



**DULWICH PREP LONDON**  
Values & Academic Excellence since 1885

## **SAFEGUARDING (CHILD PROTECTION) POLICY**

*This is a whole school policy, which applies to all sections of the School, including Early Years.*

*[This policy remains subject to the approval of the Governing Body, expected in October 2022]*



**Person responsible for this policy:**

Designated Safeguarding Lead

**Date of last policy review:**

September 2022

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## SAFEGUARDING (CHILD PROTECTION) POLICY

Dulwich Prep London (the **School**) is committed to providing a safe and secure environment for all members of the School community including pupils, staff, volunteers, visitors and contractors and promoting a climate where pupils and adults feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

The School's Child Protection Policy has regard to the following guidance and advice:

- 'Working Together to Safeguard Children' (2018, updated 2022)
  - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- 'Keeping Children Safe in Education' (**KCSIE**) (September 2022)
  - Disqualification under the Childcare Act 2006 (August 2018)
  - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- 'Prevent Duty Guidance: for England and Wales' (July 2015, updated 2021)
  - The Prevent Duty: Departmental advice for schools and child care providers (2015)
  - The use of social media for on-line radicalisation (July 2015)
- The procedures produced by the London Safeguarding Children Partnership (**LSCP**) and the Southwark Safeguarding Children Partnership (**SSCP**).

The School is also guided by the standards for Independent Schools as set out in The Education (Independent Schools Standards) (England) Regulations 2014 (**ISSRs**) and the Statutory Framework for the Early Years Foundation Stage (where applicable).

The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

We will ensure that all staff who work directly with children read at least Part One of KCSIE and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One. Where staff do not work directly with children we may provide Annex A (a condensed version of Part One) to ensure that they are able to understand and discharge their responsibilities as set out in the guidance.

This policy is consistent with other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children: Anti-Bullying Policy, Low-Level Concerns Policy, Behaviour, Rewards and Sanctions Policy, Acceptable Use and Screen Time Policy, Educational Visits Policy, Attendance Policy and Missing Child Procedures.

## **1. CONCERNS ABOUT A CHILD**

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community.

Parents are encouraged to raise any concerns directly with the School, if necessary using this safeguarding policy to reference concerns about the safety and/or welfare of children. Parents may contact the Independent Schools Inspectorate directly if they wish.

The School has arrangements for listening to children and providing Early Help including a School Counsellor, Children's Mental Health First Aid trained staff and School Nurse. However it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.

## **2. DEFINITIONS OF SAFEGUARDING AND TYPES AND SIGNS OF ABUSE**

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

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse;
- emotional abuse;
- sexual abuse; and/or
- neglect.

Staff should refer to **Appendix D** of this policy for further detail of the types of abuse and possible signs of abuse.

All adults working in the School (including visiting staff and volunteers) must ensure they are aware of the systems and procedures in place to support safeguarding and if they have any concerns, they must raise them with the Designated Safeguarding Lead (**DSL**), who is a member of the Senior Leadership Team, or a Deputy Designated Safeguarding Lead (**DDSL**). Contact details for the DSL and DDSLs can be found in **Appendix C**.

## **3. PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD**

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. A summary of this process is attached at **Appendix E**. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#), supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the DSL or a DDSL in the DSL's absence.

All staff should:

- listen carefully;
- avoid asking leading questions or put words in the child's mouth;
- reassure the individual that the allegation/complaint will be taken seriously; and
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

Staff must also take steps to protect the informing pupil or adult from any retaliation or unnecessary stress resulting from a disclosure.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing: the member of staff should enter information into CPOMS (an online system for recording and disseminating information to staff responsible for safeguarding welfare) immediately. This should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence. Where an allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL or a DDSL).

Recording information on CPOMS will assist the DSL or a DDSL with their decision on the appropriate action to take, including whether or not a concern should be referred to external agencies as detailed below. Where there is any doubt as to the seriousness of a concern, advice may be sought from the Head Master (if appropriate), the Southwark Multi Agency Safeguarding Hub (**MASH**), the Local Authority Strategic Lead Officer for safeguarding in education services, or the Early Help Service (**EHS**) Duty Manager.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by ensuring that the most suitable member of the safeguarding team is working with the child, ensuring an open, productive and positive dialogue.

The School operates its processes with the best interests of the pupil at their heart.

Safeguarding children involves more than protecting children from abuse, and the School recognises its responsibilities to respond to all concerns about children, whether of a safeguarding nature or not. The School's pastoral team will be informed of any concerns, on a "need to know" basis, that are not judged to indicate that a child is 'at risk' or 'in need' but to ensure that the needs of the child can be met.

## **a. Extra Familial Harms / Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and DDSs, should consider the context within which such incidents and/or behaviours occur. The School will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

## **b. Early Help**

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs and/or disabilities (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is experiencing, or is at risk of experiencing family ostracism; and/or
- is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Southwark Safeguarding Children Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

**c. Procedure for staff members who have concerns about a child**

If staff (including Governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and Children's Social Care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing on CPOMS.

**d. What staff should do if a child is in danger or at risk of harm**

If staff (including Governors, agency staff and volunteers) believe that a child is in **immediate** danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

A full copy of the London Child Protection Policy Procedures, followed by Southwark, can be found at <https://www.londonsafeguardingchildrenprocedures.co.uk/>.

**e. What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submitting a referral form to MASH or call them directly. Advice and support can also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head Master, DSL, DDSLs (as required) and Governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.



**f. What staff should do if they have concerns that children are at risk from or involved with serious violent crime**

All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL or a DDSL to agree a course of action, although staff can make a direct referral to Children's Social Care.

**g. What staff should do if a child goes missing from education**

Dulwich Prep London has an Attendance Policy. Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are contained in the "Children Missing From Education" section of **Appendix D** of this policy.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

The School will report to Southwark Council (or the relevant local authority in which the pupil resides) a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

**h. What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Any incidents or concerns involving children who are subject to a Child Protection Plan will be reported immediately to the allocated Social Worker (and confirmed in writing, copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a 'Looked After' child, this will also be brought to the notice of the DSL with responsibility for children in public care. This person is Sarah Brownsdon (Louise Davidson from I.I.2023), whose contact details can be found at **Appendix C** of this policy.

