

Sydenham School Child Protection and Safeguarding Policy

**Updated September 2018
To be reviewed September 2019**



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Key Personnel

Headteacher: Gloria Lowe

Named personnel with designated responsibility for Safeguarding and Child Protection (CP)

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Designated Governor for Child Protection	Chair of Governors
2017/18	Emma Quartey Trained 24.01.2019	Sid Robinson Trained 21.06.2018	Rebecca Manson Jones	Sarah Armstrong
	e.quartey@sydenham.lewisham.sch.uk 020 8699 6731 Ext 436	s.robinson@sydenham.lewisham.sch.uk 020 8699 6731 Ext 462	/	s.armstrong@sydenham.lewisham.sch.uk

Emergency Procedures

Referring a student to the police, MASH (Multi Agency Safeguarding Hub) or Children's Social Care:

If you are worried about a child's immediate safety, call the police on 999 or 101.

When completing a S47 referral (serious concern), most local authorities request that we call and report the concerns *before* completing the paper or electronic referral form. Once the information is shared over the phone, we then have up to 24 hours to complete the official form.

Please first check which borough the student lives in for any Child Protection concerns as you will need to contact the correct local authority safeguarding team or MASH.

You should be prepared to provide the call handler with the following information:

- your details:
 - name, role and place of work
 - contact details (work telephone number and e-mail address) and times when you will be available to be called back
- details of the designated safeguarding lead
 - name, contact details (work telephone number and e-mail address)
 - place of work
- the child's details:
 - name age/date of birth
 - address
 - parent/carer details
- if applicable, confirm that you have undertaken, or will undertake, safeguarding actions, as required by the Working Together to Safeguard Children 2018 document:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf

You will be given a reference number for the call; you should ensure that you document this in your records and pass on this information to the safeguarding leads.

In line with safeguarding best practice, you should contact the student and/or parents or carers as appropriate to explain the referral, why it is being made, and what it means.

However, if you believe that telling the student/parents/carers about the report may result in a risk of serious harm to the student or anyone else, or of the family fleeing the country, you should not discuss it. For more information, please see information sharing advice for safeguarding practitioners – GOV.UK.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

If you are unsure or have concerns, you should discuss these with the designated safeguarding lead. You can also ask for advice from the NSPCC 0800 1111 or police. If you are sending any information to MASH, it is best to email the document with password protection and mark as 'High priority'.

If you need to know the name and details of a student's Social Worker, the extended safeguarding team can refer to the relevant year group VSR.

Contact details for serious safeguarding/CP concerns

(Multi-Agency Safeguarding Hub – MASH for CP referrals. 'Duty' is for out of hours referrals)

- **Lewisham MASH:** 020 8314 9181, 020 8314 6660
Duty: 020 8314 6000 ask for EDT social worker
(long-term CP duty: 020 8314 9066) mashagency@lewisham.gov.uk
- **Bromley MASH:** 0208 461 7373/7379/7026
Duty: 0300 303 8671 mash@bromley.gov.uk
- **Southwark MASH:** 020 7525 1921
Duty: 020 7525 5000 mash@southwark.gov.uk
- **Lambeth MASH:** 020 7926 5555
Duty: 020 7926 5555 dutymanager@lambeth.gov.uk
- **Greenwich MASH:** Consultation advice: 020 8255 2888. Referrals: 020 8921 3172
Duty: 020 8854 8888 Email: mash-referrals@royalgreenwich.gov.uk
- **Croydon MASH:** Safeguarding Consultation line - 020 8726 6464, urgent referral 020 8255 2888,
Duty: 0208 726 6400 online form:
<https://my.croydon.gov.uk/MashReferrals?qWname=New&qServiceRef=ChildReferral> or if not working complete the Word version
www.croydon.gov.uk/healthsocial/families/childproctsafe/childprotect and send to childreferrals@croydon.gov.uk /

Once an emergency referral has been made, many local authorities will need their specific referral form to be completed within 24 hours of the initial contact. Please speak to the safeguarding leads for instructions on how to do this or if at the weekend, ensure that you Google the LA website to find out how to do this.

Missing students

If a student goes missing during school or at the end of school, ensure that you inform police, parents/carers (& inform parents of CLA when it is a section 20, see 'Key Professionals' in the CP drive) and any social workers involved.

Below are the details for specific concerns in Lewisham. Other borough details can be Googled.

Radicalisation concerns (see appendix G in CP and Safeguarding Policy)

Call 020 8314 7545 and email Prevent@Lewisham.gov.uk - Martin Gormlie
You can also contact your local police force or dial 101 (the non-emergency number).

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. If a child is at immediate risk of harm or there is a security incident, the normal emergency procedures should be followed.

Child sexual exploitation (see the last point in appendix B)

The helpline number for young people to call or text anonymously about CSE is 116 000. If you are aware that a child is at imminent risk or a crime is being committed, please contact the Police on emergency number 999. In less urgent cases you can contact the CSE specialist team at Lewisham Borough Command or phone 101 or email PL-CSE-Referrals@met.pnn.police.uk.

FGM concerns (see appendix F)

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second, so tell a member of the safeguarding team that you intend to make a referral; this should be done on the day of the concern.

It is recommended that you make a report orally by calling 101, the single non-emergency number. When you call 101, the system will determine your location and connect you to the police force covering that area. You will hear a recorded message announcing the police force you are being connected to. You will then be given a choice of which force to be connected to – the report must be made to the police force where the girl resides, so you may then need to ask to be directed to that force. Explain that you are making a report under the FGM mandatory reporting duty.

Wherever possible, you should have a discussion with the girl and/or her parents or carers as appropriate, in advance of/in parallel to the report being made. Advice and support on how to talk to girls and parents/guardians about FGM is available in the multi-agency guidance on FGM.

Forced Marriage concerns (see appendix F)

Call 020 7008 0151 and email fmv@fco.gov.uk
MASH or 101.

CAMHS – Emergency Call the Numbers below and ask for Duty or call an Ambulance

Lewisham

0207 138 1250
Non-emergency - Complete Lewisham
CAMH's Referral Form and email to:
LewishamCAMHSAdmin@slam.nhs.uk

Bromley

0203 466 9988

Southwark

0203 228 7777. Non-emergency - Complete
Southwark CAMH's Referral Form

Lambeth

0203 228 7370

Greenwich

020 8836 8621

Croydon

020 3228 0000

Policy review dates

Review Date	Changes made	By whom
Sept 2016	Updated in accordance with new national guidance	Erika Podmore Sid Robinson
July 2017	Updated in accordance with new national guidance	Erika Podmore Sid Robinson
Feb 2018	Updated in accordance with new national guidance	Sid Robinson Gloria Lowe
Sept 2018	Updated in accordance with new national guidance	Sid Robinson Gloria Lowe

Additional Designated Lead Level 3 trained staff

Academic Year	Name	Role
June 2016	Theresa Pugh	Teaching Assistant
July 2017	Nathan Thomas Nicole Brooks Nayotia Newman Tina Kanetis Aldrica Smart Josephine Alexander Steph Bailey Sheila Conway Anita Belger Gill Pooley Joanne Smith Rebecca Manson-Jones	Teaching Assistant Learning Mentor Learning Mentor Deputy SENCo Year 9 Learning Coordinator Year 10 Learning Coordinator Year 11 Learning Coordinator Year 12 & 13 Learning Coordinator Head of KS5, AAHT Deputy Headteacher Director of Operations CP and Safeguarding Governor
June 2018	Janet Emmanuel Clare Bawcutt Deborah Gostling Ann Colgan	Assistant Headteacher Safeguarding & Pastoral Manager Deputy Headteacher Deputy Headteacher
January 2019	Emma Quartey	Assistant Headteacher
February 2019	Laura Pattie	Year 8 Learning Coordinator

Legal Framework

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2018*
- *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018*
- *What to do if you are worried a child is being abused. Advice for Practitioners, March 2015*
- *Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015*
- *Children Act 1989 (as amended 2004 Section 52)*
- *Children who run away or go missing from home/care (Jan 2014)*
- *Education Act 2002 s175/s157*
- *The Teachers' Standards 2012*
- *The Counter Terrorism and Security Act 2015 (section 26 The Prevent Duty)*

INTRODUCTION

This policy applies to all adults, including governors and volunteers, working in or on behalf of Sydenham School.

Everyone working in or for Sydenham School shares the same objective, to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting
- identifying children and young people who are suffering or likely to suffer harm and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting. At Sydenham School, staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.
- empowering students to find support where needed or to take action on behalf of another young person. At Sydenham School, we explicitly teach students about safeguarding themselves in and outside of school, including online, through a broad and balanced curriculum. We establish and maintain a culture in which children feel secure, are encouraged to talk and are listened to.

Ultimately, effective safeguarding of children can only be achieved by putting children's welfare at the heart of all we do, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children. Every adult working in Sydenham must be aware of their responsibilities as outlined in the documents "Working Together to Safeguard Children 2018" and "Keeping Children Safe in Education 2018"

Rationale:

This policy has been developed in order to ensure that procedures are in place and are fully understood so that every child and young person at Sydenham School has the opportunity to achieve their full potential; they have the right to be protected from harm and exploitation whatever their race, religion, first language or ethnicity, gender or sexuality, age, health or disability, political or immigration status.

All staff, volunteers and regular visitors know and understand their role in protecting children from: Neglect, Physical Abuse, Sexual Abuse, Emotional Abuse, Online abuse and harassment, witnessing domestic violence, Forced Marriage or Gender/Honour-Based Violence, Radicalisation, FGM and child sexual exploitation.

All staff, volunteers and regular visitors accept their fundamental responsibility to keep students safe, promoting children's social, physical, emotional and moral development. All staff are trained to identify signs of abuse, and work to identify, assess, and support those children who are suffering harm. We give clear direction to staff, volunteers and regular visitors about how safeguarding concerns are managed and acted upon. Staff will help to equip students with the skills needed to keep them safe.

There are three main elements to the child protection and safeguarding policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.

PROTECTION by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people.

SUPPORT to victims of abuse and to staff in identifying signs and symptoms of abuse.

Aims:

- To provide a caring environment in which children and young people feel safe, secure, valued and respected.
- To instil confidence so that students can trust adults and know how to approach staff if they are in difficulty.
- To raise awareness among all staff, both teaching and non-teaching, of the need to safeguard children through identification and prompt reporting of all possible cases of abuse.
- To ensure that rigorous systems of identification, reporting and monitoring are in place to protect all children from harm.
- To establish clear and effective channels of communication between staff, and to develop effective working relationships with all other agencies involved in safeguarding children including Children Social Care services, the police and health services.
- To ensure that all adults have appropriate checks and relevant safeguarding training completed before working with children.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Role of the Governing Body

Our Governing Body will ensure that:

- 1.1 the school has a CP & safeguarding policy in place and that procedures are in accordance with statutory and Local Authority (LA) guidance and locally agreed inter-agency procedures, and the policy is made available to parents on the Sydenham website.
- 1.2 the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children
- 1.3 the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- 1.4 a senior member of the school's leadership team is designated to take lead responsibility for child protection (and a deputy is also appointed)
- 1.5 staff undertake appropriate child protection training
- 1.6 staff remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- 1.7 a governor is nominated to be responsible for liaising with the DSL, the LA and /or partner agencies.
- 1.8 the Chair of Governors oversees appropriately anonymised LADO referral information as well as managing investigations into allegations made against the Headteacher
- 1.9 they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- 1.10 all members of the governing body will have a current DBS check.

