



Safeguarding
Children in Education Policy
(Child Protection)

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CONTENTS
1. Introduction
2. Policy Aims
3. Roles and Responsibilities
4. Working with Parents/Carers
5. Early Help
6. Multi-Agency Working
7. Confidentiality and Information Sharing
8. Referral Process
9. Children who have a Child in Need Plan or Child Protection Plan
10. Children Requiring Mental Health Support
11. Child Abuse
12. Peer on Peer Abuse
13. Bullying
14. Child Sexual Exploitation and Child Criminal Exploitation
15. Child Criminal Exploitation: County Lines
16. Children Missing Education
17. Domestic Violence
18. Honour Based Violence
19. Forced Marriage
20. Female Genital Mutilation
21. Extremism and Radicalisation
22. Online Safety
23. Teaching about Safeguarding
24. Young Carers
25. Teaching Children about Safeguarding
26. Training
27. Recruitment
28. Single Central Record
29. Volunteers
30. Agency Staff and Third Party Staff
31. Physical Intervention and Safe Working Practice
32. Changing for Physical Education
33. Handling Complaints and Dealing with Allegations Against Staff
34. Raising Concerns About Safeguarding Practice
35. Record Keeping
36. Looked After Children
37. Children with Special Educational Needs
38. Children Staying with Host Families
39. Private Fostering
40. Homelessness
41. COVID-19
42. Policy Adoption, Monitoring and Review
Appendix A: CPOMS
Appendix B: Social Care Referrals
Appendix C: Key Contacts
Appendix D: Responding to a Disclosure

1. INTRODUCTION

Larkhall Primary School is committed to providing an environment for pupils, where children feel safe, are kept safe and all staff contribute to the culture of vigilance which is embedded in our school. All staff form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

'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 a voluntary capacity.

'Child' includes everyone under the age of 18.

Role	Name	Contact Details
Senior Designated Safeguarding Officer	Victoria Bassett	vbassett@larkhall.lambeth.sch.uk
Deputy Designated Safeguarding Officer Main School	Ceinwen Adeusi Gary Nichol Paula Gordon Sam Phillips Bina Shah	cadeusi@larkhall.lambeth.sch.uk head@larkhall.lambeth.sch.uk pgordon@larkhall.lambeth.sch.uk sphillips@larkhall.lambeth.sch.uk bshah@larkhall.lambeth.sch.uk
Woodlark House	Sam Witchalls Sami Rix	switchalls@larkhall.lambeth.sch.uk srix@larkhall.lambeth.sch.uk
Governor responsible for Safeguarding	Mark Peters (Chair of Governors)	Please ask main school office for email address
Designated Lead for children looked after	Victoria Bassett	vbassett@larkhall.lambeth.sch.uk
Child Sexual Exploitation Lead	Victoria Bassett	vbassett@larkhall.lambeth.sch.uk
Mental Health Lead	Ceinwen Adeusi	cadeusi@larkhall.lambeth.sch.uk

If staff members have any concerns about a child's welfare they should report the matter to the Designated Safeguarding Officer (DSO) using the *Child Protection Incident Reporting (CPOMS)*. (Appendix A)

2. POLICY AIMS

Prevention:

- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raising awareness amongst all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring that all adults within our school who have access to children have been rigorously checked regarding their suitability by using safe recruitment procedures.

Protection:

- Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.
- Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- All staff receive regular training and up-dates.
- Through the development of effective working relationships with all other agencies involved in safeguarding children.

Support:

- Ensuring that key concepts of Child Protection are integrated within the curriculum and pupils are educated about risks associated with new digital technologies.
- Ensuring that children are listened to and their concerns are taken seriously and acted upon. Working with others to support pupils who may have been abused, enabling them to access the curriculum and take part in school life.

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

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

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

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

At Larkhall we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and

easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

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

Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education will cover relevant, topics in an age and stage appropriate way, through a planned, developmental curriculum enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources.

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

The Teachers' Standards 2012 state that teachers, including headteachers, 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

This policy should be read in conjunction with the following policies:

- Online safety
- Social media
- Preventing Extremism and Radicalisation
- Behaviour and Anti-Bullying
- Attendance
- Safe Touch and Positive Handling

3. ROLES AND RESPONSIBILITIES

The Role of the Governing Board

The Governing Board at Larkhall is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

The Governing Board will ensure that:

The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Lambeth Safeguarding Children Partnership policies and procedures;

The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);

A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.

