



Child Protection and Safeguarding Policy 2020-21

Child protection and safeguarding policy

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Key Safeguarding Staff

Designated Safeguarding Lead 1	Steve Grant
Deputy Designated Safeguarding Lead	Kathryn Body
Headteacher	Dominic Bergin
Nominated Governor	Nick Woodward
CEO of Trust	Kate Atkins

Local Authority Contacts

Lambeth Integrated Referral Hub: 020 7926 3100

Out of hours: 0207 926 1000

Local Authority Designated Officer (LADO): Andrew Zachariades

Telephone: 0207 926 4579

Email: lado@lambeth.gcsx.gov.uk

LA safeguarding lead (primary schools, high schools and colleges): Sarwan Singh Jandu

Telephone: 0207 926 9643

Email: schoolsafeguarding@lambeth.gov.uk

LA safeguarding lead (early years provision and primary schools): Denys Rasmussen

Telephone: 0207 926 8915

Email: schoolsafeguarding@lambeth.gov.uk

Education Prevent Officer: Lydia Nixon

Telephone: 0207 926 3668

Email: lnixon@lambeth.gov.uk

Head of Inclusion, Education and Learning: Stuart Boffin

Telephone: 0207 926 0296

Email: sboffin@lambeth.gov.uk

CSE Co-ordinator Children's Services: Claire McDonald

Telephone: 0207 926 0296

Email: CMcDonald@lambeth.gov.uk

1. Policy statement and principles

The Elmgreen School is committed to safeguarding and promoting the physical and emotional welfare of every student, both inside and outside the school.

The Elmgreen School Safeguarding Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers have a role to play in safeguarding children.

It is achieved by:

- creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people which might pose a risk to children
- educating students on how to keep safe and to recognise behaviour that is unacceptable
- identifying and making provision for any child that has been subject to abuse
- ensuring that members of the governing body, the Headteacher and staff members understand their responsibility, under the safeguarding guidance, to be alert to the signs of child abuse and to refer concerns to concern to the designated safeguarding lead
- ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfied

Definition

The Elmgreen School defines safeguarding and protecting children welfare as:

- protecting children from maltreatment
- preventing the impairment of children's health and development
- preventing impairment to children's mental health and physical wellbeing
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including;

- children's and learners' health and safety and well being
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- care and wellbeing
- online safety and associated issues
- appropriate arrangements to ensure children's and learners; security, taking into account the local context

Policy principles

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Children who are safe and feel safe are better equipped to learn
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
Representatives of the whole school community of students, parents, staff, volunteers and governors will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage
- Students and staff involved in child protection issues will receive appropriate support
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review

Policy aims

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

Terminology

- Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, preventing impairment to children's mental health and physical wellbeing and taking action to enable all children to have the best outcomes
- Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

- Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity
- Child includes everyone under the age of 18
- Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents

2. Safeguarding legislation and guidance

Academies, free schools, independent schools, alternative providers of education - Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

- The Teachers' Standards 2012 state that teachers, including head teachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties
- The statutory guidance *Working Together to Safeguard Children (DFE 2020)* covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards to monitor the effectiveness of local services, including safeguarding arrangements in schools
- The statutory guidance *Keeping Children Safe in Education (DFE 2020)* is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children
- All staff must read Part One of Keeping Children Safe in Education 2020. Staff receive a copy Part One of Keeping Children Safe in Education 2020 at the beginning of the academic year as part of The Elmgreen School safeguarding training. They can also find a copy on the keeping children safe site. In addition, all staff who work directly with children must read Annex A
- What to do if you're worried a child is being abused - Advice for practitioners is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action

Key personnel

The designated safeguarding lead (DSL) 1 is Steve Grant

Contact details: sgrant2@the-elmgreen-school.org.uk

The designated deputy safeguarding leads are is Kathryn Body and Sophie Garner

Contact details: kbody@the-elmgreen-school.org.uk or sgarner@the-elmgreen-school.org.uk

The nominated child protection governors are Nick Woodward

Contact Details: njwoodward@doctors.net.uk

The Headteacher Dominic Bergin

Contact details: djbergin@the-elmgeen-school.org.uk

Due to their day-to-day contact with pupils, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

3. Roles and responsibilities

The role of staff

The Elmgreen School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. If staff members have any concerns about a child's welfare they should report the matter to the Designated Safeguarding Lead (DSL) using The Elmgreen School safeguarding management system, CPOMS.

If a child is in immediate danger or is at risk of harm, the Safeguarding Designated Lead will refer to children's social care and/or the police immediately.

Although the responsibility to refer to children's social care lies with the Designated Safeguarding Lead, anyone can make a referral. Where referrals are not made by a member of staff, the DSL should be informed as soon as possible.