2. Role of our Headteacher

Our Headteacher will ensure that:

- 2.1 the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff
- 2.2 sufficient resources and time are allocated to enable the designated lead and other staff to discharge their responsibilities. All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. Concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

3. Role of our Designated Senior Lead (DSL)

The Senior Member of Staff with Designated Responsibility for Child Protection will:

- 3.1 obtain access to resources and attend any relevant or refresher training courses at least every two years; in addition, they should update their knowledge regularly.
- 3.2 ensure that all staff have induction training;
- 3.3 ensure that all staff have access to Sydenham School's child protection policy and 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' 2018;
- 3.4 ensure the CP & safeguarding policy is available publicly and parents are made aware of the policy which alerts them to the fact that referrals may be made and the role of the school in this, to avoid conflict later;
- 3.5 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments; Early help can be accessed via the MASH website or emailing mashagency@lewisham.gov.uk
- 3.6 keep detailed accurate secure written records of all concerns and referrals;
- 3.7 be alert to the specific needs of children in need, those with special educational needs/disability and young carers;
- 3.8 encourage a culture of listening to children among all staff;
- 3.9 act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, liaise with the appropriate agencies;
- 3.10 recognise how to identify signs of abuse and when it is appropriate to make a referral;
- 3.11 Refer all cases of suspected or alleged abuse or harm by a member of the school staff, colleague or volunteer known to work with children to the local authority children's social care and the LA Designated Officer (LADO)
- 3.12 have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so;
- 3.13 liaise with the headteacher to inform her of any issues and ongoing investigations and ensure there is always cover for the Safeguarding Lead role;
- 3.14 ensure the child protection policy is reviewed and updated annually and work with the Governing Body regarding this;
- 3.15 ensure that safeguarding issues are regularly discussed at Governors, SLT and staff meetings;

- 3.16 where a student leaves the establishment, ensure the student protection file is copied for the new establishment asap and transferred to the new school separately from the main student file. If a student goes missing or leaves to be educated at home, then the child protection file should be copied, and the copy forwarded to the Education Social Work Service;
- 3.17 where the parents inform school that they wish to 'parentally educate' their child, the school-based Attendance and Welfare Officer undertakes a home visit to discuss this with the parents and the information is then passed the service that monitors 'Parentally Educated Children';
- 3.18 ensure that all named staff and governors have had access to Safeguarding and Child Protection training and are aware of our safer recruitment procedures.

4. Role of staff

All staff will:

- 4.1 fully comply with the school's policies and procedures
- 4.2 attend appropriate training
- 4.3 inform the designated lead of any concerns
- 4.4 be aware that safeguarding incidents occur every day and could happen anywhere. Individual staff could be the adult the child turns to share their worries. All staff should be alert to signs of abuse and where there is any matter of concern, they must tell the student that they are bound to share the information.

5. Safeguarding Information for students

- 5.1 All students at Sydenham School are aware of a number of staff whom they can talk to. All students know that we have members of staff with responsibility for child protection and know who they are. We inform students of adults whom they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.
- 5.2 Sydenham School is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

Our school will ensure that students are made aware that information can be found in their student planner, in posters throughout school, on our own website and through relevant organisations at the following:

www.dotcomcf.org; www.KOOTH.com www.nspcc.org.uk; www.kidsmart.org.uk;
www.thinkuknow.co.uk; www.childline.org.uk/; <http://www.childnet.com/>;

- 5.3 The School's arrangements for consulting with and listening to students are encouraged through a variety of means including Year and School Councils, the Prefect system, Peer Training and Support, Circle Time, and through the development of Student Voice in the Curriculum. We make students aware of these arrangements by a range of means including relevant subject lessons, the assembly programme, through displays, meetings with students, residential events, a biennial questionnaire and by means of the school internal referral system.

6. Partnership with Parents

- 6.1 The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. This is explained to parents during the introductory meeting before students start at the school.

- 6.2 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. We do not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.
- 6.3 Sydenham School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. Should parents have concerns, we encourage them to discuss these with their child's Year Learning Co-ordinator in the first instance. We make parents aware of our policy via the school website, the School's prospectus. Parents/carers are made aware that they can view this policy on request.

7. Student Information

- 7.1 Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school requires accurate and up to date information regarding:
- names and contact details of persons with whom the child normally lives
 - names and contact details of all persons with **parental responsibility** (if different from above)
 - emergency contact details (if different from above)
 - details of any persons authorised to collect the child from school during the day (if different from above)
 - any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
 - if the child is or has been on the Child Protection Register or subject to a care plan
 - name and contact detail of G.P.
 - any other factors which may impact on the safety and welfare of the child
- 7.2 The school will collate, store and agree access to this information, which is normally kept in the student's confidential file. The confidential files are kept securely, away from students' main school files and have limited access; there is a note on the main file if a confidential file is held. Staff must sign main school files in and out, and confidential files must always remain in the secure area.

8. Partnerships with others

- 8.1 Sydenham School recognises that it is essential to establish positive and effective working relationships with other agencies that are partners in the Lewisham Safeguarding Children Board. Sydenham School works closely with many outside agencies; these include: Social Services, CAMHS (Child and Adolescent Mental Health Service) and family intervention and support groups. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.
- 8.2 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.
- 8.3 We will ensure that relevant staff members participate in multi-agency meetings and forums, child protection conferences and core groups, to consider individual children.
- 8.4 We will participate in serious case reviews, other reviews and file audits as and when required to do so. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

9. Related Policies

Other school policies relevant to this document are:

- Anti-bullying policy
- SEND policy
- Health and safety policy
- Equal Opportunities policy
- E-safety policy
- Sex and relationships education policy
- Whistleblowing policy
- Employee Code of Conduct
- Attendance policy
- Trips and Visits Policy

This policy should be read alongside the following other policies:

- Physical intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying policy
- Appropriate physical contact policy
- Whistle blowing policy
- SEN policy
- Behaviour policy
- Attendance including Children Missing in Education
- Safer Recruitment policy
- Managing allegations policy
- Grievance and disciplinary
- Attendance Policy
- Lewisham's Early Help Strategy (<http://www.safeguardinglewisham.org.uk/assets/1/finalearlyhelpstrategy.pdf>)

Part 1 of Keeping Children Safe in Education 2018

Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of student referral units (PRUs), further education colleges and sixth form colleges are asked to ensure that all staff read at least part one of the guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

Summary

Keeping Children Safe in Education is statutory guidance for schools and colleges that must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

10 Policy Review

- 10.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 10.2 The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

11. Child Protection & Safeguarding

All staff should identify students who would benefit from 'early help' either from interventions from within school, or from external agencies. These are the vulnerable students in school and so staff should be particularly mindful of students who are:

- SEND - Special Educational Needs and/or Disabilities
- CLA – Children Looked After
- Children and young people living in poverty
- Excluded students, and those at risk of exclusion
- Students with behaviour and attendance issues
- Young carers
- Young people with mental health issues and medical needs

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Further information can be found in 'What to do if you're worried a child is being abused. Advice for practitioners' March 2015 <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

CHILD PROTECTION:

Although the words 'Safeguarding' and 'Child Protection' are often used interchangeably, they have different meanings. Safeguarding is what we do for all children, whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

At Sydenham School, we fully recognise our responsibilities for child protection and strive to achieve an environment where children feel secure, supported and valued within and beyond the school gate.

We recognise that some children are the victims of neglect and/or physical, sexual or emotional abuse. Staff at school, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need.

All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as student health and safety, bullying/cyber-bullying, appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's

physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at Sydenham School. All adults who work at Sydenham School are expected to support the Child Protection and Safeguarding Policy, with overall responsibility falling on the Headteacher. All staff, including volunteers have a statutory obligation to report to the DSL if there is suspicion of abuse/neglect of a child or if a child discloses abuse or allegations of abuse.

11.1 Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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 or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 occur during

pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[\(Definitions taken from Working Together to Safeguard Children\)](#)

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing child protection procedures.

11.2 Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to *report* your concerns. It is *not your responsibility to investigate* or decide whether a child has been harmed or abused.

A child who is being harmed, abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

11.3 Taking action

There are four key steps to follow to help staff identify and respond appropriately to possible abuse and/or neglect.

1. Be alert
2. Question behaviours
3. Ask for help
4. Refer

It may not always be appropriate to go through all four stages sequentially, if a child is in immediate danger or is at risk of harm, the DSL must refer to police or social care without delay, so it is important staff share any concerns in a timely manner to ensure children are safe.

Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per Sydenham School procedures as set out below.

You have a concern about a child / young person’s wellbeing, based on:

- a) Something the child/young person/parent has told you
- b) Something you have noticed about the child’s behaviour, health, or appearance
- c) Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

1. Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions: beginning with words like: ‘how’, ‘why’, ‘where’, ‘when’, ‘who’?
2. Use the LEARN booklet to support you (ask the DSL or deputy for a copy if you do not have one).
3. Let the child/young person/parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret.... for example, ‘I am worried about your bruise and I need to tell Mrs Robinson so that she can help us think about how to keep you safe’.

4. Inform the DSL immediately. If the DSL is not available, inform the Deputy DSLs. If neither are available, speak to the Headteacher or deputy Headteacher. There is a list of DSL level, trained staff in the school on the safeguarding poster in all offices. Also listed near the beginning of this policy). If there is no other member of staff available, you must make the referral yourself.
5. Make a written record as soon as possible after the event, noting:
 - a. Name of child
 - b. Date, time and place
 - c. Who else was present
 - d. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance
 - e. If child or parent spoke, record their words rather than your interpretation
 - f. Analysis of what you observed and why it is a cause for concern

11.4 If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way. Use the LEARN booklet to support you (ask the DSL or deputy for a copy if you do not have one).

Record these early concerns in an email to the Designated and Deputy Safeguarding Leads, explaining what you feel and what you plan to do next. If the student does begin to reveal that they are being harmed, you should follow the advice in the section 'If a child discloses to you'. If, following your conversation, you remain concerned, you should discuss your concerns with the DSL.

11.5 If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- Allow them to speak freely.
- Remain calm and do not over react – the student may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the student.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this.
- At an appropriate time tell the student that in order to help them you must pass the information on.

- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the student may interpret it that they have done something wrong.
- Tell the student what will happen next. They may agree to go with you to see the Designated Lead. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the Designated Lead.
- Write up your conversation as soon as possible in an email to the Designated Leads.
- Seek support if you feel distressed.

Students should not be identifiable in the subject of an email but should be clearly identified with their full name in the body of the email. In the subject box use this format: CONFIDENTIAL JS9 (JS9 for a student called Jane Smith in Year 9, do not add the tutor group).