All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education as detailed section 6 of this policy.

All staff undertake appropriate child protection training and on-line safety training

Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;

Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2021);

They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The governing board will receive a safeguarding report annually that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The role of the Headteacher

The Headteacher will ensure that policies and procedures adopted by the governing body are followed by all staff.

The Headteacher is responsible for:

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

3.3 Role of the Designated Safeguarding Officer

The Designated Safeguarding Officer works in line with the responsibilities as set out in Annex B of the DfE Guidance; Keeping Children Safe in Education 2020 in respect of referrals, training and awareness raising. The Designated Safeguarding Officer is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies that are pursuing C.P. investigations.

The Designated Safeguarding Officer also co-ordinates the school's representation at C.P conferences/core groups and the submission of written reports for such CP meetings. The Designated Safeguarding Officer will ensure that if staff members are to attend a child protection meeting that they are appropriately trained to do so and have been given the authority to make decisions and commit resources on behalf of the school.

When a concern/incident is brought to the attention of the Designated Safeguarding Officer they will be responsible, if appropriate, for obtaining advice from the Local Authority Officer for Education Safeguarding, or their deputy and/or consulting with Lambeth Children's Social Care as appropriate to decide whether or not this should be formally referred as a child protection case.

The Designated Safeguarding Officer will ensure that all child protection records are kept separately from pupil records and are stored securely, by encryption and/or password protecting electronic files or ensuring that paper records are secured in a locked cabinet with restricted access.

The Designated Safeguarding Officer will have oversight of the delivery of school recommendations within Child Protection Plans and will disseminate information to relevant staff members as appropriate. The Designated Safeguarding Officer will keep the Headteacher, and Governing Body advised of all such matters including where Child Protection Plan recommendations are met or otherwise.

The Headteacher will also ensure that a member of teaching staff is appointed as a Designated Teacher for Children Looked After (DTCLA). This person will promote the educational achievement of our CLA Children and will also contribute to the 'in care reviews' and/or meetings regarding CLA children and to the child's Personal Education Plan (PEP).

The Designated Safeguarding Lead will ensure that there is adequate and appropriate cover arrangements for any out of hours/out of term activities.

The safeguarding lead and any deputies will liaise with the three safeguarding partners (local authority, clinical commissioning group and the chief police officer of the area) and work with other agencies in line with 'Working Together to safeguard Children and NPCC – 'When to call the police'.

3.4 Role of all staff, visitors and volunteers

All adults working in Larkhall Primary School (including visiting staff, volunteers, contractors, and students on placement) are required to report instances of actual or suspected child abuse or neglect as outlined above to the Designated Safeguarding Officer. In School, staff need to make a referral to the Designated Safeguarding Officer in the first instance.

In line with our commitment to ensure every child has the right to be heard, children may disclose to an adult member of staff any abuse or neglect they may be subject to, however in recognising that children can and sometimes do abuse other children our pupils may also report such abuse by speaking to the school Learning Mentor in the strictest of confidence.

Where a disclosure is made by a child or where there are signs that a child is suffering significant harm or is likely to suffer significant harm or is being neglected, the Designated Safeguarding Officer may take advice before making a referral to Lambeth's Referral and Assessment (R&A) Duty Intake Team / Integrated Referral Hub. Where there are any doubts as to the seriousness of this concern or disagreement between the Designated Safeguarding Officer and the member of staff reporting the concern, advice will also be sought from the Headteacher (if not the same person) and/or Lambeth Children's Social Care Duty Intake Team and/or the Local Authority Officer for Education Safeguarding, or their deputy. In circumstances where a child has a suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency assistance. If a pupil is thought to be at immediate risk (because of parental violence or intoxication, for example) urgent police intervention may be requested.

Particular vigilance will be exercised in respect of children who are known to be subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to Lambeth Children's Social Care (and confirmed in writing). This will also be the case for other children who may be considered vulnerable such as

disabled children, SEN children or Looked After Children. In all cases of injury to a child consideration will always be given as to whether an urgent paediatric medical assessment is required to document injuries or to protect any forensic evidence.

