the [Lambeth Safeguarding Children Partnership Website](#). Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel

able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

15.10 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The School must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first.

Concerns that do not meet the harm threshold

15.11 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the thresholds as stated above. In Lambeth the 'low level' concern process is to consult with the Senior Safeguarding Manager on 020 7926 4679 or mbentil@lambeth.gov.uk . We promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

15.12 We will be advised by the Senior Safeguarding Manager and/or HR to ensure we address unprofessional behaviour and support the individual to correct it at an early stage. We will ensure that staff are aware when they should self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

15.13 We understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action.

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

16. USE OF PREMISES FOR NON-SCHOOL ACTIVITIES

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

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

17 OTHER RELEVANT POLICIES

17.1 To underpin the values and ethos of our school and our intent to ensure that children at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Acceptable use of digital technology
- Accident & first aid
- Attendance
- Behaviour
- Code of Conduct - Staff
- Collection of children
- Critical incident and emergency planning
- Data protection
- Drug education and safety
- Educational visits checklist
- Equality, diversity and community cohesion
- Health and safety
- Looked after children
- Lost child
- Sick child
- Supporting children at school with medical conditions
- Recruitment procedures
- Whistleblowing

18. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children](#) DfE (July 2018)
- [Keeping Children Safe in Education](#) DfE (2021)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (May 2019)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)
- [The Prevent duty: Departmental advice for schools and childcare providers](#) DfE (June 2015)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) DfE (July 2021)
- [Child sexual exploitation: guide for practitioners](#) DfE (February 2017)
- [Teaching online safety in school](#) DfE (June 2019)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: toolkit for schools](#) DfE (September 2018)
- [Promoting the education of children with a social worker](#) (June 2021) (June 2021)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- <https://www.lambethsaferchildren.org.uk/>

Appendix A: Recording Form for Safeguarding Concerns

LAMBETH NURSERY SCHOOLS' FEDERATION

Safeguarding Children and Child Protection Procedures

Concerns form and HISTORY

Record details of concerns you have about a child's welfare.

Name of child causing concern: x

dob: x

Start date: x

Date and time of incident: x

Name of person recording incident: x

Name of key person: x

Details (continue overleaf if necessary):

Action taken (this MUST include informing a designated safeguarding lead - Rachel Hedley, HOS or Better Start Area Manager):

Further action taken by the designated safeguarding lead regarding the initial incident:

Ongoing HISTORY relating to this child/family (please date and initial entries clearly):

Appendix B: Responding to disclosures of abuse

- Always stop and listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock and disbelief
- Take the child seriously. Always assume that he/she is telling the truth
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns
- Do reassure and alleviate guilt
- For example you could say; "you are not to blame."
- "You have done the right thing to tell someone."
- Do not ask leading questions
- For example, "What did she do next?" (this assumes that she did), or "did he touch your private part".
- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid
- Do not ask the child to repeat the incident for another member of staff
- The child may well have to tell the story again, and to do so repeatedly will cause undue stress.
- End by summarising what has been said and what action has been agreed
- Be clear about what you intend to do next
- Discuss your concern/disclosure with the designated child protection person at the school
- Record carefully what has been said and what actions have been agreed.

Appendix C - Types of Abuse and their Symptoms

I. Physical abuse

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

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

II. Neglect

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

Neglect may involve a parent failing to:

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

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

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

III. Emotional abuse

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

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

Emotional abuse indicators

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

IV. Sexual abuse

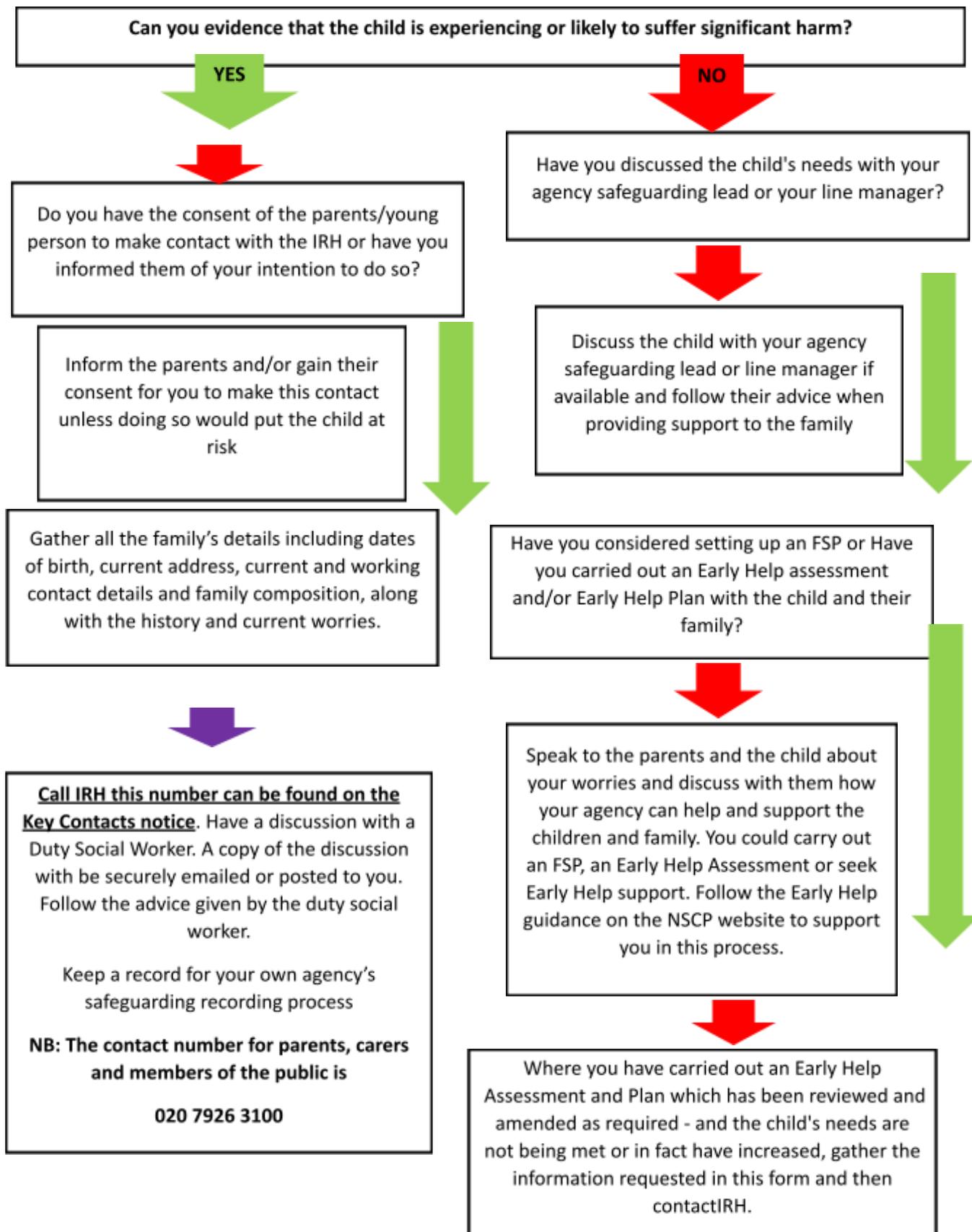
Sexual **abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example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

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

Appendix D: Local Safeguarding Procedures

Integrated Referral Hub

Before contacting the IRH, please answer the following questions and follow the advice provided:



Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.

[Links and guidance](#)

The infographic is divided into two main sections. The left section, titled 'How to make a referral', is on a light green background and lists four steps: 1. Discuss your referral with Lambeth's Designated Officer, Andrew Zachariades, on 020 7926 4679 or 07720 828 700; 2. Download the Allegations Referral Form; 3. Complete the form with as much detail as possible; 4. Email the completed form to LADO@lambeth.gov.uk and the Integrated Referral Hub on helpandprotection@lambeth.gov.uk. The right section, titled 'Links', is on a white background with a grey border and lists contact information for the Lambeth Designated Officer, Andrew Zachariades, including phone numbers (020 7926 4679 and 07720 828 700), a download link for the Allegations Referral Form, the email LADO@lambeth.gov.uk, and contact information for the Integrated Referral Hub (020 7926 3100 and helpandprotection@lambeth.gov.uk).