Only safeguarding staff have access to the CP Drive containing a register of vulnerable and other students supported by the Inclusion Team. All information shared, is recorded on the 'Vulnerable Student Register' (VSR) and cross-referenced with any previous concerns. The VSR entries are shared during regular and frequent team meetings to ensure that there is a full picture of any concerns.

All information should be treated as confidential and particular care taken with sensitive information. The safeguarding team will share issues concerning students, with selected staff on a 'need to know' basis. Where the concerns are confidential, staff may be alerted that the student is particularly vulnerable at that time.

11.6 Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

11.7 Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. (See [1.10](#) for details on how this referral can be made).

11.8 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

We will ensure that staff are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

Staff should only discuss concerns with the Designated Leads, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with **General Data Protection Regulation (GDPR), 2018** principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Any written or printed information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should be encrypted (password protected). Child protection information will be stored separately from the child's school file.

Child protection records are normally exempt from the disclosure provisions of **GDPR**, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

GDPR principles do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. When information is shared, the reason for doing so as well as the reasons why consent may not have been sought, will be clearly documented within the child protection records.

When a child leaves the school their Child Protection files will be copied with the copies archived and stored securely, until the student reaches 25, and the original securely packaged and transferred by hand or registered post the new school. A signed document or email acknowledging receipt of the record will be requested from the new school/provision.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

11.9 Team Around the Family (TAF)

There are children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. *These children may be subject to adult focused care giving.* This is the threshold for a multi-agency early help assessment to begin – Level 2, Universal Plus.

These are children who require a lead professional for a co-ordinated approach to the provision of additional services such as family support services, parenting programmes and children's centres. These will be provided within universal or targeted services provision and do not include services from children's social care and will normally be facilitated by arranging a TAF meeting with the relevant professionals.

Parents/carers will always be contacted to discuss our concerns prior to making a decision to hold a TAF and their consent will be sought. However, if consent is not given and we maintain that there remain unmet needs of the child and there are safeguarding concerns of any nature, a TAF may still be held without the parent/carer consent.

During the TAF, an Early Help Assessment (EHA) will be made and this will enable us to make clear decisions about any help/support that may be needed and the next steps that should be taken. As part of the TAF process, the EHA will be revisited in six-weekly cycles as a very minimum, although if the needs change, this may happen sooner. At each meeting, a decision will be made as to the current needs for the child/family and how these are best met, including making decisions whether more intervention is needed or whether the current support can be stepped down.

11.10 Reporting directly to child protection agencies

Referrals to Children's Social Care are only made for children with needs at Level 3 or 4 of the 'Continuum of Need'. This is determined where children are identified as requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. They may require longer term intervention from specialist services. In some cases, these children's needs may be secondary to the adults needs. This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989 although the assessments and services required may come from a range of provision outside of children's social care.

Staff with concerns should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety.

Making a MASH request

If, as a professional, you have safeguarding concerns or are requesting additional targeted early help, you can [use the online MASH request form](#) after reading the below information.

Please note that residents and other members of the public can still make referrals in person or over the phone.

All requests that come through the MASH will be triaged by the multi-agency team and you may be contacted by a professional representing your agency to discuss your request.

Before you make a request

- The following information will help you determine if you need to make a MASH request, and which part of the MASH request form you need to use:
- Our continuum of need document will help you assess the level of support needed or risks present. **Professionals should refer to the continuum of need document before making a MASH request. This, along with some brief guidance, can be found on the MASH webpage and the LSCB website, links below.**
- If you believe a child and their family need some additional support, you should **discuss this with the family first** and agree who is best placed to provide that support. An early help assessment can help you get a full picture of the family's situation and plan how to meet that need.

- If you think a child or family has needs at the targeted level, which are not being met by services currently involved with the family, you can use the form to **request help and support** from the MASH.
- If you are a professional working with a child and you require supporting information from children's social care (e.g. CAFCASS, probation, housing conducting statutory safeguarding checks, assessments), use the form to **request supporting information**.
- If you are worried that a child is at risk of significant harm through abuse or neglect, please call the MASH immediately on 020 8314 9181 to discuss your concerns and then use the form to **request child protection** from the MASH.

MASH / Early Help Consultation Service

To help professionals make the most informed decisions the MASH and Early Help Team will provide a professionals' advice line. This will be available for consultation from 9am – 5pm.

Where the child may need help and protection, they will be given advice and guidance about making a referral, including how to involve parents. Professionals will also receive guidance on the need for parental consent/ recorded clarification needed as to why consent was overridden.

During consultation professionals, should:

- Be clear about their concern and what is needed from the consultation
- Clearly identify what their organisation has already done about the concern and the impact of this
- Seek clarification where there are any uncertainties about what is involved
- In the case of the outcome of consultation being to make a referral, discuss the appropriateness of not seeking, or overriding parental consent.

The Consultation service aims to:

- Offer quick access via the telephone to Children's Safeguarding and Social Care advice
- Provide advice on Children's Safeguarding and Social Care threshold decision making i.e. S17 or S47 of the CA 1989
- Improve information sharing about universal and target services providing early help
- Allow professionals the opportunity to talk through situations (hypothetically if necessary) of concern to help determine an appropriate response, without the need for formal referral. This advice will be recorded to provide an audit trail.

How the Consultation Service works?

- Consultation will be offered by MASH Social worker/ Early help team and their professional partners for all professionals seeking advice about children who they are concerned about
- To undertake a consultation, professionals should telephone the MASH/ Early Help team on 020 83146 660. Professionals have the option to speak with their own service colleagues co-located in the MASH; who in turn will always be able to seek advice and guidance from social workers
- When concerns are raised about a child (ren) the MASH/ Early Help hub will record the consultation as a contact on the EHM database checking the child's details to ensure appropriate identification. An analysis of need, harm and risk issues will be carried out to provide early action, diversion or intervention to the child and his/ her family. Consent on these cases will always be recorded and considered
- Where professionals simply seek advice and or guidance on hypothetical cases, they feel stuck with, the MASH or Early help staff member who provides the consultation will send an email as a follow up action and with the advice recorded. It is expected that the contacting professional follow the record keeping and information guidelines for their own agency, to record that they

have held a consultation. With hypothetical queries the MASH/ Early Help team will not contact the family but do expect professionals to discuss any concerns they have with the individuals who have parental responsibility for the child

- Professionals and their agencies are not obliged to follow the advice offered, however staff within the MASH/ Early Help team will escalate concerns in line with the London Safeguarding Children Procedures where they feel safeguarding activity is required and advice is not followed
- If following consultation more information becomes known or the situation changes, a professional can seek further clarity by calling the consultation line at any time.
- Alternatively, if they feel that the response they have received does not meet the needs of the child/family or leaves a child at risk of harm, they can still make a referral in the usual way or escalate their concerns through their organisation's safeguarding process.

Using the Local Children Safeguarding Board (LSCB) continuum of need guidance

The Lewisham Safeguarding Children Board (LSCB) has developed a document following consultation with partners in October 2016, for professionals to determine the levels of need when making a judgement and assessment of the child and their family. This document provides advice and guidance regarding the level of support and intervention children and their families may require.

Before making a referral to the MASH professionals should consider if the needs identified can be met within their own agency, or by other professionals already involved with the family. This is usually relevant for children who have universal or additional needs, this is often referred to as Level 1 or 2 support as demonstrated in the LSCB Levels / Continuum of Need Document.

Professionals should seek to discuss any concerns they have with the parents/carers who have parental responsibility, are caring for the child by way of private fostering arrangements (or under a statutory regulation) and inform them that they are making a referral to the MASH when new safeguarding concerns arise, or no change is affected within existing plans. This should only be done where such discussions will not place a child at increased risk of significant harm or cause any significant delay.

The Continuum of Need can be accessed here:

http://www.safeguardinglewisham.org.uk/assets/1/continuum_of_need_document_final_december_2016.pdf

The Continuum of Need Guidance Document can be accessed here:

http://www.safeguardinglewisham.org.uk/assets/1/con_guidance.pdf

Identifying a child in need of help/ support or protection

A referral to the MASH should be made when a child or family needs support identified as Targeted/Specialist and/or where safeguarding concerns have been identified. This is often referred to as Level 3 or 4 support. To assist professionals with the identification and articulation of the need, harm or risk issues, the continuum of need is divided into 4 levels.

This document can be found here:

www.safeguardinglewisham.org.uk and additional information including the link to the online request form can be found on the Lewisham MASH Webpage:

www.lewisham.gov.uk/MASH

Contact: Multi-agency Safeguarding Hub (MASH) Tel: 020 8314 6660

Email: mashagency@lewisham.gov.uk; (mashgcsx@lewisham.gcsx.gov.uk)

Opening hours: Monday–Friday 9am–5pm.

If you have concerns about the welfare of a child outside these hours, please contact the emergency duty team on 020 8314 6000 and ask to speak to the out-of-hours duty social worker.

11.11 Female genital mutilation (FGM)

At Sydenham School we believe that all our students should be kept safe from harm. **FGM** affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

At Sydenham School we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

FGM occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes. In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – uncut women are regarded as unclean

Risk Factors include:

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

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

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

At Sydenham School, if we have concerns about FGM, we will discuss these with parents/carers where appropriate, and the young person concerned, before taking any further action. In cases where it is deemed likely that discussing preliminary concerns with the family may put a child(ren) at risk of any kind, we may not discuss this with parents/carers before reporting to the relevant authorities.

11.12 Forced Marriage/Honour Based Violence

A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect), which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

The reasons given by parents who force their children to marry include protecting their children, building stronger families, strengthening family links, protecting family honour (e.g. promiscuity or homosexuality), retaining or acquiring wealth, appeasement etc.

Suspensions that a child may be forced into marriage may arise in a number of ways, including:

- A family history of older siblings leaving education early and marrying early;
- Depressive behaviour including self-harming and attempted suicide;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;

- A child going missing / running away;
- A child always being accompanied including to school and doctors' appointments;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad; or
- A child directly disclosing that they are worried s/he will be forced to marry.

Information about a forced marriage may come from one of the child's peer group, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic violence between parents.

Situations where a child fears being forced into marriage have similarities with both domestic violence and honour-based violence. Forced marriage may involve the child being taken out of the country (trafficked) for the ceremony, is likely to involve non-consensual and/or underage sex, and refusal to go through with a forced marriage has sometimes been linked to so-called 'honour killing'.

Professionals should respond in a similar way to forced marriage as with domestic violence and honour-based violence (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc). Never attempt to intervene directly as a school or through a third party.

Call 020 7008 0151 and email fmufco.gov.uk

11.13 Domestic Violence (DV)

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

In extreme cases this could include murder.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Children and young people witnessing domestic abuse

Witnessing domestic abuse is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

Teenagers experiencing domestic abuse

Domestic abuse can happen in any relationship, and it affects young people too.

They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Where potential cases of Domestic Violence are identified, the school will conduct an assessment using the Domestic Abuse Stalking and Harassment (DASH) Risk Indicator Checklist. If a case causes enough concern following this assessment, the Designated Safeguarding Lead (DSL), will make the necessary referral(s) on to other appropriate agencies.