**i. What staff should do if a child requires mental health support**

The School has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The School has a designated Mental Health Lead to support staff and pupils and a school counsellor who will work with individual cases as needed.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the Department of Education (DfE) Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people.

**j. What staff should do if they discover an act of Female Genital Mutilation ("FGM")**

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to **Appendix D** of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

**k. What staff should do if they have safeguarding concerns about another staff member**

If staff have safeguarding concerns, including low-level concerns, about another staff member (including supply staff and volunteers), then this should be referred to the Head Master. Where there are concerns about the Head Master, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head Master, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at Southwark Council (the **LADO**).

**l. What staff should do if they have concerns about safeguarding practices in the School**

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found in **Appendix C** of this policy.

**4. ARRANGEMENTS FOR DEALING WITH CHILD ON CHILD ALLEGATIONS**

Members of staff should remember that pupils may perpetrate abuse as well as adults.

Child on child abuse is abuse by one or more pupils against another pupil.. It can be standalone or as

part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, upskirting, consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery), sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes, causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party, and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". The School has a zero tolerance approach to any form of child on child abuse.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School recognises that even where there are no reported cases of child on child abuse, this does not mean it isn't happening.

The School recognises that children with special educational needs and disabilities (**SEND**) can be more prone to child on child group isolation than other children and will consider extra pastoral support for those children with the SEND team or the school counsellor.

A bullying incident or bullying which gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' should be treated as a safeguarding concern and staff should follow the procedures below rather than the School's Anti-Bullying Policy and Behaviour, Rewards and Sanctions Policy. In severe cases of child on child abuse, a referral would be made to an external safeguarding agency.

The School's steps to minimise the risk of child on child abuse are found in the School's Anti-Bullying Policy.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from MASH on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of MASH, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from MASH and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The School's approach to sharing nudes and semi-nudes is outlined in the Behaviour, Rewards and Sanctions Policy.

In the event of disclosures about child on child abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the School Counsellor and Pastoral Team and

support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises and School transport.

## **5. REFERRALS**

Referrals under the above procedures, unless otherwise stated, should be made to MASH via a Common Assessment Framework (**CAF**) form and copied to the LA's Schools Safeguarding Coordinator. Prior to any written CAF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on **020 7525 1921**, to ensure that making a referral is an appropriate action.

Referrals will normally be made by the DSL, but anybody can make a referral (see information in **Appendix C** for key contact details of external agencies).

The parent/carer will normally be contacted to obtain their consent before a referral is made. However, this will not always be appropriate. For example, if the concern involves alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the DSL has reason to believe that informing the parent might compromise the health, safety or well-being of the child. A rationale for the decision to progress without consent should be provided with the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the child protection (CP) referral process should not delay the administration of first aid or emergency medical assistance.

**If, for example, a pupil is thought to be at immediate risk of harm because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child from school during the school day, urgent action is required which may include contacting the Police.** Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this must also be acted on immediately.

## **6. SCHOOL RESPONSIBILITIES**

All parents accepting a place at Dulwich Prep London are required to sign an acceptance of the

School's Contract for Educational Services. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

Dulwich Prep London recognises the need to be alert to the risks posed by strangers or others (including the parents/carers of other pupils) who may wish to harm children either in school or whilst travelling to and from school, and will take all reasonable steps to lessen such risks as detailed in this Safeguarding (Child Protection) Policy and related policies.

Pupils are reminded in assemblies, form times and in PSHCE (Life Skills) lessons to whom they are able to talk. That may be the Head of Year, Head of Section, their form tutor, the school counsellor, the School Nurses, the Head Master or Deputy Head Pastoral. They are encouraged to find a person they trust and to speak about issues worrying them.

## **7. VULNERABLE PUPILS**

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plans and are a 'Looked After' child.

The school also recognises that those pupils with specific mental or physical health needs which require greater support must also be closely monitored by the safeguarding team along with any children who identify as LGBT or may be perceived by others as LGBT.

We acknowledge that children with SEND can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and may have communication barriers and difficulties in overcoming these barriers.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, staff must follow the procedure above and refer this to the DSL. A record will be shared with the police in line with Operation Encompass. The school is a member of the Southwark Safe Space initiative and aims to provide a space for parents for parents or carers who are experiencing Domestic Abuse.

The School also acknowledges the additional need for support and protection of children who are vulnerable by virtue of homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

The School has a strong commitment to an Anti-Bullying Policy and will consider all coercive acts and child on child abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the School's Behaviour, Rewards and Sanctions Policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHCE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils

identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. Occasionally an allegation may be of child on child abuse. Where there are concerns of child on child abuse the procedures set out above (**Arrangements for Dealing with Child on Child Allegations**) should be followed.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

When it comes to our notice that a child under the age of 13 years is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

## **8. MANAGEMENT OF SAFEGUARDING**

**Sarah Brownsdon & Louise Davidson**, Senior Deputy Head and Head Master are the DSLs. **Appendix C** contains the DSL's contact details.

**Christopher Halls**, Head of Early Years; **Kate Warren**, School Nurse; **Karen McDonald-Tuckwell**, Head of Lower and Middle School; **Sasanka Velagapudi**, Head of Upper School and **Shelley Whitehead**, Head of Pre-Prep are the DDSLs. The DDSLs are the persons to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. **Appendix C** contains the DSSL's contact details.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice.

The DSL works with the Governors to review and update the School's safeguarding policy. Where a pupil leaves the School, including for in-year transfers, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

The DSL or a DDSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or a DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the DSL or a DDSL will always be on call via a pre-arranged contact.

The DSL or a DDSL should liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children*. "*NSPCC - When to call the police*" can assist the DSL or a DDSL understand when they should consider calling the police and what to expect when they do.

The DSL is the first point of contact for external agencies, including for children within the EYFS, who are pursuing Child Protection investigations and co-ordinates the School's representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences).

Full details of the DSL's role can be found at Annex C of KCSIE.

Whilst the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

## **9. TRAINING**

Induction and training are in line with advice from DfE and Southwark Safeguarding Children Partnership.