The Designated Safeguarding Lead (DSL):

- Is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies
- Is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role
- Acts as a source of support and expertise to the school community
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file
- Refers cases of suspected abuse to the MASH/ Children's Social Care or the Police as appropriate
- Notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation

- Ensures that when a pupil leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed
- Attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings
- Coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- Facilitate access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and staff behaviour policy (Code of Conduct)
- Has a working knowledge of relevant national guidance in respect of all specific safeguarding issues outlined in *Keeping Children Safe in Education 2020*, ensuring that all staff receive necessary training, information and guidance
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of students, parents, staff, volunteers and governors and/or proprietors regarding this.
- Liaises with the nominated governor and Headteacher (where the DSL role is not carried out by the Headteacher) as appropriate
- Keeps a record of staff attendance at child protection training
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means
- Ensures that the Headteacher is aware of the responsibility under *Working Together 2013* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility (ref. SIMS and Keeping Children Safe site)
- Ensure that when a children looked after is identified and the school is in receipt of pupil premium plus additional funding then the designated teacher should work with the virtual school head to discuss how that funding can be best used to support the progress of children looked after in the school and meet the needs identified in the child's personal education plan
- Liaises with the three safeguarding partners – the local authority, the clinical commissioning group and the chief of police of the borough

The Designated Safeguarding Lead

Are appropriately trained to the same level and, in the absence of the DSL 1 and DSL 2 carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of DSL 1, then DSL 2 will assume all of the functions above.

The governing body ensures that the school:

The governing board will ensure that The Elmgreen School meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance *'Keeping Children Safe in Education'* (2020)

- The governing board will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.
- Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance.

The governing board will ensure that the following are in place:

- Safeguarding and child protection policies and procedures met statutory guidance
- Appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- Ensures that the DSL role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer
- Has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- The school has a designated governor responsible for advocating child protection and safeguarding issues within the school. This governor will liaise with the head teacher and the DSL and report to the governing board on safeguarding matters.
- Has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Headteacher and allegations against other children
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations
- Develops an induction strategy that ensures all staff, including the Headteacher, and volunteers receive information about the school's safeguarding arrangements, Staff Behaviour Policy (Code Of Conduct) and the role of the DSL on induction
- Develops a training strategy that ensures all staff, including the Headteacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of LSCB. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above

- Appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated teacher has appropriate training
- Ensures that the school contributes to inter agency working and plans and that ensure that their safeguarding arrangements take into account the procedures and practice of the local authority
- Teaches students about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum. Ensure that the school follows guidance from the Child Exploitation Online Protection Centre (CEOP) in relation to cyber bullying and sexting.

The governing body nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Headteacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority.

The Headteacher:

- Ensures that the child protection policy and procedures are understood and implemented by all staff
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Supports the designated teacher for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and to ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum
- Refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation
- Ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer
- Appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made

Safeguarding – Exceptional Circumstances

It is normal policy for either the Designated Safeguarding Lead (DSL) or the Deputy Safeguarding Leads to be on site. In exceptional circumstances this may not be possible. If this is the case colleagues will be informed that the DSL or deputy DSLs can be contacted by phone or email whilst working from home.

If a trained DSL or deputy is not on site a named member of the senior team will coordinate safeguarding on site. Their responsibility will include liaising with the offsite DSL or deputy and liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at The Elmgreen School.

Working with parents and carers

The Elmgreen School recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils when necessary
- Make policies available on the website and on request.
- Involve parents and carers in the development of (school) (college) policies to ensure their views are taken into account.
- Will ensure a robust complaints procedure is in place to deal with issues raised by parents and carers and will be made available on the school web site.

Confidentiality and information sharing

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

Parental consent to refer to Lambeth children's social care can be dispensed if seeking consent is likely to cause significant harm, the school have a legal duty to share this information with Lambeth children's social care.

If a child is subject to a child protection investigation, The Elmgreen School will share any information about the child requested by Lambeth children's social care.

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect

- Setting a good example by conducting ourselves appropriately
- Involving students in decisions that affect them
- Encouraging positive, respectful and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's child protection policy, staff behaviour policy (Code of Conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
- Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures
- Referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care.
- Following the school's rules with regard to communication and relationships with pupils and use of social media and online networking.
- Following the school's rules with regard to communication and relationships with pupils, including via social media.

Please also refer to the school's Code of Conduct for all staff and volunteers.

5. Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards student must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that student is over the age of consent.

The Elmgreen School's Staff Behaviour (Code of Conduct) sets out our expectations of staff and is signed by all staff members.

6. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- Asylum seekers
- Looked after by the Local Authority or otherwise living away from home
- Vulnerable to being bullied, or engaging in bullying behaviours
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of child sexual exploitation (CSE)
- Do not have English as a first language
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism or radicalisation
- At risk of mental health concerns

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

7. Early Help and use of the Common Assessment Framework (CAF) process

The Elmgreen School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the school will use the Multi Agency Referral Form (MARF) process to complete an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be

needed via a statutory assessment under the Children Act 1989. The school is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

All staff should consider the following factors which may initiate the requirement for Early Help. The young person:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental ill health, domestic abuse
- is showing early signs of abuse and/or neglect
- is particularly vulnerable in any of the ways identified in paragraph 6 above

Staff should make the safeguarding team alert through the school's safeguarding management system - CPOMs

The Elmgreen School Early Help lead is Tracy Meikle

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

8. Attendance

We recognise that full attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with Lambeth Council when patterns of absence give rise to concern. Our 'Attendance Policy' is set out in a separate document and is reviewed regularly by the governing body.

9. 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.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

The Elmgreen School follows the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination. Where a student has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Lambeth Council's Children Missing Education (CME) Service.