11.14 Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. This means that they are unlikely to report the abuse so police and partners must be alert to the signs of CSE and actively look for victims. CSE can also occur through the use of technology without the child's immediate recognition; for example, being persuaded to post images on the internet/ mobile phones without immediate payment or gain.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;

- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

11.15 Organised exploitation and trafficking

Trafficking involves the recruitment, transportation and exploitation of women and children for the purposes of prostitution and domestic servitude across international borders and within countries

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Also, modern slavery encompasses human trafficking, as defined in the UN Palermo Protocol and the Council of Europe Convention and as made illegal in UK legislation under the Sexual Offences Act 2003 and the Asylum and Immigration (Treatment of Claimants) Act 2004. It also includes cases of slavery and servitude as made illegal in the Coroners and Justice Act 2009, which criminalises holding a person in slavery or servitude or requiring a person to perform forced or compulsory labour. When referring to modern slavery, it encompasses all forms of human trafficking, slavery and servitude that have been defined in national and international laws and agreements.

Signs that a child has been trafficked may not be obvious, but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods

- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

Our procedures for responding to concerns about students at risk of or victims of modern slavery are informed by the statutory DfE guidance 'Care of unaccompanied migrant child and child victims of modern slavery, published in November 2017. All concerns about students who may be being trafficked should be passed straight to the DSL.

If colleagues have concerns about any students at risk of CSE, they should ensure that their concerns are passed promptly on to the DSL so that a referral is made to the Operational MET. Any school can complete the referral form (Appendix J) and send it to this mailbox:

PL-CSEReferrals@met.pnn.police.uk.

The referrer would be expected to attend the Tuesday meeting to answer any questions and be part of the plan on how to deal with it.

11.16 Peer on Peer abuse including 'sexting' and children displaying Harmful Sexual Behaviours

Peer on peer abuse can take many forms including physical, sexual (e.g. inappropriate touching) and emotional abuse (including bullying). Department for Education (DfE).

September 2018: Keeping children safe in education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as 'banter' or part of 'growing up. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.

A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires the school/college to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched, or boys being involved in initiation activities).

At Sydenham School we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour and Anti-Bullying Policies where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18,

Child Protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. At Sydenham School we will support the victims of peer on peer abuse by following DfE guidance 'Sexual Violence and sexual harassment between children in schools and colleges', first published in December 2017.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf

11.17 Preventing Radicalisation

'Channel' and 'Prevent'

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Channel, a key element of the Home Office's "Prevent" strategy, is a multi-agency approach to protect people at risk from radicalisation. As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation, and to stamp out extremism if it arises. This includes identifying students:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Showing empathy for extremist causes
- Glorifying violence, especially other faiths or cultures
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues
- Displaying secretive behaviour
- Advocating messages similar to illegal organisations or other extremist groups

We will always take allegations and concerns of radicalisation and/or terrorism seriously. We will help students channel their desire for excitement and adventure into suitable and healthy activities. Radicalisation and extremism can be wider than religious beliefs and linked affiliations and can include radicalisation around far-right groups and also by criminal groups connected with gang activity.

We will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We will establish appropriate filters to protect children from terrorist and extremist material online.

Sydenham School is stronger thanks to our open, multi-cultural and multi-faith community. We will always aim to integrate and engage every child within the school community, and in the wider community.

We will celebrate a range of different religious and cultural festivals across the year, giving every child the opportunity to take part.

We will monitor and assess incidents which suggest students are engaging, or are at risk of engaging in, extremist activity and/or radicalisation.

Extremism can be defined as: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised in any way, they should discuss this with the DSL.

In the event of a criminal or terrorist offence, or concerns that such an offence may have taken place, the Police should be contacted immediately. Terrorism offences can include fundraising, possession of terrorist material or glorifying acts of terrorism. Staff are always able to refer directly either about a student or a concern outside of school. The following contact details should be used: Prevent@Lewisham.gov.uk

12.0 Safer Working Practice

12.1 Safer Recruitment

Sydenham School recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people. The school will protect our students from having to come into contact with people with the propensity to cause harm by thorough and rigorous scrutiny of all applications. We will:

- Verify applicants' identities
- Check applicants' qualifications/experience/ employment/history
- Obtain professional and character references
- Check applicants' health and physical capacity to undertake the job
- Hold a face-to-face interview for all candidates with at least one member of the Sydenham School panel who has attended safer recruitment training
- Ensure all adults in regulated activity with the children have been DBS checked and barred list checked.
- Make staff are aware of their contractual, legal, administrative and pastoral responsibilities. A key document to support staff's understanding in this area is 'Keeping Children Safe in Education' (2018) which will be made available to all staff.

In recruiting and appointing staff, the Head Teacher and the School's Governing body have key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

12.2 Employees: Advertising / Shortlisting / Interviews

We ensure that the advertisement makes clear the School's commitment to safeguarding and promoting the welfare of children.

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.

All person specifications include specific reference to suitability to work with children.

We ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised, and any concerns need to be resolved satisfactorily, before the appointment can be confirmed.

We endeavour to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.

On receipt, references will be checked by the Head Teacher to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example, if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post; including information obtained from records held on the Database of Qualified Teachers (DQT). The DQT is maintained by the Teaching Regulation Agency (TRA) which is an executive agency of the Department for Education (DfE).

We verify that the successful applicant has all the academic or vocational qualifications claimed.

We check his or her previous employment history and experience.

We conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.

We verify the successful applicant's identity, when they arrive for an interview.

12.3 Offer of appointment

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks.

Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. This is done through the council's occupational health services;
- Verify professional qualifications, as appropriate.

12.4 Additional checks on individuals who have lived or worked outside the UK:

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

We will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website.

We will use the DQT to provide restriction information about teachers from the European Economic Area (EEA) and these checks will be recorded for staff from these countries.

All schools have a statutory duty under the new Home Office guidance issued on 6 April 2017, which states that:

"All Tier 2 (General) visa applicants who want to work in specified health, education or social care sectors must provide a criminal record certificate and so for all new appointments, schools must consider additional checks, including obtaining a Certificate of Good Conduct, where staff have ever lived or worked abroad".

The requirement is applicable to **all** *Tier 2 (General) staff from any country (excluding the United Kingdom and Northern Ireland), where an individual has lived or worked for more than 12 months+ either in total or continuously as well as within the previous 10 years.

In Lewisham local authority, all new employees who declare that they have ever lived or worked outside the UK for more than 12 months+ either in total or continuously since the age of 18 years, will be risk assessed before making a decision as to whether further checks are appropriate in accordance with statutory guidance in Keeping Children Safe in Education 2018.

It is not a legal requirement for existing staff who have ever lived or worked abroad for 12 months+ in total or continuously since the age of 18 years, but the governing body and senior leadership at Sydenham School have made the decision that we will/will not risk assess existing staff to make a decision whether or not we will pursue overseas criminal records checks for existing members of staff, volunteers or governors.

12.5 Single Central Record

We keep a single central record for the school. Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The single central record will cover the following people:

- all staff (including supply staff) who work at the school
- all others who work in regular contact with children in the school including volunteers.
- Governors

In order to comply with the requirements of the Data Protection Act, we will not retain a copy of the individual's Disclosure and Barring Service (DBS) Certificate. However, copies of other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

12.6 Visiting Professionals/Agency Workers/Third Party Staff

We only use supply agencies that are able to provide full written vetting information about their staff prior to them starting work at the school.

The vetting information must contain the following:

- Photograph
- ID Evidence
- Teaching Agency Check
- DfE and Welsh Assembly Number
- Qualification Evidence
- Medical Check
- Barred List Check and Date
- Valid DBS Date
- Enhanced DBS number
- Further Disclosure Information, if necessary
- Right to work in the UK Check
- Overseas Checks/Risk Assessment
- References Check
- CV History Check

We ask supply agencies to email the vetting information to the School Business Manager as well as to the school receptionist

The school's receptionist checks this evidence on arrival, checking that the person presenting themselves for work is the same person on whom the checks have been made.

Any discrepancies will be reported to the Business Manager immediately and the agency staff will not be able to start their work until satisfactory checks have been concluded.

Safer Recruitment records of regular agency workers are included in the school's Single Central Record.

We provide an induction for supply staff, which includes safeguarding and a briefing on any vulnerable children they will be working with.

12.7 Trainee/Student Teachers

Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, must undergo the same safer recruitment checks as regular staff, before they can start working for the school.

Safer Recruitment records for Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, are included in the school's Single Central Record.

Where trainee teachers are fee-funded, it is the responsibility of the Training Provider to carry out the necessary checks.

12.8 Regulated Activity

A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school or college at times when children are on school or college premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

All visiting professionals e.g. PE coaches, Music teachers, Health Professionals and LA advisors must provide the school with their valid enhanced DBS details.

All kitchen staff must provide the school with their valid enhanced DBS details. It is the responsibility of the Catering Contractor to carry out the necessary checks.

All kitchen staff's safer recruitment records are included in the school's Single Central Record.

All cleaning staff must provide the school with their valid enhanced DBS details. It is the responsibility of the Cleaning Contractor to carry out the necessary checks.

All cleaning staff's safer recruitment records are included in the school's Single Central Record.

All Breakfast Club and After School Club Personnel must provide the school with their valid enhanced DBS details. It is the responsibility of the Extended School Providers to carry out the necessary checks.

All Extended School Personnel's safer recruitment records are included in the school's Single Central Record.

It is the responsibility of the Business Manager to make sure all enhanced DBS checks are current and recorded.

12.9 Volunteers E.g. Parents/Carers

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

We will obtain an enhanced DBS certificate with barred list check for all volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

According to the DfE guidelines there is no requirement to request an enhanced DBS check for **new or** existing volunteers not in regulated activity.

However, the school may still choose to request one as they judge necessary but may not request a check of the barred list.

If a volunteer is not engaging in regulated activity and is therefore supervised at all times, e.g. a parent accompanying their children on a school trip, the school will undertake a risk assessment and use their professional judgement and experience, when deciding whether to seek an enhanced DBS check. A barred list check is legally not allowed under these circumstances.

12.10 School Governors

Governing bodies must apply for an enhanced criminal records certificate for any governor who does not already hold one. They must do this by 1 September 2016 where a governor was elected before 1 April 2016 and within 21 days of appointment or election if a governor is elected or appointed after 1 April 2016.

All new governors will be asked to declare their overseas history and where necessary, complete a risk assessment. Existing governors will also/will not be required to complete an overseas criminal history risk assessment in line with our agreed school procedures.

12.11 Contractors

The Reception staff and /or a member of the Premises Team will always check the identity of contractors upon their arrival in the school.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised by a member of the Premises Team, if they will have contact with children.

If a self-employed contractor is working at the school and will have unsupervised contact with children, the school will obtain a DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

12.12 General Visitors to the School & Site Security

We will not request DBS checks and barred list checks, or ask to see DBS certificates, for general visitors, e.g. children's relatives attending events in the school, etc.