Where it is suspected that a child may be at further risk of significant harm if the parent is spoken to, nothing will be said to the child's parent/carer without first discussing the matter with Lambeth Children's Social Care. All staff must understand that there are no circumstances under which a member of staff may promise a child that they will keep any disclosure a secret or confidential – they must always pass this information on in the best interest of the child. 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.

All staff will have the following explained to them during their induction and copies of the policies and a copy of Part one of 'Keeping Children Safe in Education, 2020 will be provided to them.

- safeguarding children policy;
- behaviour and anti-bullying policy;
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education

- role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies)

4. WORKING WITH PARENTS/CARERS

A copy of this policy will be made available to parents and carers on the school website and by request a paper copy can be printed. Larkhall also ensures a robust complaints procedure is in place to deal with issues raised by parents and carers. Additionally we will work in partnership with parents and carers to encourage parents to comment on and contribute to the evolution of our policies by Parent's Questionnaires.

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

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

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

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

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

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);

- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

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

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

5. EARLY HELP

Larkhall 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/college will use the 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/college 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.

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

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

- has a family member in prison, or is affected by parental offending
- is persistently absent from education, including persistent absences for part of the school day.

Staff should discuss their concerns with the Designated Safeguarding Leads.

If the child's situation does not improve and/or the child's parents and/or the child do not consent to the early help assessment being initiated, 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.

6. MULTI-AGENCY WORKING

Larkhall will ensure that the school contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children'. The three safeguarding partners will make arrangements to work together by setting out relevant named agencies to safeguard and promote the welfare of children and responding to needs.

The safeguarding partners are the local authority, clinical commissioning group and the chief police officer of the area. The three partners will make arrangements to allow all schools (including those in multi-academy trusts) and colleges to be fully engaged, involved and included in safeguarding arrangements. Schools and colleges are under a statutory duty to co-operate with the published arrangements if named as a relevant agency.

7. CONFIDENTIALITY AND INFORMATION SHARING

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

Larkhall will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection act 2018 and the GDPR. 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.

Larkhall will withhold providing information where the serious harm test is met. For example in a situation where a child is in a refuge or another form of emergency accommodation.

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.

As a rule, personal information that is held, is subject to a duty of confidentiality and cannot be shared with third parties. When requesting information, third parties need to clear about the reasons why they need the information. The exception to this rule is as follows:

- The person has consented to disclosure.
- Disclosure is in the public interest, which includes preventing a crime.
- Disclosure is required under a court order or a legal obligation.
- Disclosure is necessary to safeguard a child's welfare.
- An adult 16 or over is assessed as not having the capacity to decide about disclosing the information and a decision is made that it is in the best interest to disclose the information.

Children under 16 can only give consent if it is thought that they fully understand the issues and are able to make an informed decision. If not, the decision must be made by the person who holds parental responsibility.

A person aged 16 and over is assumed to have the capacity to give consent. When a person over 16 is assessed as lacking the ability to give consent, the Mental Capacity Act provides guidance on making the best decision in the interest of the individual and should be followed.

Disclosure without consent with regards to a child

Where consent has not been given, or it is thought that seeking consent from a parent or carer may place the child at further risk, the professional should consider whether it is lawful for them to disclose the information without consent. It would be lawful to disclose information in order to safeguard a child's welfare, but professionals must consider the proportionality of disclosure against non-disclosure: is the duty of confidentiality overridden by the need to safeguard the child?

Where information is disclosed it should only be relevant information and only disclosed to those professionals who need to know.

(for further guidance on information sharing see: Working together 2018, LCPP)

If a child is subject to a child protection investigation, Larkhall will share any information about the child requested by Lambeth children's social care. Where a pupil is subject to a Child Protection Plan, the Designated Safeguarding Officer will monitor the pupil and the plan to ensure that the recommendations for Larkhall Primary School as part of that CP Plan are delivered upon. The outcomes will be given as given as feedback as part of the child protection review process.

In delivering our responsibilities as set out in this policy, Larkhall will develop effective links with relevant agencies and co-operate with their child protection enquiries as appropriate. This will include providing reports and attending Child Protection Conferences and Reviews, Core Group Meetings, and CLA Reviews as requested. We will understand our role in these forums and will make the appropriate challenges to ensure decisions are made in the best interest of our pupils (and their siblings) to provide the best possible outcomes. Following such meetings we will ensure that all relevant information is coordinated and shared with the relevant parties.