The school attendance policy states the procedure relating to consecutive absence. These are:

- If absence persists, the Attendance Officer will telephone the family on the third day of absence to ascertain whether support is required
- On the fifth day of absence, the school will write to the family requesting medical evidence or similar explanation for the absence and confirmation when the student is expected to return
- If no response is received after three days, the parent will be invited to a meeting with the Head of Year to discuss how best to support future attendance
- At any stage, the Attendance Officer may arrange a home visit if the school are concerned about a student's safety or if this is deemed helpful to encourage improved attendance to school

If a child is known to Children's Social Care or Early Help, the above timeframe may be negated and contact with the family made on the day of absence.

Reasonable steps include:

- Telephone calls to all known contacts
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the student or/and family
- All contacts and outcomes to be recorded on the student's file

The school is required by law to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All students must be placed on both registers.

The school is required to inform the Local Authority of any student who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period; or
- have been permanently excluded

The school must notify the Children Missing Education Officer in the Local Authority as soon as the grounds for deletion are met and no later than deleting the student's name from the register. It is essential for the school to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Upon receipt of a referral from the school, the CME Officer will then continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. Housing. If this also fails to establish the student's whereabouts, the school will be informed by email and may then, but not before, remove the pupil from roll and place the child's name on the School to School database, entering XXXXXXXX in the box for destination. This will place the pupil on the list of Children Missing from Education. Deletions from roll agreed with the CME Officer will normally be backdated to the first day of absence.

If the CME Service is able to contact the student and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the student has registered at another school, the school will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any Child Protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Students leaving the school for known destinations outside the maintained sector in England and Wales will be updated to the School to School database using MMMMMMM in the destination box. This includes private/independent schools, schools in other countries (including Scotland and Northern Ireland) and pupils moving into Home Education. The latter will be formally notified to the ESW Home Education Officer by the school as soon as written confirmation is received from the parent(s). If no confirmation is received the above Missing Children procedures will apply.

10. Children who run away or go missing from home or care

The Elmgreen School recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm. *Keeping Children Safe in Education 2020* highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.

RHI's are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity. RHI's are undertaken by professionals who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to a RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to make arrangements for the interview.

In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school/ day are utilised. When necessary and in conjunction with the Local Authority, The Elmgreen School will facilitate Return Home Interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school/college site for the interview to take place. The Elmgreen School will check with the Local Authority whether or not parents/carers have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in a RHI or not. With reference to the Fraser Guidelines, younger children may also be deemed able to consent.

If the Local Authority has not received consent from parents/carers and the young person is not assessed as being capable of giving or withholding informed consent, the school/college will contact the parent/carer and seek to secure their consent. Parents/carers may also choose to accompany their son/daughter in interviews and the school/college will facilitate that as appropriate.

11. Helping children to keep themselves safe (including Peer on Peer Abuse)

Keeping Children Safe in Education, 2020 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

All staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may be not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence
- sexting (see above)
- initiating violence
- 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 and or alarm. Upskirting is a criminal offence and therefore must be reported to the police

Children at The Elmgreen School are taught to understand and manage risk through our Personal, Social, Health and Economic (PSHE) education and sex and relationships lessons, Citizenship and through all aspects of school life. This taught during 30 lessons timetabled across the academic year.

Within the PSHE programme children are taught about keeping themselves safe, including online safety. The Elmgreen School has also devised a Relationship and Sex Education curriculum which meets the statutory requirements.

Overall, our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and pupils who are encouraged to speak to a member of staff of their choosing about any worries they may have. They are taught to recognise risks in different situations and then decide how to behave responsibly through the Prevent Programme delivered by Lambeth Police (making reference to Learning together to be safe- toolkit to help schools contribute to the prevention of violent extremism and Research report DFE-RR119 -‘Teaching approaches that help to build resilience to extremism among young people).

That work will include discussions with children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as ‘sexting’.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser

guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

(Please also refer to 'Sexting' in section 27 below).

12. Support for students, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support student, their families, and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies

13. Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way.

Complaints are managed by the Headteacher, other members of the senior leadership team and governors. An explanation of the complaints procedure is on the website for parents and student to access.

Complaints from staff are dealt with under The Elmgreen School's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedure.

14. If staff have concerns about a colleague

Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Behaviour Policy (Code of Conduct) – to the Headteacher; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

As a first step, staff should normally raise concerns with their immediate manager, or the headteacher if staff feel uncomfortable in discussing the issue with someone working in close proximity to them. Staff may choose to raise the concern in writing, but it is helpful to all concerned if an initial and informal discussion can take place in the first instance. This depends, however on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice.

Concerns or complaints about the Headteacher should be reported to the chair of governors – the procedure for doing this is as follows:-

For example, if staff believe that senior management is involved, they should put the information in an envelope marked 'Strictly Private and Confidential to be opened by addressee only - For the attention of Chair of Governors' and ask for it to be given to the Clerk to the Governors. The Clerk to the Governors will immediately notify the Chair of Governors of the receipt of an envelope marked 'Strictly Private and Confidential to be opened by addressee only - For the attention of Chair of Governors' so that they can receive it. Only the Chair of Governors will be made aware of the envelope.

Information about how to contact the Chair of Governors is also displayed in the staff room.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action. Contact numbers for both services are displayed in the staff room.

Staff can also contact the Designated Officer in the Local Authority, who is responsible for the co-ordination of responses to allegations against people who work with children

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call 0800 028 0285 between 8.00a.m and 8.00p.m. Monday to Friday or e mail help@nspcc.org.uk.