All staff have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the Reception visitors' log and to wear a visitor's lanyard whilst on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

Sydenham School will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

13.0 Staff Conduct

13.1 Training

Staff will be supported to recognise the signs and symptoms of neglect, physical, emotional and sexual abuse. New/temporary staff will receive training as part of their induction process. Every member of staff will receive a copy of this Safeguarding and Child Protection Policy as well as the Staff Code of Conduct, Keeping Children Safe in Education (2018) – Part One and Annex A and will need to sign to confirm that they have read and understood the documents.

All staff will receive child protection training at least annually with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse. In addition, staff will receive regular training updates about safeguarding related issues.

The safeguarding training of third-party staff/contractors will be verified and if necessary, further training may be given as part of the induction process. Third party colleagues will also sign the Staff Code of Conduct. Should a child or a member of staff be concerned about another member of staff's conduct in relation to child protection then procedures are in place. All school staff should take care not to place themselves in a vulnerable position with a child. They should strictly adhere to the Department for Education and Skills (DfES) guidelines on teachers' behaviour and the school's policies.

Staff members who miss the whole-school training will be required to undertake other relevant training to compensate for it.

The nominated governor for safeguarding and child protection will undergo Governor Services training prior to or soon after appointment to the role. This training will be updated every three years

We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

The school will maintain accurate records of staff induction and training. The training record of the Designated Senior Lead and Deputy Designated Lead is always on the 3rd page of this CP & Safeguarding policy.

13.2 Safer Working Practice

We make use of the DCSF document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.' March 2009 as the basis for our Code of Conduct. All staff are expected to follow the Sydenham School Staff Code of Conduct and the expectations set out in the staff handbook (see Code of Conduct and Staff Handbook).

Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for adults working with individual children to do so in view of other adults. If staff anticipate being in a situation that could be open to misinterpretation, they should alert a senior manager in advance and inform the child's parent or carer. Staff should escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has an additional need that has been brought to their attention by the parent/guardian and a strategy agreed in writing. We recognise that physical touch between adults and children in relation to the activity being provided is acceptable in public places.

13.3 Managing Allegations Against Staff

We understand that a student may make an allegation against a member of staff. If such an allegation is made:

The member of staff receiving the allegation will immediately inform the Head Teacher or the most senior DSL if the Head Teacher is not present.

The Head Teacher or the senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for Child Protection. If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Head Teacher first.

The Headteacher/Designated Safeguarding Lead will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children

The Headteacher/Designated Safeguarding Lead may need to clarify any information regarding the allegation, however no person will be interviewed at this stage

The School will follow the Lewisham Local Authority procedures in the LADO protocol, updated in May 2018, for managing allegations against staff, and statutory guidance 'Keeping Children safe in Education.' (2018)

Individuals who are the subject of allegations should be informed of these as soon as possible, as should the parents and carers of any children involved. However, every effort must be taken to maintain confidentiality, in order to comply with the reporting restrictions in the Education Act 2011. The Headteacher/Designated Safeguarding Lead will inform the Chair of Governors of any allegation.

Suspension of the member of staff against whom an allegation has been made, needs careful consideration, and we will consult the LADO for Child Protection, or the School's Personnel Officer.

The name of any member of staff considered not suitable to work with children will be given to the Department for Education Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.

Any child making such an allegation will be treated sensitively and made to feel safe and listened to. If there are any immediate concerns of safety action must be taken to remove the child from harm. Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.

13.4 Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues in relation to children. If necessary, they should speak to the designated Child Protection Governor (Chair of Governors) or the LA Designated Child Protection Officer (LADO) via the DSL, if they are not the same person – see Whistleblowing Policy. The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

14.0 General Safeguarding

14.1 Health and Safety

Our Health and Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

14.2 Attendance

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. Sydenham School recognises that poor attendance can be an indicator that a child is experiencing abuse. The attendance officer and senior leadership team monitor attendance weekly and report concerns to the Attendance & Welfare Officer at regular meetings.

14.3 E-Safety and Digital Safeguarding

(See separate – E-Safety and E-Communications Policies)

We ensure students at Sydenham School are protected while using digital technologies at the school. The school is committed to including digital technologies, in particular, internet use, in our curriculum. In so doing we recognise the inherent risks posed by this useful learning tool. Full compliance with the school Digital Safeguarding policy will mitigate these risks and help to ensure students are safe online.

14.4 Anti-Bullying Policy

Our policies on anti-bullying and cyber-bullying are set out in separate documents and are reviewed annually by the governing body. We expect staff to acknowledge that to allow or condone bullying, constitutes a lack of duty of care, which may lead to consideration under child protection procedures.

Both policies are written in line with advice and statutory guidelines set out in the DfE guidance *Preventing Bullying*, in July 2017 and *Approaches to Preventing and Tackling Bullying*, June 2018.

14.5 Physical Intervention Policy

Our policy on physical intervention by staff is set out in a separate document (as well as also being referred to in the Behaviour Management, Anti bullying and Safe Touch Policies) and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. Individual Risk Assessments are completed for particular students who have a higher likelihood of needing physical intervention and/or restraint and staff who work closely with these students are provided with additional Positive Handling training.

14.6 School Visits

We have clear protocols in place to ensure the safety of children whilst on school trips (see visits and trips policy). These include:

- Visit procedures to be documented by staff and agreed with the Educational Visits Coordinator (all members of SLT will complete EVC training with Wide Horizons or other regulated provider of EVC training).
- A briefing for parents going on the trips including detailed information about complying with safeguarding responsibilities and what to do if a child discloses to them
- Defined roles and responsibilities for school staff
- Risk assessments
- DBS/barred list checks for parents/carers where appropriate

14.7 Looked After Children

Our Head Teacher and our Designated Teacher (DT – Sid Robinson) are responsible for Looked After Children and ensure that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. The Head Teacher and the Designated Teacher also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DT for Looked After Children has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The Chair is the designated Governor for Looked After Children (CLA)

Appendix H sets out our responsibilities in relation to CLA, which has been written with reference to the two statutory DfE guidance documents, 'Designated Teacher for looked after and previously looked after children' and 'Promoting the education of looked after and previously looked after children' released in February 2018.

14.8 Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of

abuse or neglect. Staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

Sydenham School places a great emphasis on regular and punctual attendance and we promptly follow up any unexplained absence. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns, such as travelling to conflict zones, FGM and forced marriage. Sydenham School has both an admission register and attendance register as required by law. All students are placed on both registers. Sydenham School informs and seeks guidance from the Local Authority before any child is deleted from the admission register. No child is deleted unless there are appropriate checks conducted to ensure that the child is not at risk from being missing from education. A child may be deleted from the admission register for the following reasons.

- The child has been taken out of school by their parents and is being educated outside the school system e.g. home education;
- The child ceased to attend the school and no longer lives within reasonable distance from the school at which they are registered;
- The child has been certified by the education medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the Headteacher does not reasonably believe that they will be returning to the school at the end of that period; or,
- Have been permanently excluded. The Local Authority must be notified when the school is to delete a student from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. It is essential that schools comply with this duty so that Local Authorities can, as part of their duty to identify 8 regulation 4 of the Education (Pupil Registration) (England) Regulations 2006 9 Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006 14 children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Sydenham School informs the Local Authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days.

14.9 Children with Special Educational Needs and Disabilities

For a variety of reasons, children with additional needs face an increased risk of abuse and neglect, therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other students.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be 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
- Difficulties may arise in overcoming communication barriers

At Sydenham School we identify students who might need more support to be kept safe or to keep themselves safe by:

- Ensuring staff are well-trained and can pass on concerns
- Ensuring that we develop positive relationships with students and their parents/carers
- Monitoring behaviour and encouraging students who display emotional outbursts to form a positive working relationship with a member of the Inclusion team.
- We monitor attendance, particularly of vulnerable students.
- We have regular meetings to review student concerns, joining up dots between SEN, attendance and safeguarding concerns.
- We ensure that all students are given support and advice about needs and safeguarding through tutor activities and assemblies.
- Inclusion staff are always available for students to directly access, whether regarding their own needs or those of other students.
- We actively encourage students to develop emotional resilience and social skills, both through direct teaching, for instance in PSHE and tutor time and indirectly with every conversation/interaction adults have with students throughout the day.
- For some students with the most need for support in this area, we also provide the following: KS3 and KS4 mentoring, Social, Emotional, Behavioural and Mental Health support through targeted interventions and breakfast, break and lunch clubs.
- Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond those required by the majority of students in the school.

14.10 Fabricated Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

FII is also known as 'Munchausen's syndrome by proxy' (not to be confused with [Munchausen's syndrome](#), where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning their child with unnecessary medication or other substances

If you suspect that a parent/carers may be fabricating or inducing illness in their child, you should not confront them directly. It's unlikely to make the person admit to wrongdoing, and it may give them the opportunity to dispose of any evidence of abuse. You must immediately report any concerns to the **DSL** using the concerns form.

Please see further guidance on the DfE website via the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

14.11 Private Fostering

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

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

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

School staff should notify the DSL when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

A referral should be made to Children's Social Care in writing using Lewisham's referral form. The referral should have as much information as possible, including full details of all children concerned and their parents/carers/those with PR and any information about how these children came to be in their current situation. In some cases, you may not have been provided with all the details, so it is important that you discuss the referral with the carers in order to obtain them. However, if the information is not forthcoming, the referral should not be delayed. Referrals should be made online at:

www.lewisham.gov.uk/MASH.

Once notified about a private fostering arrangement, the local authority is required to assess the home to ensure that is suitable. If it is happy with the arrangements, then it is required to arrange a visit once every six weeks for the first year and then at three-monthly intervals whilst the placement continues. Children's Social Care will be appointing a dedicated worker to work with private fostered children. Details will be provided as soon as possible. This worker will be available to offer advice and assistance if required.

14.12 Separated Parents

The definition of a parent for school purposes is much wider than for any other situation. The Education Act 1996 defines a parent as:

- All natural parents, including those that are not married;
- Any person who has parental responsibility but is not a natural parent e.g. a legally appointed guardian or the Local Authority named in a Care Order;
- Any person who has care of a child i.e. a person with whom the child resides and who looks after the child irrespective of the relationship

Who has “Parental Responsibility”? (The Children Act 1989)

Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parents can acquire parental responsibility through:

- Being granted a Residence Order
- Being appointed a Guardian
- Being named in an Emergency Protection Order (although parental responsibility in a such a case is limited to taking reasonable steps to safeguard or promote the child's welfare)
- Adopting a child.

If the parents of a child were not married to each other when the child was born, the mother automatically has parental responsibility; however, the father only has parental responsibility from 1st December 2003 by jointly registering the birth of the child with the mother. He can, however, subsequently acquire parental responsibility by various legal means. Sydenham School must act in accordance with the law with respect to parental responsibility, and the school's duties and processes are clearly outlined in our “Separated Parents Policy”.