### ***All Staff***

All new staff (including temporary staff and volunteers) will be provided with induction training that includes:

- this Safeguarding (Child Protection) Policy;
- the role and identity of the DSL(s) and the DDSLs;
- the Behaviour, Rewards and Sanctions Policy;
- the Code of Staff Conduct, Low Level Concerns Policy, Whistleblowing Policy, ICT Acceptable Use Policy and Social Media Policy;
- the safeguarding response to children who go missing from education;
- a copy of Part one of KCSIE; and
- School leaders and Governors are required to read KCSIE in its entirety.

Copies of the above documents are provided to all staff during induction.

All new and temporary staff will be required to attend an induction session with the DSL, a DDSL or the HR Manager (who has completed Level 3 Safeguarding Training) on their first day in the School. All newly recruited staff (teaching and non-teaching) and Governors will also be required to attend relevant LA or Safeguarding Board training.

All staff are also required to:

- Read Part one of KCSIE and confirm that they have done so. Each time Part one of KCSIE is updated by the Department for Education, staff will be updated on the relevant changes by the DSL as part of their August INSET before the new academic year.
- Understand key information contained in Part one of KCSIE. The School will ensure staff understanding by monitoring use of CPOMS and use of termly updates and reviews.
- Receive training in safeguarding and child protection regularly, in line with advice from the DfE and Southwark Safeguarding Children Partnership. Training will include online safety and

harmful sexual behaviours (including child on child sexual violence and harassment). It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

- Undertake regular informal updates, at least termly, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, e-bulletins and staff meetings.

All staff also receive training on appropriate record keeping. Staff are required to enter all data concerning a child into CPOMS.

### ***DSL and DDSLs***

The DSL and DDSLs receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in Southwark Safeguarding Children Partnership approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of KCSIE.

In addition to this formal training, their knowledge and skills will be updated and refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Designated staff will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by the SSCP.

## **10. OVERSIGHT OF SAFEGUARDING INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES**

**Henrietta Deasy** is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. She is a member of the governing body whose contact details can be found in **Appendix C**.

The School considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The School draws on the expertise of staff, including the DSL and DDSLs, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

## **11. SAFER RECRUITMENT**

Dulwich Prep London is committed to safer recruitment and, as part of that, adopts safer



recruitment procedures that help deter, reject and/or identify people who might abuse children. All details of the School's written recruitment and selection policy and procedures are contained within the Recruitment Policy.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. An online search will also be conducted as part of due diligence on shortlisted candidates. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Relevant members of staff and governors who are involved in recruitment will undertake safer recruitment training. The School will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

Dulwich Prep London will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be notified of the Safeguarding (Child Protection) Policy and will be given a copy of Dulwich Prep London's guidance on Safeguarding procedures. All staff are required to sign confirmation (attached at **Appendix A**) of understanding the Safeguarding (Child Protection) Policy and Procedures having completed a full safeguarding induction.

Assurance will be gained that staff of another organisation have been checked for suitability if they supervise the School's pupils on a site other than the School.

### ***Volunteers***

Any parent or other person/organisation engaged by the School to work in a regular voluntary capacity with pupils will be subject to all reasonable vetting procedures and Disclosure and Barring Checks.

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

Volunteers who, on an unsupervised basis, teach or look after children regularly, or provide personal care on a one-off basis in our school are deemed to be in regulated activity. We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we may conduct a repeat DBS check (which will include barred list information) on any such volunteer should we have any concerns.

The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain a DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on an ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment.

Further information on checks on volunteers can be found in Part three of the DfE guidance KCSIE.

Volunteers will be subject to the same code of conduct as paid employees of the School. Volunteers will be provided with the School's safeguarding information and regular volunteers will be required to read and sign the Safeguarding Children form (attached at **Appendix A**). Volunteers will not be given responsibility for the personal care of pupils. Voluntary sector groups that operate within Dulwich Prep London, provide off site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by Southwark Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement and failure to comply would result in termination of the agreement.

## **12. CODE OF STAFF CONDUCT**

All staff (paid/voluntary) are expected to adhere to a Code of Staff Conduct in respect of their contact with pupils and their families, which can be found in the School's Employment Policies. The Teachers' Standards 2021 state that all teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Staff will endeavour to create and embed a culture of openness, trust and transparency in which the School's Values and behaviour expectations, are lived, monitored and reinforced. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions, or rewards are allowed outside those detailed in the School's Behaviour, Rewards and Sanctions Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head of Section, Head Master, DSL and parents. Any physical restraint used will comply with Dulwich Prep London School policy, DfE and LA guidance.

Members of staff should avoid any gratuitous physical contact with pupils that may be misconstrued by a pupil, parent or observer. There will be occasions when physical contact is acceptable and, in general, these will fall into one of three categories:

- Reasonable action to prevent harm or injury to the pupil or to others: the use of minimum force and contact necessary to prevent harm or injury (taking into account the age and any SEND a pupil may have) is acceptable and defensible. Such incidents should be recorded in writing and must always be reported to the Head Master immediately.
- Comforting a pupil in distress: what is acceptable will depend on the circumstances – the age and understanding of the pupil (including any SEND the pupil may have), the extent and cause of the distress, and the alternative means of providing comfort – so professional judgement and discretion will need to be exercised in relation to these factors. Staff should consider how others might perceive the action. Particular care must be taken in instances which involve the same pupil over a period of time.
- Unavoidable contact where it may be proper and necessary, for example, to demonstrate exercises or techniques in PE, music teaching, drama and when administering First Aid. All staff should be alert to the possibilities of contact being misinterpreted and open to the scrutiny of colleagues and ensure that their behaviour does not make children feel uncomfortable or inadvertently lay them open to allegations of abuse.

Members of staff should ensure that children have appropriate privacy when changing clothes, using the toilet or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that poor behaviour does not occur. This supervision should be appropriate to the needs and age of the children and sensitive to the potential for embarrassment. With older children, staff should normally place themselves immediately outside the main changing area or toilet area. If staff need to enter to ensure the safety of the children, they should knock and announce that they are entering, and they should only stay in the area for as long as is necessary to ensure safety. Members of staff should not use pupils' toilets, and the time spent in shared public changing rooms or toilets should be kept to a minimum, with staff-pupil use of such facilities deliberately staggered so as not to coincide where possible. If a member of staff believes their actions in any of these areas could be misinterpreted, the DSL should be informed immediately.