Contact numbers for Children’s Social Care, the Police and the LADO and the NSPCC whistleblowing helpline are all displayed in the staff room.

15. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

As stated above, all allegations against staff should be reported to the Headteacher.

Allegations against the Headteacher should be reported to the chair of governors. Staff may also report their concerns directly to the Police or Children’s Social Care via the MASH if they believe direct reporting is necessary to secure action. The full procedures for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in Education 2020*. Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law.

Publication includes verbal conversations or writing, including content placed on social media sites. Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police. In accordance with *Keeping Children Safe in Education 2020*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

16. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and exploitation and to know what to do if they have a concern. New staff, governors who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the school’s child protection and safeguarding policy
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the staff Behaviour Policy (Code of Conduct)
- details of the DSL

All of the above will be explained **before** a new member of staff, governor or volunteer has direct contact with children at The Elmgreen School. The school’s child protection policy and

Staff Behaviour Policy (Code of Conduct) will be sent with the letter confirming an appointment with a written requirement that the individual read the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff, including the Headteacher (unless the Headteacher is the DSL), volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism, female genital mutilation and forced marriage.

In addition, the Headteacher and at least one governor will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.

Supply staff and other visiting staff will be given the school's **Visiting Staff Leaflet** when they sign in at the school's main reception.

All staff will be made aware of the increased risk of abuse to certain groups, including disabled and SEN children, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism, female genital mutilation and forced marriage.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This child protection policy aims to reflect the fact 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 SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers

17. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children by following the guidance in *Keeping Children Safe in Education, 2020* together with the school's *Safer Recruitment* policies.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children

- provide evidence of identity and qualifications
- if offered employment, it is to be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two school leaders/governors, if shortlisted.

The school will also

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding
- ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State
- *academies, independent schools and free schools* – check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school.

At least one member of each recruitment panel will have attended safer recruitment training.

As of September 2020 colleague trained in 'safer recruitment' are:

- Dominic Bergin – Headteacher
- Aisha Miller – Senior Deputy Head
- Steve Grant – Deputy Head
- Aidan Ryan – Deputy Head

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, Staff Behaviour Policy (Code of Conduct), other issues as in section 16 of this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received a copy of the child protection and safeguarding policy and Staff Behaviour Policy (Code of Conduct).

The school obtains written confirmation from supply agencies and third party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual.

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of *Keeping Children Safe in Education, 2020*.

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in *Keeping Children Safe in Education (May 2020)* part three.

Governors

All governors will be the subject of Enhanced DBS checks as defined in *Keeping Children Safe in Education, 2020*.

Volunteers

Volunteers including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.
Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

18. Site security

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

19. Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the governing body. This policy is transparent to staff, parents and pupils.

20. Record Keeping

The school will maintain safeguarding (including early help) and child protection records in accordance with the guidance document provided by WCC Education Safeguarding Service *Child Protection Record Keeping Guidance*.

In accordance with that guidance, the school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately
- keep records in a folder in a meticulous chronological order
- ensure all records are kept secure and in locked locations
- ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves

Safeguarding and child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that **all staff use one consistent system for the recording of concerns and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or DSL, who will advise them to submit a Freedom of Information request for consideration.

When a student transfers to a new school we will ensure that the child protection records are addressed to the Designated Safeguarding Lead and sent separately and securely from the general records to the new school and a confirmation of receipt will be obtained. The Designated Safeguarding Lead will contact the school to share information before the end of term if it will support the transition for that child.

Child Protection records are retained for - DOB +35 years after which they should be destroyed.

General pupil record files are retained for - DOB +25 years after which they should be destroyed.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

21. Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Education Safeguarding Manager). It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or Headteacher or, in the case of concerns about the Headteacher, to the chair of governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education, 2020* emphasises that any member of staff can contact and/ or make a referral to Children's Social Care if they are concerned about a child.

At the Elmgreen School a weekly safeguarding meeting is held, chaired by the DSL. In attendance are:

- the designated safeguarding lead
- the safeguarding manager
- the Key Stage 5 safeguarding lead
- Assistant Head – Inclusion
- Assistant Head - Pastoral
- the Early Help lead
- the school nurse
- the school's attendance officer

The purpose of the meeting is to:

- review progress and wellbeing of all students on the child protection register
- review all referrals made during the previous week
- to share information from outside agencies

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. `

All staff must be aware that they cannot promise a child/parent to keep secrets. Child protection information will be stored and handled in line with Data Protection Act 2018 principles. This includes allowing relevant staff to share information without consent where there is good reason to do so and the sharing of information will enhance the safeguarding of a child in a timely manner, or to gain consent would place the child at risk.

The Elmgreen School will ensure that there are arrangements in place setting out processes for sharing information with the three safeguarding partners, other organizations, agencies and practitioners.

If a child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issue, Young people aged 16 and over are able to give their own consent.

Records of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals on a need to know basis.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The Elmgreen School's policy on confidentiality and information-sharing is available to parents and pupils on request and is also included in the Staff Handbook and Tutor Handbook Site

22. Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

When school students attend off-site activities, including day and residential visits and work related activities, the school will check that effective child protection arrangements are in place.

23. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect student we will:

- seek their consent on enrolment for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

24. Online Safety

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in school. Many students own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. (E-safety policy can be found on the school's website). No access is given within school to inappropriate sites – either on our network or through own devices (as they are not permitted to be used on site and cannot access our internet).