14.13 Photography and Images

To protect children, we will:

- Seek parental consent for photographs to be taken or published (for example on our website or in newspapers and/or publications)
- Only use the school's equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that the children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
-

Parents that are taking photographs at school assemblies and other productions or school trips are instructed that these are to be for personal use only and are not to be shared on social media.

14.14 Commissioned Extended School Provision and Lettings

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any other services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. **(Chapter 2 - Working Together 2018)**

In relation to extended school provision and lettings, these include: -

- A clear line of accountability for the commissioning and /or provision of services designed to safeguard and promote the welfare of children
- A designated professional lead for safeguarding
- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children
- Clear policies, in line with those from the LSCB for dealing with allegations against people who work with children.

‘Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.’ Working Together 2018. Where any

extended service is directly commissioned by Lewisham Council, they will be responsible for the safeguarding.

Where extended school provision is offered directly under the supervision or management of school staff, for example an after-school sports club led by a member of school staff, the school's safeguarding arrangements will apply.

Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has **appropriate policies and procedures in place** in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Schools and colleges should have arrangements in place with extended school providers and contractors to make sure that anyone who will be coming onto school site and working with children has been subject to the appropriate level of DBS check and safer recruitment processes.

14.15 Mental Health/Self-Harm

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, including self-harm, and are often a direct response to what is happening in their lives.

At Sydenham School, as a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

We will host relevant information on our website for staff who wish to learn more about mental health. The [MindEd learning portal](#) provides free online training suitable for staff wishing to know more about a specific issue.

Recent research also indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and in supporting students, peers and parents of students currently engaging in self-harm.

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the DSL.

For further details of our school's procedures around supporting children who are self-harming or experiencing any other mental health issues refer to our Raising Awareness of and Preventing Self-Harm Policy.

14.16 Exclusions

Decisions to exclude a child are not taken lightly and the final decision will always be made by the Headteacher. In line with the recent DfE statutory guidance, 'Exclusion from maintained schools, academies and student referral units in England', September 2017, when the school is considering excluding, either fixed term or permanently, a vulnerable student and / or a student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident

resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

14.17 Searching Screening and Confiscation

The DfE advisory guidance, Searching, screening and confiscation guidance for headteachers, school staff and governing bodies' sets out the power schools have when searching students, both with or without consent, and their right to confiscate items found during the searches.

At Sydenham School there are times that we routinely screen students for safeguarding reasons while on other occasions it may be necessary to conduct searches more randomly.

14.18 Contextual Safeguarding

Schools have been identified as sites in which young people can experience and/or be safeguarded from abuse and violence. From experiences of sexual harassment and sexual violence through to physical assaults, relationship-based abuse, bullying and grooming into exploitative networks, young people have told practitioners, researchers and journalists about risks they have faced in educational settings.

As such it is critical that when young people experience abuse and violence, and this is in some way associated to their school environment or school relationships – that the school itself features within the process of assessment and intervention. If we want to address the factors that cause abuse, or provide an opportunity for abuse to occur, then these factors need to be identified explored and addressed – and school assessments is one way to achieve this.

School assessments uncover risks and strengths within school contexts, that are associated to young people's experiences of abuse.

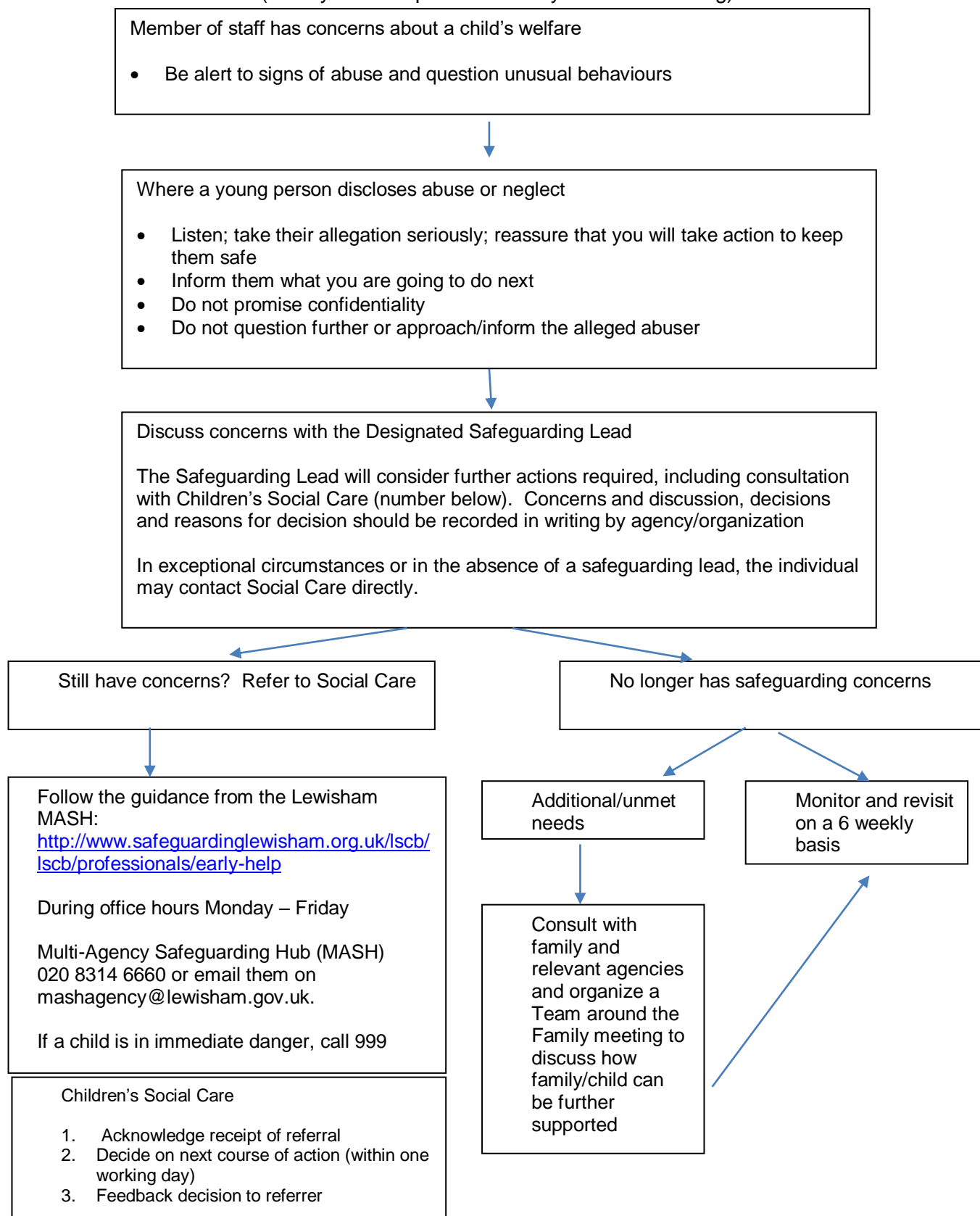
A school assessment draws on aspects of the environment to build a picture of how the school can be safer for young people. A range of methods will be used to gather this information including:

- Speaking to young people
- Student and parent surveys
- Speaking with staff
- Reviewing behaviour logs
- Observing the school environment

At Sydenham School we take contextual safeguarding very seriously. If colleagues have concerns or become aware of circumstances within school where young people are currently experiencing or are at risk of harm, please report to the DSL. A decision will then be made by the Senior Leadership Team about the potential need to carry out a school assessment.

Appendix A – What to do if you're worried a child is being abused or neglected flowchart

(Modify to show procedures in your school/setting)



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused, which includes definitions and possible indicators of abuse.

Appendix B – Safeguarding Information Poster for Staff and Students



SYDENHAM SCHOOL

SAFEGUARDING & CHILD PROTECTION GUIDE



High Performance Learning



Confidence
Ambition
Resilience
Integrity

Enrichment Faculty Sydenham School

You are a professional working in a school and so have certain responsibilities regarding safeguarding and Child Protection.
If a student asks if they can talk to you or starts talking to you:

1) Tell them you may not be able to keep it confidential and ask if you can take notes.

2) Stay calm – they have chosen you as the person they trust.

3) Do not ask direct questions (you are not taking a statement or coaching the student).

4) Only use their language in your notes (if they use slang then you write the slang down).

5) Actively listen (maintaining eye contact) and keep listening even if you find what's being said difficult. When they finish speaking, ask if there's anything else they want to say and if they have told anybody else and then:

STUDENT: Explain that you are going to talk to another member of staff about what they have told you because you are concerned by it; ask if they are happy to go back to lessons or want some time in the medical room or somewhere else.

SCHOOL:
Talk to one of the following people:


Ms. Quartey
 Designated Safeguarding Lead
EXT 436


Ms. Robinson
 Deputy Safeguarding Lead
EXT: 462


Ms. Lowe
 Headteacher
EXT: 422


Ms. Bawcutt
 Safeguarding & Personal Manager
EXT: 503


Ms. Brooks
 Learning Mentor
EXT: 473


Ms. Newman
 Learning Mentor
EXT: 478


Ms. Gostling
 EXT: 601


Ms. Colgan
 EXT: 470


Ms. Kaneb
 EXT: 450


Mr. Thomas
 EXT: 511


Ms. Emmanuel
 EXT: 456


Ms. Wilson
 EXT: 525


Ms. Smart
 EXT: 545


Ms. Alexander
 EXT: 433


Ms. Pattie
 EXT: 457


Ms. Bailey
 EXT: 432


Ms. Conway
 EXT: 454


Ms. Pooley
 EXT: 439


Ms. Balger
 EXT: 508

In an emergency RING: Police 999 or non-emergency 101.

Don't hesitate if you think that the child shouldn't go home AND it's 8 o'clock on a Friday evening or you're on a residential trip or you are the most senior member of staff left on site.

Lewisham MASH Team: 020 8314 8181
(Multi-Agency Safeguarding Hub for Children's Social Care referral)

YOU: Can talk to any of the above people about what you've heard and how you're feeling about it, but please don't talk to anybody else in the school about it. See the green booklet.

Staff can speak to Worklife support: **08000 856 148**

Students can call: **Childline 0800 1111**

If worried about other staff, talk to Gloria, Sid, Janet or Chair of Governors.
c.jones@sydenham.lewisham.sch.uk

Whistle Blowing: Sydenham School has a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. The whistleblowing helpline offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

Advice is available from **8:00 am to 8:00 pm, Monday to Friday**.
The NSPCC whistleblowing helpline number: **0800 028 0285** Email: help@nspcc.org.uk
To make a referral to the Local Authority Designated Officer (LADO), please email a Referral Form to LewishamLADO@Lewisham.gov.uk

Appendix C – Reporting a Concern and Body map

Respond to the questions below if you become aware of child welfare concerns in accordance with government guidance and the child protection policy. The Designated Safeguarding Lead will monitor concerns and report where appropriate to Children's Social Care if a child is deemed at risk of significant harm. This information will be disclosed only to those staff who need to know for the purposes of child protection. Concerns should usually be shared with parent/child, unless to do so may place a child/ren at increased risk of harm (if in doubt about this, the DSL should consult with Children's Social Care). Please do not use acronyms. Exact words must be used even if they may offend.