How to make a referral

1. Discuss your referral with Lambeth's Designated Officer, Andrew Zachariades, on **020 7926 4679** or **07720 828 700**
2. Download the **Allegations Referral Form**
3. Complete the form with as much detail as possible
4. Email the completed form to **LADO@lambeth.gov.uk** and the Integrated Referral Hub on **helpandprotection@lambeth.gov.uk**

Links

Lambeth Designated Officer:
Andrew Zachariades

Call 020 7926 4679

Call 07720 828 700

Download Allegations Referral Form

LADO@lambeth.gov.uk

Integrated Referral Hub

Call 020 7926 3100

helpandprotection@lambeth.gov.uk

Appendix E: Covid 19

This Appendix is based on the model provided by Lambeth Schools Safeguarding team and reflects the recent guidance issued by the DfE. It reflects the way schools and colleges are currently operating in response to coronavirus (COVID-19). Whilst recognising this is fundamentally different to normal operations there are important safeguarding principles that remain the same.

Child protection policy

This appendix reflects any changes to procedures in the Child Protection and Safeguarding Policy in response to COVID-19. It is recognised that this Appendix is kept under review as circumstances continue to evolve.

Designated safeguarding leads (DSLs)

Our new rotas include a trained DSL or deputy on site. In addition the DSL trained Executive Headteacher/Head of School/Federation Business Manager or Better Start Area Manager will be available by telephone for support if needed.

In addition, Sarwan Singh Jandu, the local authority's schools safeguarding manager will be acting as the on-call DSL for the duration of the crisis.

The DSL on-site and on-call will be made clear to all staff via the Covid 19 spreadsheet and displayed to staff in each setting.

It is acknowledged that DSL training is very unlikely to take place during this period. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Vulnerable children

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Headteachers will continue to work with vulnerable children in this difficult period and support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. Heads of Schools have considered risks and made decisions about vulnerable children in liaison with parents/carers and other professionals involved with children regarding the safest place for children to be during this period which have been recorded. Ongoing notes will be kept of any contacts or issues regarding these families.

Attendance

Local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Schools and social workers have agreed with families whether children in need should attend school, each school will then follow up on any child that they were expecting to attend, who does not. Individual arrangements for relevant children will be clearly detailed for all DSLs so that appropriate action is taken, given that some children are attending another setting.

To support the above, schools will ensure that parents and carers emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker.

The department has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places. This is being completed.

Staff training and safeguarding induction

Where new staff are recruited, or new volunteers enter the schools or children's centres, they will continue to be provided with a safeguarding induction. An up-to-date child protection policy with this Appendix will support this process as will part 1 of KCSIE.

The existing school staff may move between schools in the Federation on a temporary basis in response to COVID-19. The receiving school should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing staff will already have received appropriate safeguarding training and the safeguarding policy is the same across all Federation schools. Any confirmation of local processes and confirmation of DSL arrangements will be shared.

Children moving schools and colleges

For looked-after children, any change in school will be in consultation with:

Katie Tilley
Early Years and Primary Consultant, Lambeth Virtual School
Direct Line: 020 79261051 Mobile: 07785 694594
Email: ktilley1@lambeth.gov.uk

The receiving school will have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable.

Safer recruitment/volunteers and movement of staff

Where new staff or volunteers are recruited, the relevant safer recruitment processes will be followed, including, as appropriate, relevant sections in part 3 of KCSIE. In response to

COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where any volunteers are taken on, normal checking and risk assessment processes will be carried out as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school staff already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check is required if that member of staff temporarily moves to another school to support the care of children.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRAs Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.

It is essential from a safeguarding perspective that our schools are aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. Staff from other settings will be checked to confirm their SCR entry is complete. Jackie Edwards is the contact for information regarding Holmewood, Maytree and Triangle staff, Sarita Herm for Effra and Sarah Ros for Ethelred.

The single central record (SCR) will be kept up-to-date as outlined in paragraphs 148 to 156 in KCSIE.

Mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school will require all staff to receive training that is being rolled out by the government to develop a whole school approach to mental health.

The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Teachers should be aware of this in setting expectations of children's work where they are at home. Where they are providing for children of critical workers and vulnerable children on site, schools and colleges should ensure appropriate support is in place for them.

If a member of staff has a mental health concern about a pupil, he/she will speak to the designated safeguarding lead or a deputy.

Children and online safety away from school and college

The department is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published guidance from the UK Safer Internet Centre on safe remote learning and from the London Grid for Learning on the use of videos and livestreaming could help plan online lessons and/or activities and plan them safely.

The starting point for online teaching will reflect the same principles as set out in the school's or staff Code of conduct and Acceptable use of digital technology policy which includes

information about staff/child/parent/carer relationships and communication including the use of social media.

We will ensure that any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Where appropriate the schools will signpost children/parents/carers to appropriate practical support from the [UK Safer Internet Centre](#) - to report and remove harmful online content.