Appropriate filters and monitoring systems that are not too restrictive as to restrict a child's education; are in place as referred in Keeping Children Safe in Education (Annex C). The school's online safety policy can be accessed from the 'Y' drive and school website and explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by students will be treated as seriously as any

other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures (see 'Sexting' below).

All staff receive online safety training and the school's e-safety coordinator is Alison Moran. Staff also receive advice regarding the use of social networking and electronic communication with pupils. The school has a clear E-Communications Policy in place and requires staff to sign an acceptable use agreement.

Staff/pupil relationships

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules highlighted in the Code of Conduct. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action.

25. Child protection procedures

Recognising abuse

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

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

Abuse may be committed by adult men or women and by other children and young people. All 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.

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

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child 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.

Neglect

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

Definitions taken from *Working Together to Safeguard Children, 2020*

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.

The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Children Requiring Mental Health Support

Whilst mental health problems are not designated as a separate category of abuse, The Elmgreen School recognises 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. The Elmgreen School requires staff who are concerned that a child is suffering from mental health problems to make a referral. The process is the same as all safeguarding referrals, with colleagues using the management system, CPOMs. All referrals are then reviewed at the weekly Safeguarding Meeting.

Impact of abuse

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

Taking action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern – then uploading to CPOMs
- seek support for yourself if you are distressed or need to debrief

If a member of staff or volunteer is concerned about a student’s welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the student if they are alright or if they can help in any way.

Staff should use the same record of concern form to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

If a student discloses to a member of staff or volunteer

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

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

During their conversations with student staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the student
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this; (**however**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the student what will happen next;
- let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day;

- report verbally to the DSL
- write up their conversation as soon as possible and upload the record to CPOMs
- seek support if they feel distressed or need to debrief

Notifying parents

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

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

Making a referral to Children’s Social Care

The DSL will make a referral to Children’s Social Care if it is believed that a pupil is suffering or is at risk of suffering significant harm (see Section 33 ‘Submitting child protection referrals’.

However, *Keeping Children Safe in Education, 2020*) emphasises that any member of staff may make a direct referral to Children’s Social Care if they genuinely believe independent action is necessary to protect a child.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

Referral to Lambeth Integrated Referral Hub will be made using a multi-agency referral form (MARF)

- Telephone: 020 7926 3100
- Out of hours telephone: 0207 926 1000
- helpandprotection@lambeth.gov.uk or help.protection@lambeth.cjsm.net (secure email)

26. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child’s well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is

addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing early help or child protection procedures.

Please also refer to issues in relation to children who are sexually harmful or abusive towards other children below.

27. Children with sexually harmful or inappropriate behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures as above where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Abusive behaviour by one child towards another will not be tolerated, minimised or dismissed as 'banter' or 'part of growing up'.

Staff will be mindful of the different gender issues that can be prevalent when dealing with peer on peer abuse although it is recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

Members of staff who become concerned about a pupil's sexualised behaviour, including any known online sexualised behaviour, should record their concerns and report them to the DSL as soon as possible, as with any other safeguarding concern. Any instances of sexual harm caused by one student to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with Children's Social Care.

The school will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by student inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under child protection procedures in order to facilitate risk management and planning with other agencies.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clear-cut, the school may seek consultation and advice in deciding the most appropriate response, relevant considerations will include:

- the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour
- the context of the abusive behaviours
- the child/young person's development, family and social circumstances
- the need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- the risks to self and others, including other children in the school, household, extended family, peer group and wider social network

The school is committed to participating in plans both to provide pupils who are at risk from other children and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitating ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

Sexting

As with all other actual or possible safeguarding issues and concerns, staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated). This is consistent with DfE advice *Searching, Screening and Confiscation - Advice for Headteachers, school staff and governing bodies (DfE February 2014)*, page 11 'After the search'. The confiscated device will be passed immediately to the DSL. Staff will not look at or print any indecent images.

The DSL will make a judgement about whether the reported 'sexting' incident is experimental as in section 11 above or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will usually be referred to Lambeth's Multi-Agency Safeguarding Hub (MASH) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a police investigation;
- child protection procedures need to be invoked
- parents/carers require support in order to safeguard their children
- a multi-agency sexual exploitation (MASE) meeting is required

- any of the perpetrators and/or victims require additional support. This may require the initiation of a MARF and the offer of early help services

Examples of aggravated incidents include:

- any evidence of pressurising, intimidating, bullying, extortion and/or threatening of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a younger student or students to create and share indecent images of themselves
- pressurising a student with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others (either as an act of so-called 'revenge porn' or exploitation)
- any evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future. In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

28. Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children. The school teaches children about consent and the risks of sexual exploitation in the PSHE and Relationship & Sex curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the DSL. Staff are to be aware that a child going missing from education on repeat occasions may be a warning sign of sexual abuse or sexual and criminal exploitation. The DSL will consider the need to make a referral to Children's Social Care via the MASH (see section 33 below) as with any other child protection concern and with particular reference to LSCB Child Sexual Exploitation procedures. This includes reference to The London Child Sexual Exploitation' operating protocol and the Lambeth Child Sexual Exploitation Matrix Screening Tool. Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Sexual Exploitation (MASE) meeting may be convened under safeguarding procedures. The school will attend and share information at MASE meetings as required. Parents and young people will be invited to attend MASE meetings by Children's Social Care as appropriate.