The questions can be sent in an email or printed off.

Your role:

Date of alleged incident:

Date/time of disclosure:

Name/s of children:

Nature of concern:

Any other relevant information (previous concern, other professionals involved etc)

Body map used (see below)

Is this a true record:

N.B. Under no circumstances should a member of staff ask a child to remove clothing to see a suspected injury. If a child has described where an injury is, or it is clearly visible without needing to remove outer clothing, please indicate below

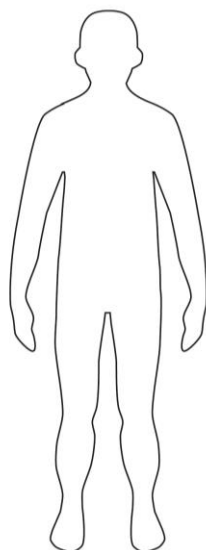
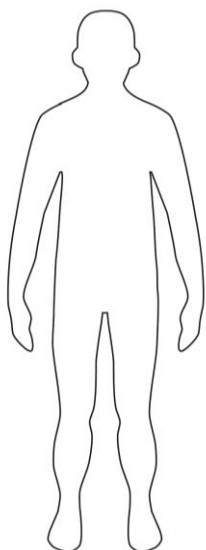
Body Map			
Date Concern Noted		Date/Time of Report	
Name of Student		Tutor group	
Name of person making this record (please print)		Role	
Signed as a true record		Date	

FRONT

BACK

LEFT

RIGHT



Appendix D – Safeguarding Code of Conduct for Staff (updated Sept 2015)

1. Introduction

- 1.1 The governing body of Sydenham School will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff, volunteers and governors to abide by it. All staff, governors and volunteers have a duty to keep students and themselves safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and students and behaviour by adults that demonstrates integrity, maturity and good judgment. Following this Code of Conduct will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to students.
- 1.2 Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of student protection. A member of staff who, in good faith, "whistle blows" or makes a public interest disclosure will have the protection of the relevant legislation.
- 1.3 This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to students. There will be occasions and circumstances when staff need to make decisions or take action in the best interests of the student where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the students in their charge. This Code of Conduct forms part of the school's disciplinary rules for staff. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning.
- 1.4 Where an allegation of abuse is made against a member of staff the governing body will follow the guidance set out in Keeping Children Safe in Education (Sept 2018). <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> This guidance is about managing allegations that might indicate that a person is unsuitable to continue to work with young people in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor has:
- behaved in a way that has harmed a student, or may have harmed a student;
 - possibly committed a criminal offence against or related to a student;
 - behaved towards a student in a way that indicates s/he is unsuitable to work with students.

2 Principles of Professional Practice

- 2.1 All staff, governors and volunteers as appropriate to the role and/or job description of the individual, must:
- Place the well-being and learning of students at the centre of their professional practice.
 - Have high expectations for all students, be committed to addressing underachievement, and work to help students progress regardless of their background and personal circumstances.
 - Treat students fairly and with respect. Take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
 - Model the characteristics they are trying to inspire in students, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience and a genuine concern for other people.
 - Respond sensitively to the differences in the home backgrounds and circumstances of students, recognising the key role that parents and carers play in students' education.

- Seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
- Reflect on their own practice, develop their skills, knowledge and expertise and adapt appropriately to learn with and from colleagues.

3 Confidentiality

Please refer also to the Confidentiality Policy

- 3.1 Members of staff and governors may have access to confidential information about students in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a student or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the identity of a student does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate or embarrass the student.
- 3.2 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated student protection responsibilities.
- 3.3 Confidential information about students must be held securely. Confidential information about students must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.
- 3.4 If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

4 Propriety, Behaviour, Reputation and Appearance

- 4.1 All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, students and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute.
- 4.2 A person's dress and appearance are matters of personal choice and self-expression. However, staff and volunteers must ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.
- 4.3 Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought onto or stored on the school premises.
- 4.4 Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct or gross misconduct.

5 Sexual Contact with Students and Abuse of Trust

- 5.1 Any sexual behaviour, whether heterosexual or homosexual, by a member staff, volunteer or governor with or towards a student or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. All adults working in the school who have contact with students are in positions of trust. The Sexual Offences (Amendment) Act 2003 specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in a relationship of trust with 16 to 18 year olds.
- 5.2 Sexual behaviour includes non-contact activities, such as causing a student or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children' defines sexual abuse as "forcing or enticing a student or young person to take part in sexual activities, whether or not the student is aware of what is happening".
- 5.3 There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a student or young person and manipulate that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention without good reason or favouring a student has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.
- 5.3 A relationship between a member of staff, a volunteer or a governor and a student cannot be a relationship between equals. There is potential for exploitation and harm of students and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification. It is important to recognise that women as well as men may abuse a position of trust.

6 Infatuations and Crushes

- 6.1 Adults must recognise that a student may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation. A member of staff or volunteer who becomes aware that a student may be infatuated with him/herself or a colleague must report this without delay to a senior colleague so that appropriate action can be taken: The situation will be taken seriously, and the adult should be careful to ensure that no encouragement of any kind is given to the student. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation. It is essential to seek advice in circumstances where concerns arise. Examples of situations which must be reported are:
- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a student which could have the potential to represent an abuse of trust.
 - Where a member of staff or volunteer is concerned that a student is becoming attracted to him or her or that there is a developing attachment or dependency.
 - Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a student such that an abuse of trust might be wrongly suspected by others.
 - Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer or receives information about such a relationship.

7 Gifts

- 7.1 It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe or lead the giver to expect preferential treatment. There are occasions when students or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.
- 7.2 Personal gifts must not be given to students. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a student should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

8 Social Contact and Social Networking

- 8.1 Staff should not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking and apps such as Facebook, WhatsApp and Twitter. Even if a student seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position.
- 8.2 Staff and volunteers must not give their personal details such as home/mobile phone number, home or personal e-mail address to students unless the need to do so is agreed with senior management.

9 Physical Contact and Personal Privacy

- 9.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students this should be in response to safeguarding them at the time, of limited duration and appropriate given their age, stage of development, gender and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.
- 9.2 Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.
- 9.3 Physical contact, which occurs regularly with a student or students, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where possible, staff should seek the student's permission before initiating contact. Staff should listen, observe and take note of the student's reaction or feelings and - so far as is possible - use a level of contact which is acceptable to the student for the minimum time necessary.
- 9.4 Where a member of staff has a particular concern about any specific need to provide contact s/he should seek further advice from a senior manager.
- 9.5 Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of

equipment/instrument or assist them with an exercise. This should be done with the student's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

- 9.6 Students are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.
- 9.7 Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.
- 9.8 Individual Risk Assessments are completed for particular students who have a higher likelihood of needing physical contact due to specific medical conditions.

10 Behaviour Management and Physical Intervention

- 10.1 All students have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Deliberately intimidating students by overbearing physical presence is not acceptable in any situation.
- 10.2 The circumstances in which staff can physically intervene with a student are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. Staff should refer to the school's Behaviour Policy for guidance on the use of physical intervention. <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Sydenham/MainFolder/Behaviour-Policy-April-2016-V3.pdf>
- 10.3 All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

11 One-to-One Situations and Meetings with Students

- 11.1 Staff working in one-to-one situations with students are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and students are met. Managers should undertake a risk

assessment in relation to the specific nature and implications of one-to-one work for each worker and student. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

- 11.2 Pre-arranged meetings with students away from school premises or on the school site when the school is not in session are not permitted unless approval is obtained from the parent/guardian and the Headteacher or other senior colleague with delegated authority.

12 Transporting Students

- 12.1 In certain situations, e.g. out of School activities, staff, volunteers or governors may agree to transport students. Wherever possible transport arrangements should be made in

advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort. Appropriate insurance should always be in place.

- 12.2 Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

13 Educational Visits and School Clubs

- 13.1 We have clear protocols in place to ensure the safety of children whilst on school trips (see visits and trips policy). Staff and volunteers should take particular care when supervising students in the less formal atmosphere of an educational visit, particularly in a residential setting, or after School activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. Staff should refer to the school's policy on Educational Visits for further advice and guidance.

14 Curriculum

- 14.1 Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.
- 14.2 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgment and staff must take guidance in these circumstances from a senior member of staff.
- 14.3 The governing body is required by law to have a policy on sex and relationships education, and staff should refer to this for further guidance. <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Sydenham/MainFolder/Sexrel2017.pdf>

15 Photography, Videos and other Creative Arts

- 15.1 Many learning activities involve recording images. These may be undertaken as part of the curriculum, extra-curricular activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a student is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a student for any images made such as those used for web sites, productions or other purposes.
- 15.2 Staff need to be aware of the potential for such images to be misused to create indecent images of students and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable students who may be unable to question why or how the activities are taking place. Students who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment.
- 15.3 Staff should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.
- 15.4 When using a photograph, the following guidance must be followed:
- only use the school's equipment
 - if the photograph is used, only use only the child's first name; if the student's full name is used,

avoid using the photograph; images must be securely stored and used only by those authorised to do so

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose i.e. to celebrate achievement
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify the images made
- do not make images in one-to-one situations
- do not take, display or distribute images of students unless there is consent to do so.
- Encourage children to tell us if they are worried about any photographs that are taken of them

16.0 Internet Use and Electronic Communication

- 15.1 The School has a separate policy on internet use, electronic communication and security (E-Safety) and staff should refer to this policy for further advice and guidance. <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Sydenham/MainFolder/E-safety-policy-2016.pdf>
Students are not allowed to use their mobile phones on school premises.
- 15.2 Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people. The school is committed to including digital technologies, in particular, internet use, in our curriculum. In so doing we recognise the inherent risks posed by this useful learning tool. Full compliance with the school Digital Safeguarding policy will mitigate these risks and help to ensure students are safe online. Staff must also ensure that students do not access inappropriate websites during lessons. This could also to lead to a charge of gross misconduct. <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Sydenham/MainFolder/E-communications.pdf>

5 Sharing Concerns and Recording Incidents

- 5.2 All staff, volunteers and governors must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following "Red Flag Behaviours" give indications of the kinds of situations which should be shared with a senior member of staff.

5.3 When an adult:

- Allows a student young person to be treated badly; pretends not to know it is happening.
- Gossips/shares information inappropriately.
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language.
- Dresses in a way which is inappropriate for the job role.
- Demonstrates a lack of understanding about personal and professional boundaries.
- Uses his/her position of trust to intimidate, threaten, coerce or undermine.
- Appears to have an inappropriate social relationship with a student or students.
- Appears to have special or different relationships with a student or students.
- Seems to seek out unnecessary opportunities to be alone with a student.

Appendix E - Guidance for the use of touch

We recognise that there are times at school when we may need to 'touch' students. For instance, when responding to an accident, teaching a musical instrument or administering First Aid. It may also be the case that if there is an incident involving physical aggression between students that we have cause to step in and 'restrain' those students. There should be a written outline of the incident as soon as is practically possible following the event. There are additional in-school guidelines on how adults should safely restrain a student if the need arises. These guidelines can be found in the school Behaviour for Learning Policy and exist to protect both students and staff.