Except in cases of emergency or minor cuts / scrapes in the playground, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be close by. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be seen by the staff in the Medical Centre and appropriate care plans will be devised in agreement with the parents/carers.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations, musical instrument tuition for example, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff should be close by and a record kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside the School. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Head Master. Visits/telephone calls by pupils to the homes of staff should only occur in exceptional circumstances and with the prior knowledge and approval of the Head Master. Any unplanned contact of this nature or suspected infatuations will be reported to the Head Master. Staff supervising off site activities or school trips will be provided with a school mobile telephone as a point of contact for parents/carers. Staff should not give their personal mobile phone numbers to pupils, nor communicate with them by text message or personal email. If it is necessary to speak to a pupil by telephone, they should use one of the School's telephones or block their own mobile number so it is unidentifiable. Staff should not engage in online communication with pupils via personal accounts or on social media platforms not recommended by the School. Likewise, unregulated internet 'chat rooms' for children (or similar on-line forums) should not be used and staff should be aware that it is impossible to determine the age of any participant in these environments.

Staff will only use the School's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head Master and Governing Body. Staff will only use the approved school email, school Learning Platforms or other school approved communication systems

with pupils or parents/carers and will not disclose their personal telephone numbers and email addresses to pupils or their parents. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without prior permission from the Head Master and will not store images at home or on a digital cloud.

Staff should be alert to behaviours that may cause 'low level' concerns such as over familiarity with children, having favourites, engaging with a child on a 1:1 basis behind a closed door.

Staff should be aware of the School's Whistleblowing Policy and share immediately any disclosure or concern that relates to a member of staff with the Head Master, or with the DSL if the Head Master is not available. Nothing should be said to the colleague involved. Any disclosures or concerns about the Head Master should be shared with the Chair of Governors or with the Safeguarding Governor if she is not available.

### ***Contractors***

Contractors who are engaged by or on behalf of the School to undertake works on site will be made aware of this policy and the reasons for this. The School will ensure that any contractor, or employee of a contractor, who works at the School has been subject to the appropriate DBS check. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. This risk assessment will identify those contractors engaging in regulated activity who require an enhanced DBS check including barred list information.

During major works, when large numbers of workers and subcontractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractual organisations who work with or for the School will be sent a copy of this policy and the School's Code of Staff Conduct, with a covering letter stating Dulwich Prep London's safeguarding responsibilities. They are required to sign and return a form (attached at **Appendix A**) in acknowledgement of their understanding and consent, and that they are willing to comply with the School's Safeguarding (Child Protection) Policy.

Individuals and organisations that are contracted by the School to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored.

Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. Under no circumstances will we allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity related to children. We will determine the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the School.

If an individual working at the School is self-employed, the School will consider obtaining the DBS as self-employed individuals are not able to make an application to the DBS on their own account.

### **13. ARRANGEMENTS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE/CONCERNS RAISED IN RELATION TO TEACHERS AND OTHER STAFF (INCLUDING THE HEAD MASTER, GOVERNORS, SUPPLY STAFF AND VOLUNTEERS)**

Dulwich Prep London takes seriously all allegations made and concerns raised in relation to members of staff (including Governors, supply staff and volunteers).

The school is committed to promoting an open and transparent culture in which all concerns about all adults working in or on behalf of the School are dealt with promptly and appropriately.

These procedures for managing allegations against a teacher or member of staff (including the Head Master, supply staff, Governors, contractors and volunteers) who are currently working in the School follow DfE statutory guidance and London Safeguarding Children Partnership arrangements and apply when staff (including volunteers) have (or are alleged to have)<sup>1</sup>:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm if he or she works regularly or closely with children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children, which is known as transferable risk.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the LADO or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-names basis.

Concerns including allegations about a staff member should be investigated as a priority to avoid any delay.

There may be two levels of allegation/ concern: (i) allegations that may meet the harm threshold; and (ii) allegations/ concerns that do not meet the harm threshold - known as 'low level concerns'.

- I. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head Master or to the DSL in the Head Master's absence. If an allegation is reported to the DSL, the DSL will keep the Head Master informed. Where the Head Master or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors (or Safeguarding Governor in the Chair's absence). Where the Head Master or DSL is the subject of the allegation or concern, the Head Master or DSL must not be informed of the allegation prior to contact with the Chair of Governors and LADO.

Once referred, some cases may not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay. Some rare allegations will be so serious they will require immediate intervention by children's social care services and/or police. In such cases, referral to the LADO will lead to a Strategy Meeting or Discussion being held in accordance with the DfE

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<sup>1</sup> We also note the '[Safeguarding information for professionals and the community in Southwark](#)' on Southwark Council's website.

guidance and London Safeguarding Children Partnership (LSCP) procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) Contact can also be made with LA's Schools Safeguarding Coordinator who will liaise with the LADO. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

2. The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
3. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO, 'Working Together' statutory guidance and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
4. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
5. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service and/or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service (whether employed, contracted, a volunteer or a student) when an individual is removed from regulated activity (or would have been removed had they not left) and believe the individual has engaged in relevant conduct in relation to children and/or adults, satisfied the harm test in relation to children and/or vulnerable adults or been cautioned or convicted or a relevant (automatic barring either with or without the right to make representations) offence. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

6. On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

### ***'Low level concerns'***

The term low level concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the thresholds set out above. A low level concern is any concern, no matter how small, that an adult working in or on behalf of the School may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work. Concerns may come from various sources whether a suspicion, complaint, disclosure or as a result of vetting checks.

*Examples of a low level concern might be:*

Being over-friendly with children, having favourites, engaging with a child on a 1:1 basis behind closed doors or using inappropriate language. All low-level concerns will be brought immediately to the attention of the Head Master or the DSL if the Head Master is not available. In cases where the Head Master is the cause for concern, they will be reported to the Chair of Governors. The school will contact the LADO for consultation.

A full Low Level Concerns Policy is available.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse. All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head Master will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

## **14. ARRANGEMENTS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE AGAINST SUPPLY TEACHERS**

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or

business ('the agency'). The School will usually take the lead but agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the School, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## **15. RECORDS**

Brief and accurate written notes must be kept of all incidents on CPOMS. The notes stored in CPOMS are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate and in accordance with data protection law. All contact with parents and external agencies will be logged and these will be kept as Child Protection records. The School will take into account the views and wishes of the child and this will be noted on CPOMS.