8. REFERRAL PROCESS

Though the responsibility to refer to children social care lies with the Designated Safeguarding Officer, anyone can make a referral. Where referrals are not made by the Designated Safeguarding Officer, the Designated Safeguarding Officer should be informed, as soon as possible, that a referral has been made.

Referrals to Lambeth children's services first response team will be made using an Integrated Referral Hub Form. (Appendix B) See Appendix C for a full list of key contacts linked to child protection within Local Authority.

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

Email: Helpandprotect@lambeth.gov.uk

9. CHILDREN WHO HAVE A CHILD IN NEED OR CHILD PROTECTION PLAN

A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. These children may require a social worker due to safeguarding and welfare needs.

The Designated Safeguarding Lead will hold information of pupils who have a plan so that a decision can be made in the best interest of the child's safety, welfare and educational outcomes.

10. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

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

At Larkhall we have a named Mental Health Lead. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the Mental Health and Behaviour in Schools' DfE guidance for further support.

11. CHILD ABUSE

All staff at Larkhall Primary School must recognise and accept that children have a fundamental right to be protected from harm. In upholding this fundamental right we recognise that there are four definitions of child abuse, including neglect, as defined in Chapter 1 of the 5th edition of the London Child Protection Procedures and as stated in this policy, which should be consulted as a reference document for full details of the definitions as well as recognition and response.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

Physical Abuse

May include: Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child including the deliberate fabrication or causation of illness in a child (now known as Fabrication or Induced Illness **FII**).

May be recognised by: Physical injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour or learning difficulties due to neurological damage. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury. Other indicators of physical abuse may include flinching or cowering and accounts of how injuries have happened may be vague to inconsistent or are unexplained. Children may wear inappropriate clothing to cover marks or injuries and/or may be reluctant to go home.

It is not uncommon for children to have accidental bruises but bruising on the face, around the eyes, around the mouth, behind the ears, consistent with a grab or have the shape of an object (E.G brush, slipper, belt, hand, etc.)

must be considered as possible indicators of harm as should multiple or repeated bruising to an area such as the head or an area unlikely to be bruised accidentally.

Any bruising on a pre-crawling or pre-walking baby must also be considered as possible indicators of harm.

It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury. This is the role of child protection and investigating agencies.

Emotional Abuse

May Include: the persistent emotional maltreatment of a child, which can cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to frequently feel frightened and/ 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.

Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse

May Include: Involving or forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such activities may involve sexual acts (penetrative or non-penetrative) or may include involving children in watching or taking part in pornographic material or to encourage children to behave in sexually inappropriate ways.

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

A sexually abused child may also be recognised by disturbed behaviour such as sadness, depression or loss of self-esteem. Disclosure of sexual abuse must be taken seriously as it is recognised that children are frequently scared to disclose information due to guilt or fear and often children have taken great courage to disclose – therefore it is important not to minimise or give your own view or interpretation of their account.

All staff must be aware that a child under the age of 13 years old is not legally capable of consenting to sexual activity and so sexual activity with a child under 13 is an offence under the Sexual Offences Act. Such activity will be taken to indicate that that child/ren are at risk of significant harm and must be referred accordingly in line with the agreed procedures as set out in the London Child Protection Procedures. Sexual activity with a child under 16 is also an offence but may possibly be less serious than that of a child under 13, especially where children are of a similar age and there is no power imbalance, coercion, or disinhibitor such as alcohol or drugs involved. However, serious consideration will always need to be given as to whether to refer cases of sexually active children when we come to

know the information or if it has been disclosed; as per the London Child Protection Procedures. In all cases you must discuss your concerns or share your knowledge with our Designated Safeguarding Officer for consideration of a referral to Social Care.

In light of the above, all staff must recognise that sexual abuse of children is not an exclusively male practice and may be perpetrated by females but also other children; such abuse must not be treated with any less rigour.

See also the section on Child Sexual Exploitation.

Neglect

May include: 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 (growth and intellect) such as failing to provide adequate food, shelter (including keeping children safe), clothing, and unresponsiveness to a child's basic emotional needs.