Unlike some other schools, at Sydenham we do not feel that a 'no touch' policy is either desirable nor realistic. Instead, we would like the adults in the school to be mindful about 'touch' in relation to students. We have a 'no touch' policy between students. This is because touch can be misinterpreted and lead to conflict. Also linking arms –even in friendship-can make easy passage along corridors, stairwells etc. unsafe and unruly.

We recognise that 'touch' depends on its social context and for this reason it is hard to create firm rules on touch. The guidance below is issued in order to support adults in using their professional judgement about touch in relation to students and to therefore keep both students and themselves safe.

Touch must take place in ways that minimise the chance of a student misconstruing an adult's intention or motives. Some students will not feel that 'touch' in any circumstances is appropriate and therefore will find any 'touch' unwelcome. If there is a need to 'touch' a student, it should take place, as far as possible, within the view of other people. If there is a need to physically comfort a student who may be in distress, confine any 'touch' to the hands, arms, shoulder or area at the top of their back.

If a student attempts to embrace you either turn to a sideways position or take a clear step back. You may need to explain to the student that it is not appropriate for there to be any direct contact of that sort. If you feel at all uncomfortable or concerned about a student who seeks to make physical contact with you, then please do refer this to the DSL. If you have had cause to physically restrain a student, this should also be reported formally in writing in the form of an account of the incident and sent to the DSL and headteacher. The need to report 'touch' is also the case if you are concerned about any physical contact you have had with a student or have reason to believe that the student may have been concerned by it.

Appendix F - Resolving professional differences

Having different professional perspectives within safeguarding practice is a sign of a healthy and well-functioning partnership. These differences of opinion are usually resolved by discussion and negotiation between the professionals concerned. It is essential that where differences of opinion arise, they do not adversely affect the outcomes for children and young people and are resolved in a constructive and timely manner.

Differences could arise in a number of areas of multi-agency working as well as within single agency working. Differences are most likely to arise in relation to;

- Criteria for referrals
- Outcomes of assessments
- Roles and responsibilities of workers
- Service provision
- Timeliness of interventions
- Information sharing and communication

If you have difference of opinion with another professional, remember:

- Professional differences and disagreements can help us find better ways improve outcomes for children and young people
- All professionals are responsible for their own cases, and their actions in relation to case work
- Differences and disagreements should be resolved as simply and quickly as possible, in the first instance by individual practitioners and /or their line managers
- All practitioners should respect the views of others whatever the level of experience. Remember that challenging more senior or experienced practitioners can be hard
- Expect to be challenged; working together effectively depends on an open approach and honest relationships between agencies
- Professional differences are reduced by clarity about roles and responsibilities and the ability to discuss and share problems in networking forums

If a professional cannot resolve the difference at their level, they should liaise with their manager.

Appendix G - Visiting Speakers – Guidelines for Staff

“Specified authorities will need to...[have] robust safeguarding policies in place to identify children at risk... These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised. (Prevent Duty Guidance in England and Wales HM Government July 2015)

If you are inviting a speaker into school please be aware of the following guidelines;

- Any invited speaker should be approved by a member of the Leadership team and you should make it clear why the speaker has been chosen
- Reasonable checks should be made on the suitability of the person, these may include internet searches and/or contacting other schools where the person has spoken previously
- Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well-documented
- When booking the speaker ensure that they understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.
- Discuss briefly the content of the presentation before the event; this may be on the day or beforehand
- Talks and presentations should not be used to raise funds, without the prior written permission of the Headteacher
- Visiting speakers must arrive at reception in good time to book in, and must bring suitable identification.
- Visitors must be supervised at all times and not left alone with students
- Visiting speakers should understand that their presentation will be brought to an early

Appendix H - Children Looked After (CLA)

Children Looked After have often been the victim of significant abuse and therefore may not have developed emotionally or physically in the way of other students.

Although, once they are looked after they are in a position of relative safety, they may not fully appreciate that fact and still look for ways to gain attention (cries for help).

Many Children Looked After have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning, and in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress.

It is important that all members of staff:

- have high expectations of Children Looked After and their involvement in learning and educational progress;
- are aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences;
- understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children, but the teacher should not allow this to be an excuse for lowering expectations of what a student is capable of achieving;
- understand how important it is to see Children Looked After as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers;
- appreciate the importance of showing sensitivity about who else knows about a child's looked after status;
- appreciate the central importance of the student's PEP (Personal Education Plan) in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the student him or herself of what everyone needs to do to help them to achieve their potential;
- have the level of understanding they need of the role of social workers, virtual school heads (or equivalent) in local authorities and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child. Virtual School Headteachers are responsible for overseeing the progress of CLA.

The role and responsibilities of the designated teacher for Children Looked After

In promoting the educational achievement of Children Looked After, the designated teacher should:

- contribute to the development and review of whole school policies to ensure that they do not unintentionally put Children Looked After at a disadvantage;
- make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve;
- promote a culture in which Children Looked After believe they can succeed and aspire to further and higher education;
- promote a culture in which Children Looked After are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning;

- be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual students who are looked after;
- make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of Children Looked After and help them and their teachers understand where they are in their learning, where they need to go and how to get there;
- make sure that Children Looked After are prioritised in any selection of students who would benefit from one-to-one tuition and that they have access to academic focused study support;
- promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home;
- have lead responsibility for the development and implementation of the student's PEP within school in partnership with others as necessary.

Appendix I - County Lines, Gang Violence, Exploitation & Drug Supply

For the purpose of this policy, a county lines gang features these criteria:

- The gang / gang members are based or have origin within an urban city location.
- They have established a market in a rural town, into which they supply class A drugs.
- They utilise a mobile phone number to facilitate drug orders from and supply to customers in the county town.
- Violence, incidents of kidnap, use of weapons (including firearms) and ruthless debt control prevail as a consequence of county lines markets.
- Their criminality systematically exploits young and vulnerable persons. County lines gangs pose a significant threat to vulnerable adults and children, upon whom they rely to conduct and/or facilitate this criminality. Exposure to gang exploitation has the potential to generate emotional and physical harm.

Exploitation of children

- Children (under 18) are exploited by county line gangs. Children from urban areas are recruited by gangs to courier drugs and money to the county location, often via train but also in cars or on coaches.
- Children are reported to have stayed in very poor conditions at cuckooed addresses that generally belong to class A drug users. Many children are also used by gangs to deal drugs within the county markets. This includes local children and those travelling from urban hubs.
- Gangs utilise vulnerable children because they are a relatively inexpensive resource and easily controlled.
- Ages for those children exploited by gangs, varies from 12-18 years, with 15-16 being the most common age range.
- Whilst boys are most commonly exploited, girls are also used. Children can be groomed by gangs, either with gifts or promises that they will earn money.
- Most commonly children from poor backgrounds engaged in offending behaviour, facing difficulties at home or in care of social services are amongst those most vulnerable to gangs. They are often listed as a missing person and/or have poor school attendance.
- Although CSE is not the driving factor in county line gangs exploiting children, a clear link between county lines exploitation and child sexual exploitation exists. Girls who are being exploited to hold and deal drugs are vulnerable to becoming more accessible to gang members wishing to sexually exploit them. It is conceivable that gangs or gang members use county line drug dealing as an opportunity to also target young females for sexual exploitation.
- Violence is used towards members of the gang, usually runners, when they make mistakes or are accused of stealing. If drugs or profits are lost by a gang member due to being robbed or arrested, they will be held responsible for the loss and take on that debt, which can have serious consequences for the individual.
- Heroin and crack cocaine remain the principal drugs supplied, but gangs selling powder cocaine and cannabis are sometimes sold in addition.

Appendix J - Child abuse linked to faith or belief

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', is a hidden crime, which makes it difficult to quantify in terms of magnitude. It is believed that this kind of abuse is under-reported.

Forms of abuse

Abuse can be separated into five different areas;

- Abuse as a result of a child being accused of being a 'witch'
- Abuse as a result of a child being accused of being possessed by 'evil spirits'
- Ritualistic abuse which is prolonged sexual, physical and psychological abuse
- Satanic abuse which is carried out in the name of 'Satan' and may have links to cults
- Any other harmful practice linked to a belief or faith

The forms of abuse that follow fall into the four main categories below.

Physical abuse

This can involve ritualistic beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.

Emotional abuse

Emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members and threatened with abandonment. The child may also be persuaded that they are possessed.

Neglect

In situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.

Sexual abuse

Children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat.

Where does it happen?

Child abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide across various religions including Christians, Muslims and Hindus. The number of known cases suggests that only a small minority of people who believe in witchcraft or spirit possession go on to abuse children.

Abuse may happen anywhere, but it most commonly occurs within the child's home.

Common factors and causes

A range of factors can contribute to the abuse of a child for reasons of faith or belief. Some of the most common ones are below.

Belief in evil spirits

Belief in evil spirits that can 'possess' children is often accompanied by a belief that a possessed child can 'infect' others with the condition. This could be through contact with shared food, or simply being in the presence of the child.

Scapegoating

A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.

Bad behaviour

Sometimes bad or abnormal behaviour is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.

Physical differences

A child could be singled out for having a physical difference or disability. Documented cases included children with learning disabilities, mental health issues, epilepsy, autism, stammers and deafness.

Gifts and uncommon characteristics

If a child has a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.

Complex family structure

Research suggests that a child living with extended family, non-biological parents, or foster parents is more at risk. In these situations, they are more likely to have been subject to trafficking and made to work in servitude.

Project Violet and how to report belief or faith-based abuse

There are a number of laws in the UK that allow the prosecution of those responsible for abuse linked to faith or belief. One of the biggest challenges is raising awareness and encouraging victims and witnesses to come forward.

Project Violet is the police's response to these challenges. Working with professionals, communities and faith leaders they are developing prevention strategies and initiatives that can help educate and raise awareness of faith and belief-based abuse.

Appendix K – OPERATION MET REFERRAL FORM

Referral Form

Childs Name:

Childs DOB:

Address:

School:

Agency referring:

Brief reasons for concern:

Agencies already known to be engaging with child:

Actions already taken to safeguard:

Agency / Team / Individual owning Risk: (to be agreed at meeting)

Other notes from MET meeting: (to be added at meeting)

N.B. Please attend the meeting the Tuesday following your referral submission to discuss your case.

Appendix L Operation Encompass – Domestic Violence and Abuse

At Sydenham School we are working in partnership with the Metropolitan Police and Lewisham Children's Services to identify and provide appropriate support to students who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to address this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Lewisham Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our students has been present, with the Designated Safeguarding Leads (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this could be silent or overt dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and Lewisham MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, is detailed here as part of the school's Safeguarding Policy and published on our school website.

The Key Adults at Sydenham School who will receive the Operation Encompass information are:

Emma Quartey – Assistant Headteacher and Designated Safeguarding Lead
Sid Robinson – Inclusion Lead and Deputy Designated Safeguarding Lead