Following a report of sexual violence, harassment or potential sexual exploitation, The Elmgreen School will undertake a risk assessment.

The DSL and Deputy DSL are to have attended training on Child Sexual Exploitation.

29. So-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV. All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

Female Genital Mutilation

Female genital mutilation (FGM) is a form of child abuse. FGM is also a crime.

Female genital mutilation is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the police.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. (See <https://www.gov.uk/forced-marriage> for further information).

30. County Lines

The Elmgreen School recognises the practice of 'County Lines' where vulnerable students are at risk of exploitation in the form of selling drugs or other prohibited or illegal items by organised gangs.

The Elmgreen School monitors students at risk by reviewing:

- Attendance, particularly patterns of non-attendance and students missing education

- Dialogue and communication with our Safer School's Officer. In 2020 this is PC Joseph Shaw
- Communication with Lambeth Children's Social Care
- Disclosures by students and staff

As in all such cases of a student being at risk, The Elmgreen School's Safeguarding Policy outlines how colleagues should share information. The DSL will then determine the action to be taken by the school, which may include the completion of a MARF and/or a referral to the police.

To prevent the likelihood of exploitation, The Elmgreen School supports students through:

- A strong pastoral system
- Careers guidance
- The Elmgreen School PSHE Curriculum

31. Serious Violence

If a student was to undertake an act of serious violence, either on site or off site, The Elmgreen School would consider the following appropriate action(s):

- A referral to the police
- A referral to Lambeth Children's Social Care

The Elmgreen School would then consider both the appropriate sanction as specified in the Behaviour Policy and the appropriate support, which may include working with external agencies, such as the Youth Offending Team

32. Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online. As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas. The school has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The Elmgreen School promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with

different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern. The school recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the school will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support. The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's code of conduct for staff, will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the website www.educateagainsthate.com informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders

33. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

34. Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education 2020*, any staff member can refer their concerns directly to Children's Social Care and/or the police if:

- the situation is an emergency and the DSLs, the Headteacher and/or the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Headteacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the MASH (details below) or seek support from the Education Safeguarding Manager.

35. Submitting child protection referrals

All child protection referrals should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to the MASH. The form can also be completed online.

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the MASH. This should be followed by submission of a MARF as above. Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

36. Related safeguarding portfolio policies

- Staff Behaviour Policy (Code of Conduct)
- E-Communications and Acceptable Use Policy
- Preventing Radicalisation and Extremism
- Physical intervention and the use of reasonable force.
- Behaviour
- Complaints procedure
- Bullying
- Whistleblowing
- SEN
- Safer recruitment
- Staff Grievance
- Disciplinary and managing allegations against staff

37. Special Circumstances

Children who are looked after and Children with an EHCP

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

If a child is placed at an alternative provider or school, The Elmgreen School continues to be responsible for the safeguarding of that child. The Elmgreen School must be satisfied that the provider meets the needs of the student. The Elmgreen School therefore requires written confirmation from the alternative provider that appropriate safeguarding checks have been carried out. This is the responsibility of the Head of Inclusions.

In accordance with *Keeping Children Safe in Education, 2020*, no student with an EHCP or who is a Child Looked After is to be sent to a provider which is not a school.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (May 2020)*. [Refer to school 'Y' drive].

Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in

Keeping Children Safe in Education (May 2020), Annex E (can be found on the school shared area) to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable.

Boarding Schools and Children's Homes

Research has shown that children can be particularly vulnerable in residential settings. All boarding schools and residential special schools comply with the National Minimum Standards for their particular setting and are appropriately inspected.

38. COVID 19

Following the return of all our students in September, The Elmgreen School has put in place additional resources into ensuring students feel safe and secure.

The school has asked families to advise them of any changes regarding welfare, health and wellbeing. Vulnerable students and families have been contacted. This includes children who are:

- Known to Children's Social Care
- Have an Education, Health and Care Plan
- Are known to the school

In addition to safeguarding training at the beginning of the academic year, all staff received training relating to trauma.

The Safeguarding Addendum, May 2020, outlines The Elmgreen School's protocol if further restriction are introduced.

Approved by the Governing Body

Policy approved by governing body:

Review period: Annual

Last Review: May 2020

Next Review: September, 2020



SIGNING IN

- Inentry is our fire register for visitors / supply
- Please sign in on Inentry, and wear the sticker that prints out
- Scan the barcode on your sticker by the red light under the 'Inentry' monitor to sign in and out if you go off site, and when you finish your day here

SAFEGUARDING AND FIRE ASSEMBLY

- In the case of a Fire alarm, we assemble in the playground out the back of the building
- If you had a morning registration please go to 'line Up' and report to the head of Year
- If you have any Safeguarding concerns, please let a colleague know immediately
- Safeguarding leads are Steven Grant and Kathryn Body (see pics on last page) – however you can report to the Office staff if you can't find them.
- Please don't leave the school until you have passed on any concerns to a colleague.

SAFEGUARDING:

Steven Grant	xtn 240, room 119
Kathryn Body	xtn 236, room 019



Please do not leave the school until you have passed any safeguarding concerns to either Kathryn Body (Safeguarding Manager) or Steve Grant (Deputy Head & Designated Safeguarding Lead). Please speak to the office to request a conversation with either member of staff.