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; have poor personal hygiene; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships. A neglected child may also be apathetic, fail to thrive, be left with or in the care of adult's under the influence of alcohol or drug misuse, or be left home alone. Whilst there is no set age in law for a child to be legally left home alone the responsibility rests with the parents to make satisfactory arrangements for the care of their children and must not leave their children unsupervised in a manner likely to cause unnecessary suffering or injury to health of the child. A referral will be made to Social Care where our school has concerns that the arrangements that a parent makes is unsafe and thus renders the child/ren at risk of significant harm; this may also include independent travel arrangement and collection / escorting arrangements by others, including siblings, that the school considers unsafe.

Whilst we understand that children are resilient, we will be alert to the negative cumulative effects of multiple instances of neglect. We also understand that such cumulative effects may overwhelm our pupil(s) leading to poor outcomes. Therefore we will not view single instances of neglect in isolation from any previous instances of neglect and will make a referral to children's social care accordingly.

12. PEER ON PEER ABUSE

We often consider that most abuse is perpetrated by adults on children and we have a legal duty to uphold a child's fundamental right to be protected from harm, however, we must also be aware that children can and do abuse other children in the ways outlined in this policy. The child's right to be protected from harm equally applies in such cases, even in situations where the child may be unaware that they are being abused. Larkhall will consider peer on peer abuse seriously and it should never be tolerated or passed off as "banter" or "part of growing up".

We must be alert to this possibility and respond as we would if the abuser was an adult; following the procedures laid down in Chapter 16 of the London Child Protection Procedures (5th Edition). It must be remembered that staff responding to such instances should be alert to the risk the child poses to other children in addition to the risk to the victim(s). It must also be remembered that children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm themselves, or may have committed other offences. Appropriate cases will be considered for referral to children social care for assessment of needs. School staff have a responsibility to report all forms of abuse to a senior

member of staff as well as the Designated Safeguarding Lead. The school will ensure that allegations are recorded, investigated and dealt with ensuring the appropriate support for those affected by the abuse.

Different forms of peer on peer abuse:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault; 8 For further information about sexual violence see Annex A. 10
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
 - Sexting is sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.
- initiation/hazing type of violence and/ or rituals.

If any devices need to be seized and passed on to the police, then the device(s) should be confiscated, and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

13. BULLYING

Bullying is a specific form of abuse which may be prevalent in schools and is defined as deliberately hurtful behaviour, usually repeated over a period of time where it is difficult for the victims to defend themselves; this may also be seen as child on child abuse as noted above.

The extent of bullying can include emotional and / or physical harm to such a degree that it constitutes significant harm, as set out in the definitions above, due to the extent to which it affects the health or development of the child subject to the bullying behaviour. Bullying may also be perpetrated within digital or ICT based environments, sometimes known as Cyber-Bullying, and may include 'Sexting'; which must be treated as seriously as any other form of bullying and dealt with accordingly.

It must be noted that bullying may also constitute criminal behaviour and therefore certain instances of bullying may need to be reported to the police.

14. CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

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

We recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not

always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine romantic relationship.

We understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

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

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

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

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Criminality and associations with local gangs can increase the risks of young people being sexually exploited. We are aware that in many cases the child may not understand or even believe that they are part of a sexually exploitative arrangement and to that end may encourage other peers to become sexually exploited, knowingly or otherwise.

We will attend and cascade as appropriate, relevant training on CSE and will use the CSE Risk Matrix when assessing whether a child is at risk.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

Staff will report any concerns to the Designated Safeguarding Officer

15. CHILD CRIMINAL EXPLOITATION: COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas, using dedicated mobile lines or other forms of “deal line”.

Exploitation is an integral part of the county lines offending model. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further education, pupil referral units, children’s homes and care homes.

One of the ways of identifying potential involvement in county lines are missing episodes (home and school), when the victim may have been trafficked for the purpose of transporting drugs.

These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

16. CHILDREN MISSING FROM EDUCATION

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

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

- An attendance register is taken at the start of the first session of each school day and once during the second session;
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.

We have a Senior Administration Officer responsible for Attendance and a Learning Mentor who will offer additional support to families if attendance becomes an issue.

A child going missing from education is a potential indicator of abuse or neglect. We will follow the school procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

It is essential that staff know what signs to look out for and individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The school will inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;

- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified 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;
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- has been permanently excluded.