We will be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Please refer to the [Safeguarding Key Contacts](#) List displayed on Yellow Paper.

Appendix F: LA Introduction to this policy and table of changes to the statutory guidance

The model policy was revised in July 2021 to reflect the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education' on 6 July 2021. This guidance will become statutory on 1 September 2021 and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Until 1 September 2021, schools and colleges must continue to use the current statutory guidance dated September 2020.

In accordance with the guidance, governing bodies and proprietors of independent schools and colleges should ensure that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

The following model policy is designed to provide a framework for your school's policy. It should be adapted to make it relevant to your setting and any particular local safeguarding issues you may be dealing with. School-specific information should be added e.g. information about the curriculum (including information about Relationships Education, Relationships and Sex Education and Health Education) and the school's monitoring and evaluation procedures.

We have retained Appendix 5 - Arrangements for Safeguarding and Child Protection during COVID-19, in the model policy at present in case of future school closures. Schools can delete or add this appendix to their policy accordingly.

Marian Bentil

Senior Safeguarding Manager – Education Learning and Skills

September 2021

Table of changes to the statutory guidance.

Section	Changes
Throughout	All references to ' <i>Keeping Children Safe in Education</i> ' (2020) have been removed and replaced with reference to ' <i>Keeping Children Safe in Education</i> ' (2021).
2.3	Amendment to reinforce the fact that child protection should be at the forefront of practice.

2.4	Added to incorporate the importance of wishes and feelings and hearing the child's voice. Subsequent numbering altered.
2.6	Paragraph amended and information strengthened in terms of the curriculum for Relationships Education, Relationships and Sex Education and Health Education.
2.8	Additional concerns included regarding the early help offered when additional needs of children are identified.
Section 3	Named mental health lead added to the table on roles and responsibilities.
3.6	Amended the Annex of KCSIE 2021 from B to C.
3.13 and 3.14	Add details of DSLs working with school staff to promote the educational outcomes for children who have or have had a social worker reach their potential. Subsequent numbering altered.
4.1	Wording amended to include electronic reporting systems.
4.2	Information added regarding victims being reassured, taken seriously and kept safe.
6.5	Added in information regarding the fact that children may not realise they are being exploited.
6.7	More details added in terms of CCE and that fact that children may not understand they are being criminally exploited. Subsequent numbering altered.
6.15	Information added to include the fact that abuse can take place in intimate relationships between peers and details about consensual and non-consensual sharing of nudes and semi nudes images and or videos.
6.16	Amended to include the fact that even if no reports of sexual violence and sexual harassment are being made it does not mean it is not happening. Reinforcing the importance of not accepting peer on peer abuse is 'normal.'
6.17	Amendment made to reinforce the fact that victims will be taken seriously and kept safe.
6.20	Information on Modern Slavery added.
6.25	Wording amended to reflect that fact that the setting should have a named Mental Health Lead.
6.27 – 6.30	Information added related to Online Safety.
6.31 – 6.32	Information added on Cybercrime.
6.33 – 6.35	Information added about the additional safeguarding challenges related to children with SEND and the vulnerabilities of children who attend Alternative Provision
7.1	Information amended to include electronic recording systems.
7.3	Information added to demonstrate how concerns should be logged.
7.4	Details added in light of timescales for transferring information Subsequent numbering altered.
7.6	Information added about the importance of sharing information with the receiving setting in advance of the pupil transferring.
10.2	Information amended to reflect unsuitable people being appointed or securing volunteering opportunities.

10.3	Information added in relation to employment history and self-declaration of criminal records.
10.7	Added to include the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.
Section 12	Split into two parts- 1) Allegations that may meet the harm threshold 2) Concerns that do not meet the harm threshold
12.2	Thresholds of harm added
12.3	Added to clarify the action to take if an allegation is made by an adult who is in a position of trust but not employed by the school.
12.9	Information added about referring a teacher to the TRA if they are dismissed.
12.11 – 12.14	Information about concerns that do not meet the harm threshold.
13 (NEW SECTION)	Use of premises for non-school/college activities Subsequent sections re-numbered
Section 14	Added in the need for a Low-Level Concerns policy
Section 15	Added the links to <ul style="list-style-type: none"> • Promoting the education of children with a social worker (June 2021) • Preventing youth violence and gang involvement • Criminal exploitation of children and vulnerable adults: county lines • Relationships Education, Relationships and Sex Education (RSE) and Health Education