- Email **facts** to safeguarding@the-elmgreen-school.org.uk
- Follow up with conversation in person, **urgently**, with either of the above
- If neither available, see Dominic Bergin – Headteacher
- Do **NOT** wait. Do **NOT** rely on email alo



Safeguarding Policy Addendum Exceptional Circumstances – May 2020

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Outline – Exceptional Circumstances

It is normal policy for either the Designated Safeguarding Lead (DSL) or the Deputy Safeguarding Leads to be on site. In exceptional circumstances this may not be possible. If this is the case colleagues will be informed that the DSL or deputy DSLs can be contacted by phone or email whilst working from home.

If a trained DSL or deputy is not on site a named member of the senior team will coordinate safeguarding on site. Their responsibility will include liaising with the offsite DSL or deputy and liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at The Elmgreen School.

Where a trained DSL or deputy is not on site, in addition to one of the above options, Sarwan Singh Jandu, the local authority's schools safeguarding manager will be acting as the on-call DSL for the duration of the crisis.

Important Contacts

Designated Safeguarding Lead

- Steve Grant,

Deputy Safeguarding Leads

- Dominic Bergin
- Kathryn Body
- Sophie Garner

Local Authority Contacts

Lambeth Integrated Referral Hub: 020 7926 3100

Out of hours: 0207 926 1000

Local Authority Designated Officer (LADO): Andrew Zachariades

Telephone: 0207 926 4579

Email: lado@lambeth.gcsx.gov.uk

LA safeguarding lead (primary schools, high schools and colleges): Sarwan Singh Jandu

Telephone: 0207 926 9643

Email: schoolsafeguarding@lambeth.gov.uk

LA safeguarding lead (early years provision and primary schools): Denys Rasmussen

Telephone: 0207 926 8915

Email: schoolsafeguarding@lambeth.gov.uk

Education Prevent Officer: Lydia Nixon

Telephone: 0207 926 3668

Email: lnixon@lambeth.gov.uk

Head of Inclusion, Education and Learning: Stuart Boffin

Telephone: 0207 926 0296

Email: sboffin@lambeth.gov.uk

CSE Co-ordinator Children's Services: Claire McDonald

Telephone: 0207 926 0296

Email: CMcDonald@lambeth.gov.uk

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- a social worker
- a child protection plan, including being 'Child Looked After'
- an Education Health Care Plan

2. Core safeguarding principles

The Elmgreen School will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. Designated Safeguarding Lead - DSL (and deputy) arrangements

The Elmgreen School aims to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

All school staff and volunteers are to be informed as to who will be the DSL (or deputy) on any given day, and how to contact them.

The DSL will liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

The Elmgreen School will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

The Elmgreen School will continue to update this addendum where necessary, to reflect any updated guidance from:

- the local authority about children with education, health and care (EHC) plans
- the local authority designated officer and children's social care
- reporting mechanisms
- referral thresholds and children in need

The following guidance is currently in place.

- The best interests of children must come first.
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy is available at all times (see section 4 for details of The Elmgreen School's arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary

6. Monitoring attendance

As most children will not be attending school during this period of school closure, The Elmgreen School will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance. Instead The Elmgreen School will be operating as outlined in the Department for Education guidance – 28 May:

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/process-for-recording-attendance-and-using-the-educational-setting-status-form>

The Elmgreen School will contact daily all 'vulnerable students' (those with an EHCP and/or Children's Social Care involvement) who do not attend. This excludes children where:

- The student is shielding, self isolating or the student has an EHCP and their risk assessment says their needs cannot be safely met in school

Where there are concerns with regards 'vulnerable students' or other students known to be at potential risk following welfare calls undertaken by Heads of Year/Inclusion The Elmgreen School will:

- In the first instance, contact the family. This will occur on the day of the absence
- If applicable, notify their social worker, where they have one
- If after 3 days we are unable to make contact with the family, send a letter requesting information
- If after 5 days we are unable to contact the family, undertake a home visit
- If after 10 days there is no contact with the family a 'Child Missing Education' will be raised with the local authority

The Elmgreen School will continue to make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

7. Peer-on-peer abuse

The Elmgreen School will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

The Elmgreen School will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

- Staff should continue to act on any concerns they have immediately.
- We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).
- The Elmgreen School will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

The Elmgreen School has the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

The Elmgreen School have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

They would usually attend but have to self-isolate The Elmgreen School will

- complete a risk assessment
- undertake a Weekly telephone contact by the Inclusion Team or/and Head of Year
- undertake regular home visits
- liaise where appropriate with the social worker

If we can't make contact, we will contact social services and the police if necessary

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

The Elmgreen School will continue to have appropriate filtering and monitoring systems in place

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy, code of conduct and IT acceptable use policy.