The local authority will be notified when a pupil is removed from the register for any of the five reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Larkhall will inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Larkhall will ask parents/carers to provide at least two emergency contact numbers to enable contact to be made with a responsible adult when a child is missing education and is also identified as having a welfare and/or safeguarding concern.

17. DOMESTIC VIOLENCE

We recognise that Domestic Violence (DV) usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her particular circumstances. We also recognise that even where the child is not the direct target of the DV, the harm caused to the child/ren can be significant through emotional and physical abuse and often neglect. The victim's capacity to parent effectively and protect their child/ren is diminished through a preoccupation with their own survival at the expense of an awareness of the effect that the abusive relationship is having on their child/ren.

The definition of harm as amended in the Adoption & Children Act 2002:

Impairment suffered from seeing or hearing the ill treatment of another, particularly in the home, even though they themselves have not been directly assaulted or abused.

We also recognise that other practices are defined as Domestic Violence, such as so called Honour Based Violence, Forced Marriage and Female Genital Mutilation. The definition of Domestic Violence, also includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases the child may blame themselves for the abuse. The harm suffered will vary according to the child's resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their child/ren is diminished through anxiety about their own circumstances.

Larkhall will allow an opportunity for the abused partner to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Lambeth children's social care where there is a child/ren at risk of significant harm and/or neglect. Lambeth has commissioned the Gaia Centre to offer support for victims of domestic abuse.

<http://www.refuge.org.uk/our-work/our-services/one-stop-shop-services/the-gaia-centre/>

Operation Encompass – ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the designated safeguarding lead in the school before the child arrives at school the following day. This ensures that the school has up to date and relevant information about the child’s circumstances and can enable support to be given to the child according to their needs.

18. HONOUR BASED VIOLENCE

‘Honour-based’ abuse encompasses incidents of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of action to take. All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. The Designated Safeguarding Lead will activate local safeguarding procedures, using national and local protocols for multi-agency liaison with police and the children’s social care.

19. FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is classed as one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use perceived cultural practices to coerce a person into marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information.

Contact: 020 7008 0151 or email fmufco.gov.uk

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the Designated Safeguarding Lead without delay, enabling the appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as Local Authority Social Care.

20. FEMALE GENITAL MUTILATION

FGM is considered child abuse and is a grave violation of the human rights of girls and women. FGM procedures involve partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils. Any member of staff who has an FGM concern should discuss with the Designated Safeguarding Lead who will involve children’s social care as appropriate.

Typical identifiers / triggers may be:

- Family comes from a community known to practice FGM
- Family / child may ask to be excused from PE / swimming on return from abroad
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a sister that has already undergone FGM
- Family withdraws female child from PSHE / SRE

Lambeth FGM guidance is available on the LSCB website: [Lambeth FGM Guidance](#)

We will always challenge such abusive cultural norms as the welfare and safety of the child is always paramount, equally we also recognise that FGM is not endorsed as a religious practice. In any event, it is illegal in the UK to subject any child to FGM. It is also illegal take a child abroad to undergo FGM. This applies equally to one of our pupils who is a UK national or is habitually resident in the UK.

From a Child Protection perspective a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse. It may also be considered as sexual abuse.

We will identify and monitor any pupil at Larkhall Primary School who may be at risk of FGM.

Equally the pupil may be aware of what is going to happen and make a disclosure / seek help.

If any member of staff receives a disclosure or is aware that a FGM is about to happen this must be disclosed to the Designated Safeguarding Lead without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country. When discussing FGM with the family we will NOT use other family members, friends, neighbours or persons of respect or high standing within that community as an interpreter.

21. EXTREMISM AND RADICALISATION

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

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

Refer to our policy on 'Preventing extremism and radicalisation'

From (1 July 2015, schools) (18 September 2015, colleges) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent from people from being drawn into terrorism. This duty is known as the Prevent duty.

Protecting children from the risk of radicalisation is seen as part of a school's/college'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 extremist ideologies associated with terrorist groups. The internet and the use of social media has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation.

Extremism refers to the vocal or active opposition to our fundamental values, including rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

22. ONLINE SAFETY

At Larkhall all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography. Child sexual exploitation; radicalisation and sexual grooming via technology often provides the platform that facilitates harm.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the Senior Leadership Team will ensure that appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the Larkhall community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

Pupils will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Pupils will be encouraged to use the internal systems to whistle blow or raise issues of safety by being able to speak to trusted staff in confidence.