All Child Protection records are kept securely and confidentially by the DSL and separately from educational records in CPOMS. They may only be accessed by the DSL, the DDSLs and the Head Master.

If a pupil is withdrawn from Dulwich Prep London before Year 8 for any reason, all efforts will be made to identify any new home address and the School to which they are being admitted, so that their educational records can be sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Early Help Service either through the EHS Duty Officer or through the local team manager in order that they might make further enquiries. If Dulwich Prep London receives educational records concerning a child who is not registered with us, the records must be returned promptly and securely to the sending school accompanied with a letter advising them to refer to their LA's Children's Services Department. A pupil's name will only be removed from the School's Admission Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Team Manager in the Early Help Service.

The content of Child Protection Conference or Review reports prepared by Dulwich Prep London will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carer in advance of meetings.

Dulwich Prep London will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies as appropriate. We will maintain accurate and up to date



records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their consent.

Child Protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the School, ensuring secure transit and a confirmation of receipt will be obtained.

## **16. ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES**

### **a. Safety at Dulwich Prep London**

Entry to the Dulwich Prep London site on Alleyn Park is controlled by doors that are secured physically or supervised by staff. Where parents are welcomed onto the School site for events, their interaction with children is supervised. Our Reception is staffed by receptionists during school opening hours during the school term.

Entry to the Early Years Department on Gallery Road is controlled by a buzzer operated by the receptionist and staff.

Visitors to the School will be asked to read 'Our Safeguarding Responsibilities' notice (attached at **Appendix B**), will be logged into and out of the premises, will be asked to wear School visitor badges and will be accompanied at all times. Unidentified visitors will be challenged by staff and reported to the Senior Deputy Head and/or School Office.

The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

### **b. The Use of Photographs and Videos**

Parents, carers or relatives may only take still or video photographic images of their children in school or on school organised activities with the prior consent of the School and then only in designated areas. Images taken must be for private use only and not shared via social media or internet sharing sites. If parents do not wish their children to be photographed or filmed by other parents they should express this view and all parents are expected to respect their wishes.

If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

### **c. Teaching Children How to Keep Safe**

Dulwich Prep London acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life. The Governors ensure that all pupils are taught about safeguarding, including online, through the curriculum and PSHCE to help children to adjust their behaviours, both inside and outside of school, in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young

people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

It is expected that all curriculum coordinators will consider the opportunities that exist within their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, to judge what kinds of physical contact are acceptable and unacceptable, to help pupils to keep safe and to know how to ask for help if their safety is threatened.

Internet safety (including when children are online at home) is an integral part of the School's curriculum and also embedded in PSHE and Relationships and Sex Education and Computing lessons. Relationships and Sex education is included in the curriculum in an age-appropriate manner, as is Online Safety education. Pupils will also be taught how to stay safe online through regular assemblies and this education process is extended to parents with specialist led Online Safety Training opportunities for parents and updates shared via weekly mailings about age appropriate and relevant sites and games that pupils may be able to access.

All computer equipment and internet access within Dulwich Prep London will be subject to appropriate "parental controls" and Internet safety rules in line with our Dulwich Prep London's Acceptable Use and Screen Time Policy.

Dulwich Prep London works to promote 'Healthy School' status through the curriculum with the aim of:

- Developing a school ethos, culture, spiritual, moral, social and cultural (SMSC) development provision and environment which encourages a healthy lifestyle for all pupils, including the disadvantaged and vulnerable;
- Using the full capacity and flexibility of the curriculum to help pupils to be safe and healthy;
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message in accordance with our Healthy Eating Policy;
- Providing high quality PSHE including relationships and sex education (RSE) as part of Personal Development;
- Providing high quality Physical Education (PE) and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health; and
- Working in partnerships with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the vulnerable.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are 2 x Watchguard M500 Firewall (content filtering, sandboxing, URL blacklisting and live traffic monitoring), NetSupport DNA (live content aware filtering and keyword phrase matching) and Software (all programs and apps are vetted and approved prior to installation). Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can

increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's Acceptable Use and Screen Time Policy.

**d. Looked After Children**

The Governors ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

The DSL is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

**e. Arrangements for Visiting Speakers**

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised at all times by a member of Dulwich Prep London staff and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In all cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On arrival at the School, Visiting Speakers will be required to show original, current identification documents including a photograph such as a passport or photo card driving licence.

**f. Use of Mobile Phones and Cameras**

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's ICT - Acceptable Use Policy and the Code of Staff Conduct. Staff are not permitted to use their personal mobile devices, or cameras in School where there are pupils present. Staff who wish to take photographs or video footage of pupils must ensure that permission has been given by the pupil's family (by using the pupil 'no photo' list) or obtain their approval before taking any image of a pupil. Staff who wish to use their personal mobile devices or cameras in School for any other reason must first speak with the DSL. Staff who act in breach of this may be subject to disciplinary action. Parents are not permitted to use their mobile phones or cameras in or around the School without prior approval from the Head Master. Clear guidance is given to parents and visitors attending school events such as concerts or drama productions regarding the taking photos for private use only.

Pupils are not allowed to carry mobile phones in school although it is understood that those who travel independently to school may have one for safety purposes. All mobile phones must therefore be handed in and will be stored safely in Reception until pupils are ready to leave school when they

can be collected. Pupils who wear a smartwatch must have connectivity to any other devices disabled during the school day.

## **17. EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS**

### ***Disqualification from working in childcare***

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Safer Recruitment Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

## **18. COMPLAINTS**

All complaints arising from the operation of this policy will be considered under the School's Complaints Policy, with reference to the Local Authority's Strategic Lead Officer for safeguarding in education services as necessary and appropriate.

## **19. WORKING IN PARTNERSHIP WITH PARENTS**

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of Dulwich Prep London. We will make available a copy of this policy to any parent who requests it. The policy will also be available through the School's website.

## **20. THE ROLE OF THE GOVERNING BODY**

The members of the Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the School are effective and comply with the law at all times. All members of the Governing Body will undertake mandatory safeguarding induction training. Annual Safeguarding training will be delivered by the DSL combined with child protection updates.