Where staff are communicating with parents and pupils remotely they will follow the code of conduct attached to this addendum

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

The Elmgreen School will make sure parents and carers:

- know where else they can go for support to keep their children safe online
- we will do this by re-sharing our e-safety guidance with parents, reminding pupils of how to stay safe online, our remote education means that children are working within safe platforms

12. Mental health

Where possible, The Elmgreen School will continue to offer our current support for pupil mental health for all pupils. This will be done through our remote learning work, PSHE and assemblies. The School News and letters will also share resources and support sites with families. Through these mediums we will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

The Elmgreen School continues to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with

children. We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

The Elmgreen School will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be: Confirmation of DSL arrangements

13.4 Keeping records of who's on site

The Elmgreen School will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- Details of the virtual school head
- Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.
- A safeguarding induction
- A copy of our children protection policy (and this addendum)

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHCP, child in need plan, child protection plan or personal education plan
- Details of the child's social worker

We will share this information before the child arrives

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every month by Steve Grant, Deputy Headteacher. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Online safety policy

All staff should continue to follow the school's code of conduct. With additional diligence for the following:

Email liaison:

- Use professional language
- Only discuss topics that would be appropriate to discuss as if you were in school

Telephone liaison:

- Never use own phone without blocking number
- Use professional language
- Only discuss topics that would be appropriate to discuss as if you were in school

Each year group has a central register where any member of staff records that they have called the family home and always record if you have had a one to one conversation with a child. Always make sure an adult within the family answers your call and you explain why you are calling and where possible as the adult to stay in the same room while you are talking to them. This conversation should then be dated, initialled by the adult and the content briefly recorded



Online 'Live' Lessons - Guidance for teachers

- Teachers should only use the agreed school online platform(s) when communicating with students
- Always present yourself as professionally in dress and manner as you would if you were giving a lesson in school: remember that while social media applications can encourage informality, you need to observe professional standards and the expectations of the school's code of conduct
- Teachers should only use the school email address to communicate with parents and must have an appropriate video communications username
- Teachers must not share any personal information about yourself e.g. personal telephone number, email accounts, Facebook and other social media links. It is a good time to check the security settings on your social media in general as students will potentially have more time on line

Consent

- The Elmgreen School has written to families. A 'default' consent process has been adopted
- The advice given to parents/carers is that they should be nearby and, where possible, remain so during the online lesson

Safe environment

- Teaching should take place in a space appropriate for online lessons; a front room or study is appropriate, a bedroom or bathroom is not. Teachers need to be aware of what students can see behind them if they are filming at home
- Extra-care must be taken by all parents/carers to ensure that private or sensitive information and data is not accidentally shared during a video-lesson. Bills, receipts, documents (both physical and digital) and letters/emails should not be on display. All members of both households should be aware that the video lesson is taking place and be mindful of this
- Students are expected to dress and behave appropriately. If there is inappropriate attire the lesson will be terminated. The lesson can resume when the student is suitably attired
- All delivery of online lessons should be filmed/take place in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background. Recommended virtual backgrounds are available

- A lesson should be suspended if any of the behaviour and safeguarding guidance is not complied with

The Lesson & Safeguarding

- All lessons should be timetabled during the normal working hours
- Senior Leaders will be able to observe lessons digitally for the purposes of quality assurance and safeguarding. Ensure they are saved in the appropriate area
- Teachers must not accept any offers to do online teaching over webcam/video chats
- Teachers should not accept or offer the opportunity to teach students privately outside of the agreed timetable
- Staff must report any safeguarding concerns to Steve Grant, Deputy Head and Designated Safeguarding Lead. An email must be sent to safeguarding@the-elmgreen-school.org.uk

Live Video

- Consider if the system includes online chat feature, and that it is moderated by the second teacher
- Consider Privacy settings before posting

Behaviour

- Be clear about the expectations of both student and staff behaviour (KISSS standard of behaviour is expected from all participants)
- It is worth considering some ground rules and explaining these as the introduction to each session

Recording

- Always make a note of the lesson timing and who participated. Be clear that students should not share the recording and that any form of cyber bullying would lead to sanctions as outlined in The Elmgreen School's behaviour Policy.
- If the service you use records the conference, make sure that everyone is aware of this. It's important to know how long any recordings are kept for and how to access them



Online Lesson - Protocol for students and families

The Elmgreen School has adopted the online platform 'Google Classroom'. It is a secure platform which provides an opportunity for 'live lessons'. The expectation is that students treat the live experience as a lesson, and therefore follow the school's Behaviour Policy which can be found on our website

Outlined below is the protocol relating to 'live' on line lessons. Please can students and families read carefully.

Protocol

- Students should be prepared for the lesson. They should have the correct equipment and electronic devices other than the one being used to view the lesson should be turned off
- Teaching should take place in a space appropriate for online lessons; a front room or study is appropriate, a bedroom or bathroom is not. Teachers need to be aware of what students can see behind them if they are filming at home
- The advice given to parents/carers is that they should be nearby and, where possible, remain so during the online lesson
- Extra-care must be taken by all parents/carers to ensure that private or sensitive information and data is not accidentally shared during a video-lesson. Bills, receipts, documents (both physical and digital) and letters/emails should not be on display. All members of both households should be aware that the video lesson is taking place and be mindful of this
- Students do not have to be in uniform, but do need to be appropriately dressed. If they are taking part in the live feed and not dressed appropriately their lesson will be terminated
- Students should not record the lesson or send the recording to other students
- Students should not make inappropriate comments during the session or record the session and subsequently distribute the recording. Any misuse of the 'live lesson' or any forms of cyber bullying will lead to sanctions as outlined in the school's Behaviour Policy
- The 'live lesson' will be recorded by the school for safeguarding purposes
- Students have the option to be involved in the lesson, but not be seen or heard via the video link
- Teachers will only be communicating with students and families through 'Google Classroom'.