The Governing Body will ensure that the School contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" and that the School's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Southwark Safeguarding Children Partnership.

The School considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation, or sooner if required (for example if there are any legislative or regulatory changes). The policy will be formally signed off

by the Chair of Governors, on behalf of the full Governing Body, at least annually.

The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

### ***Nominated governors***

The Governing Body has nominated **Henrietta Deasy** as a lead to take leadership responsibility for the School's safeguarding arrangements. Her contact details can be found at **Appendix C**.

The Governing Body has nominated Kate Kelleher, Chair of Governors, to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Master and this person will attend any strategy meetings called in respect of such an allegation against the Head Master. Her contact details can be found at **Appendix C**.

The Safeguarding Governor, Henrietta Deasy, will meet on a regular basis with the DSL to monitor both the volume and progress of cases where a concern has been raised to ensure that the School is meeting its duties in respect of safeguarding. As a good practice, the Safeguarding Governor will carry out an audit of the School's safeguarding practices and report back to the Governing Body on an annual basis. This is in addition to and does not replace the responsibility that rests with the Head Master to monitor and support the work of the DSL.

### ***Monitoring and Review***

The Dulwich Prep London's Governing Body will review this Policy and consider safeguarding issues and their implications for the School on an annual basis.

The Safeguarding Governor will carry out an annual audit of the School's safeguarding practices and report back to the Governing Body.

As a good practice, the DSL will provide a termly report to the Governing Body outlining details of any safeguarding issues that have arisen during the term and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

The Head Master will report to the Governing Body on levels of child protection referrals made by Dulwich Prep London during the past year and training undertaken by school staff and Governors. Dulwich Prep London will ensure it has procedures in place to meet the required monitoring guidance. We shall ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay once identified.

The Governing Body will evaluate the safeguarding arrangements in the School on the basis of evidence of:

- the extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life in the School, backed up by training at every level;

- the content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes;
- the quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting;
- the timeliness of response to any safeguarding concerns that are raised; and
- the quality of work to support multi-agency plans around the child.

Any member of staff who has concerns that the duties of the Safeguarding Team are not being carried out correctly should use the School's Whistleblowing Policy to alert senior management of their concerns.

## APPENDIX A: FORM SIGNED BY STAFF

### Safeguarding Children at Dulwich Prep London

**WHAT IS CHILD PROTECTION?** Protecting specific children who are suffering or who are at risk from significant harm.

WHAT IS SIGNIFICANT HARM?	IF A CHILD DISCLOSES TO YOU:
<ul style="list-style-type: none"><li>• <b>Physical</b> harm</li><li>• <b>Neglect</b></li><li>• <b>Emotional</b> abuse</li><li>• <b>Sexual</b> abuse</li></ul>	<ul style="list-style-type: none"><li>➤ Make sure the child is safe</li><li>➤ Listen and appear to have time</li><li>➤ Stay calm</li><li>➤ Take this seriously</li><li>➤ Reassure the child – tell them they are brave and it is not their fault.</li></ul>

**NEVER** promise to keep secrets and don't ask leading questions

### WHAT DO YOU DO?

**Explain** to the child that if you perceive they are in any danger of harm then you will have to seek advice because you have a duty to protect children and young people. **Record** what you have seen, been told or noticed.

### WHO DO YOU TELL?

**Act quickly** and follow the procedures set out in the Safeguarding (Child Protection) Policy.

It is your responsibility to immediately alert one of the Safeguarding Team if you suspect, hear or observe any concerns or feel that something isn't right about a child.

The Safeguarding Team are:

Designated Safeguarding Lead:

Louise Davidson                      Head Master ext 201  
Sarah Brownsdon                      Senior Deputy Head ext 204

Deputy Designated Safeguarding Leads:

Christopher Halls                      Head of Early Years ext 301  
Karen Tuckwell                      Head of Lower and Middle School ext 501  
Sasanka Velagapudi                      Head of Upper School ext 606  
Kate Warren                      Nurse ext 621  
Shelley Whitehead                      Head of Pre-Prep ext 401

Please sign below to confirm that you have read and understood the above

Name

Signature

Date

Position

Dept

# TO ALL VISITORS

# WELCOME TO DULWICH PREP LONDON

## OUR SAFEGUARDING RESPONSIBILITIES

*This applies to all sections of the School, including Early Years*

Everyone at Dulwich Prep London works together to ensure that children and young people are kept safe by contributing to:

- providing a safe environment for children and young people to learn
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at Dulwich Prep London

If you have any concerns about a child's well-being during your visit, speak to the School's Designated Safeguarding Lead:

**Louise Davidson ( Head Master)**

**Sarah Brownsdon (Senior Deputy Head):**

**020 8766 5533**

Dulwich Prep London's Safeguarding (Child Protection) Policy contains more detailed information about our safeguarding responsibilities, procedures and signs of abuse and neglect and can be accessed on the School website.



**APPENDIX C: KEY CONTACT DETAILS (INCLUDING FOR LOCAL CHILDREN'S SERVICES)**

**KEY EXTERNAL CONTACT DETAILS**

As set out in this Safeguarding (Child Protection) Policy, **any member of staff can and should make a referral** to Children's Services if they feel that the Safeguarding Team is not taking appropriate action or in the case of an emergency. This Appendix sets out information to allow them to do this.

<p><b>Local Authority Designated Officer</b></p>	<p>Eva Simcock</p> <p>TEL: 020 7525 0689</p> <p>Mob: 07943076608</p> <p>EMAIL: Eva.Simcock@southwark.gov.uk</p> <p>There is a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with DO issues.</p> <p>TEL (for all DO enquiries/referrals): 020 7525 3297</p> <p><b>The LA's Strategic Lead Officer for safeguarding in education services:</b></p> <p>Nina Dohel</p> <p>TEL: 0207 525 3252</p> <p><b>The LA's Deputy</b></p> <p>HS Duty Manager</p> <p>TEL: 020 7525 3893</p> <p><b>The LA's Schools Safeguarding Coordinator:</b></p> <p>Apo ÇAĞIRICI</p> <p>TEL: 020 7525 2715</p> <p>EHS Duty Officer (Education)</p> <p>TEL: 020 7525 3893</p>
<p><b>Local Authority Children's Social Services</b></p>	<p>Although Dulwich Prep London is based in Southwark, our pupils come from many surrounding London boroughs and any referrals should be made to the borough in which the child resides. Staff can carry out an internet search using the child's postcode to find out which borough they live in.</p> <p>It is worth noting that, where staff are uncertain,</p>

	<p>advice can be sought from Southwark who will advise about how best to contact other agencies.</p> <p><b>SOUTHWARK:</b></p> <p>In hours: 020 7525 1921</p> <p>Out of hours: 020 7525 5000</p> <p>Schools' safeguarding coordinator (for advice): 020 7525 2715</p> <p><b>CROYDON:</b></p> <p>Safeguarding Consultation line – for advice about whether a referral is appropriate: 020 8726 6464</p> <p>Croydon Contact Line – where there is an immediate need for a safeguarding response because a child is at imminent risk: 020 8726 6400</p> <p><b>LEWISHAM:</b></p> <p>In hours: 020 8314 6660</p> <p>Out of hours: 020 8314 6000</p> <p><b>LAMBETH:</b></p> <p>In hours: 020 7926 5555</p> <p>Out of hours: 020 7926 1000</p> <p><b>WANDSWORTH:</b></p> <p>Duty Team: 020 8871 6622</p> <p>Out of hours: 020 8871 600020</p> <p><b>MANDATORY REPORTING DUTY - FGM (for details see Appendix D):</b></p> <p>Local Police: 020 7378 1212</p>
<p><b>Multi-Agency Safeguarding Hub (MASH)</b></p>	<p>Southwark Multi Agency Safeguarding Hub  TEL: 02075251921  EMAIL: mash@southwark.gov.uk</p>
<p><b>Support and Advice about Extremism</b></p>	<p>As well as referral through the normal safeguarding channels, support and advice about extremism can be</p>

	<p>sought from:</p> <p>Local Police: 020 7378 1212  EMERGENCY: 999  NON EMERGENCY NUMBER: 101  EMAIL: Tracey.Crampton@met.police.uk</p> <p><b>Local Authority</b>  Southwark Council  EMAIL: Katharine.andrews@southwark.gov.uk  PREVENT LEAD: Katharine Andrews</p> <p><b>Department for Education</b>  NON EMERGENCY NUMBER: 020 7340 7264  EMAIL: <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a></p>
<b>NSPCC Whistleblowing Advice Line</b>	<p>ADDRESS: Weston House  42 Curtain Road  London  EC2A 3NH</p> <p>TEL: 0800 028 0285  EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>
<b>Disclosure and Barring Service</b>	<p>ADDRESS: DBS customer services  PO Box 3961  Royal Wootton Bassett  SN4 4HF</p> <p>TEL: 03000 200 190  EMAIL: customerservices@db.gov.uk</p>
<b>Teaching Regulation Agency</b>	<p>ADDRESS: Teacher Misconduct  Ground Floor South  Cheylesmore House  5 Quinton Road  Coventry CV1 2WT</p> <p>TEL: 0207 593 5393  EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a></p>
<b>OFSTED Safeguarding Children</b>	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm)  EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a></p>
<b>Independent Schools Inspectorate</b>	<p>TEL: 0207 6000100  EMAIL: <a href="mailto:concerns@isi.net">concerns@isi.net</a></p>

## KEY SCHOOL CONTACT DETAILS

<p><b>Governors</b></p>	<p><b>Chair of Governors</b>          Kate Kelleher          TEL: 020 8766 5539          EMAIL: <a href="mailto:c.skillings@dulwichpreplondon.org">c.skillings@dulwichpreplondon.org</a></p> <p><b>Nominated Safeguarding Governor</b>          Henrietta Deasy          TEL: 020 8766 5542          EMAIL: <a href="mailto:c.skillings@dulwichpreplondon.org">c.skillings@dulwichpreplondon.org</a></p>
<p><b>Designated Safeguarding Lead ("DSL") and Deputy Designated Safeguarding Leads ("DDSLs")</b></p>	<p><b>Main DSL for the School (including EYFS)</b>          Louise Davidson, Head Master          Sarah Brownsdon, Senior Deputy Head          TEL: 020 8766 5533          EMAIL: <a href="mailto:l.a.davidson@dulwichpreplondon.org">l.a.davidson@dulwichpreplondon.org</a>  <a href="mailto:s.brownsdon@dulwichpreplondon.org">s.brownsdon@dulwichpreplondon.org</a></p> <p><b>DDSLs</b>          Christopher Halls, Head of Early Years          Tel: 020 8766 5531          EMAIL: <a href="mailto:c.halls@dulwichpreplondon.org">c.halls@dulwichpreplondon.org</a></p> <p>Karen McDonald-Tuckwell, Head of Lower and Middle School          Tel: 020 8766 5509          EMAIL: <a href="mailto:k.tuckwell@dulwichpreplondon.org">k.tuckwell@dulwichpreplondon.org</a></p> <p>Sasanka Velagapudi, Head of Upper School          Tel: 020 8670 3217          EMAIL: <a href="mailto:s.velagapudi@dulwichpreplondon.org">s.velagapudi@dulwichpreplondon.org</a></p> <p>School Nurse          Tel: 020 8766 5512          EMAIL: <a href="mailto:sister@dulwichpreplondon.org">sister@dulwichpreplondon.org</a></p> <p>Shelley Whitehead, Head of Pre-Prep          Tel: 020 8766 5505          EMAIL: <a href="mailto:s.whitehead@dulwichpreplondon.org">s.whitehead@dulwichpreplondon.org</a></p>
<p><b>Designated Teacher for Looked After Children</b></p>	<p>Sarah Brownsdon, Senior Deputy Head, Pastoral, DSL          Tel: 0208 766 5533          EMAIL: <a href="mailto:s.brownsdon@dulwichpreplondon.org">s.brownsdon@dulwichpreplondon.org</a></p>
<p><b>Head Master</b></p>	<p>Louise Davidson          Tel: 020 8766 5524          EMAIL: <a href="mailto:head_master@dulwichpreplondon.org">head_master@dulwichpreplondon.org</a></p>

## APPENDIX D: TYPES AND SIGNS OF CHILD ABUSE AND NEGLECT

Information taken from KCSIE and the NSPCC. See [www.nspcc.org.uk](http://www.nspcc.org.uk) for more information on signs and symptoms of abuse.

All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others, This can be particularly relevant in relation to the impact on all children of forms of domestic violence for example.

**Physical abuse:** a form of abuse which 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.

Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls. There isn't one sign or symptom to look out for that will say a child is definitely being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

Children who are physically abused may have:

### Bruises

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object.

### Burns or scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity

- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds.

#### Bite marks

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.

#### Fractures or broken bones

- multiple fractures or breaks at different stages of healing

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyberbullying), 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.

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions. Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts

- seem isolated from their parents
- lack social skills or have few, if any, friends.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos, nudes and semi-nudes (both sometimes referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)

- pregnancy.

**Upskirting:** is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

**Neglect:** 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 abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected may have:

Poor appearance and hygiene. They may:

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money

They may have health and development problems:

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills.



In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues, further information about which is available in Annex A of KCSIE:

### **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. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff must follow the School's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. All unexplained and persistent absences will be followed up in accordance with the Attendance Policy.

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 and forced marriage. Further information about children at risk of missing education can be found in the statutory "Children Missing Education" guidance.

#### *Schools*

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local

authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

Where a parent notifies the School that a pupil will live at another address, the School will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the School that the pupil is registered at another school or will be attending a different school in future, the School will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The School will notify the local authority within five days when a pupil's name is added to the admission register and will provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the School's youngest year, unless the local authority requests for such information to be provided.

The School will notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the School's final year, unless the local authority requests for such information to be provided.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil may be removed from the admission register when the School and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the School does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause. Advice on carrying out reasonable enquiries can be found in the statutory "Children Missing Education" guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the School will provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;

- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

The School works with the local authority to agree on methods of making returns. When making returns, the School will highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. The School should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that the School complies with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk.

### **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Some indicators of children being sexually exploited are: 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.

A child under the age of 13 is not legally deemed capable of consenting to sex or any other type of sexual touching and therefore all incidences of sexual behaviour involving children under 13 are considered a potential criminal and child protection matter. Sexual activity with a child under 16 is also an offence. It is an offence for a person aged 18 or over to have sexual activity with a child or young person aged under 18 if that person holds a position of trust or authority in relation to the child or young person. Non-consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. CSE is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be

conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

The DfE has published guidance on this entitled Child sexual exploitation: guide for practitioners

### **Sharing nudes and semi-nudes (previously known as Sexting)**

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sexting' covers the incidents where:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult; or
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) 'Sexting in schools and colleges'.

### **Child on Child abuse (previously known as Peer- on-Peer)**

Children are capable of abusing their peers. This can take different forms, such as bullying (including cyberbullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation) sexual violence, such as rape, assault by penetration and sexual harassment; such as sexual comments, remarks, jokes and online sexual harassment, sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sharing nudes or semi-nudes) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts) and upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence. Although it is more likely that girls will be victims and boys perpetrators, all child on child abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as "banter", "just having a laugh" or "part of growing up".

The School has a strong commitment to an Anti-Bullying Policy and will consider all coercive acts and child on child abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the School's Behaviour, Rewards and Sanctions Policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHCE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to,

believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. The School's procedures for responding to concerns of peer-on-peer abuse are set out in the main policy (**Arrangements for Dealing with Child on Child Allegations**).

### **Sexual violence and sexual harassment between children**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. Where staff have any concerns they should follow the procedures set out in the main policy (**Arrangements for Dealing with Child on Child Allegations**).

Concerns about or knowledge of such incidents should immediately be discussed with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. Further information is available in 'Part 5: Child on child sexual violence and sexual harassment' of DfE guidance "Keeping children safe in education".

### **Serious violence**

All staff will be made aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. We are also aware that fear and a need for self-protection is a key motivation for children to carry a weapon – it affords a child a feeling of power. Neighbourhoods with high levels of deprivation and social exclusion generally have the highest rates of gun and knife crime. Children are more likely to carry knives and other weapons than guns. All staff will be aware of the associated risks and will share any concerns about or knowledge of such children immediately with the DSL. Further advice on these is available in the Home Office documents Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines.

### **Child criminal exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

### **County lines**

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

### **Mental health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the DSL or a deputy.

Staff may also wish to communicate with the Mental Health Lead for guidance on how to support pupils.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting Children and Young People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

### **Violence Against Women and Girls (VAWG)**

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honour"; domestic abuse; female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies. We also note Southwark's VAWG Strategy.

### **So-called 'honour-based' violence (HBV)**

HBV includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If members of staff have a concern about or knowledge of a child that might be at risk of HBV or who has suffered from HBV, they will share it immediately with the DSL with a view to referring to appropriate agencies.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. The practice can cause severe pain and there may be immediate and/or long-term health consequences.

Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 40-43 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM: there may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.

**If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.**

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers should follow the School's local safeguarding procedures.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **Preventing Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that



they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Staff should contact the DSL or a DDSL, who should be aware of the local procedures in place, before making a Prevent referral.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

## **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

The DSL will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to MASH. The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and

parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

### **Special educational needs and disabilities**

Pupils with SEND or certain health conditions, may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

### **Lesbian, gay, bi or trans ("LGBT")**

Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. It is vital that staff reduce additional barriers by ensuring there is a safe space for children to speak out and share their concerns with a member of staff.

### **Domestic abuse**

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, personally connected, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, violent, threatening, physical, sexual, financial and emotional. The definition of Domestic Abuse applies to children if they see or hear or experience the effects of the abuse and they are related to the abusive person.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy. The School is part of Operation Encompass.

### **Homelessness**

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral

to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy

### **Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Southwark Council should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Southwark, we will notify the council's MASH by emailing [MASH@southwark.gov.uk](mailto:MASH@southwark.gov.uk) or calling 020 7525 1921. Advice about whether there is a need to notify the council, can be obtained by calling 07539 346808 or sending an email to [privatefosteringadvice@southwark.gov.uk](mailto:privatefosteringadvice@southwark.gov.uk).

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

### **Children with family members in prison**

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

## APPENDIX E: SAFEGUARDING PROCESS



### Addressing a Safeguarding Concern