The school will ensure the safety of its pupils by implementing the following policies:

- acceptable use of technologies,
- staff/ pupil relationships and communication including the use of social media.

As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered, We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

We recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting.

Cybercrime

We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the [Cyber Choices programme](#) which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

23. CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

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

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

We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi nudes images and or videos[1] (also known as sexting or youth produced sexual imagery) is a form of peer on peer abuse.

We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

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

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

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

24. YOUNG CARERS

Parents with care and support needs are those that have mental health problems, problem dependency on substances, a learning disability or a physical disability. Many parents with care needs are also economically deprived, which will have a negative impact on an individual's ability to parent successfully.

Children's needs are usually met by supporting their parents to look after them. Professionals need to recognize that parents may have limited insight into understanding their own needs and therefore be unable to recognize the impact this is having on their ability to parent.

The Designated Safeguarding Lead will consider the concerns for either an 'Early Help' intervention or a referral to Lambeth Social Care if appropriate.

25. TEACHING CHILDREN ABOUT SAFEGUARDING

We recognise that safeguarding is more than contributions to Child Protection matters and we will use the curriculum generally, and PSCD in particular, to ensure our pupils can keep themselves safe, recognise risk and build resilience to manage any such risk themselves, appropriate to their age and ability. Pupils will be encouraged to make use of internal systems to whistle blow or raise any issue of safety in confidence. We also recognise and accept that children have a right to be heard and will additionally facilitate this through School Council. We have a report abuse button for use on our website.

Part of a broad and balanced curriculum may include covering relevant issues through Relationship Education (RE) and Relational and Sex Education.

Relationship Education, for all primary schools and Relationships and Sex Education, for all secondary schools and Health Education, for all state funded schools, is mandatory from September 2020. However, due to Covid 19, the DfE has allowed schools the flexibility on how they decide to discharge their duties effectively during the first year of compulsory teaching and to take a phased approach when introducing these subjects.

26. TRAINING

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and/or Annex A of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns. [Insert here what information/training will be given in terms of the system used in the setting in terms of paper or electronic recording]

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

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

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;

- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- [Insert information about other mechanisms in place in your school to achieve this].

All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.

The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Lambeth School Services and the Lambeth Safeguarding Partnership at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. *[It is recommended that you describe how you will do this e.g. accessing e-courier and disseminating national and local updates to staff, attendance at DSL cluster/forum meetings, Local Safeguarding Children's Groups, Personal Development].*

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

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of 'Keeping Children Safe in Education' (2021) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via [Lambeth Safeguarding Children Partnership](#)

27. RECRUITMENT

Larkhall will adopt safer recruitment procedures that help deter, identify and reject people who might abuse children. We adhere to the statutory guidance *Keeping Children Safe in Education 2020 part 3*, to ensure that all staff working in our school are subject to the appropriate checks.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Staff working in the school, engaged in regulated activity will require an enhanced DBS certificate, which includes a barred list check.

Staff and contractors who have the opportunity for regular contact with children who are not involved in regulated activity, the enhanced DBS certificate will be required without the barred list check.

Where an individual starts work in regulated activity before the DBS certificate is available the school will also ensure that:

- a risk assessment is in place with appropriate measure to ensure the pupils are safe
- the individual is appropriately supervised at all times
- Carry out a separate barred list check

We will ensure that two most recent references have been obtained and scrutinised, prior to the start of employment, for all paid staff, volunteers and agency staff.

Teacher prohibition orders prevent a person from carrying out teaching work in (schools), (sixth form colleges), (16 to 19 academies). A person who is prohibited from teaching will not be appointed to work as a teacher in this setting.

We will make arrangements to ensure that we do not knowingly employ any person in our Early Years Foundation Stage (0-5 year) or our After School activities (0-8) who have been disqualified from such work under the Childcare Act 2006 as set out in the Childcare (Disqualification) Regulations 2018.

A section 128 direction – Maintained Schools

The section 128 direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school.

Governors in maintained schools are required to have an enhanced DBS certificate. Governance is not a regulated activity and governors do not need a barred list check if they are also involved in regulated activity.

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

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

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

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

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

28. SINGLE CENTRAL RECORD

Larkhall keeps a single central record, covering all staff (including supply staff, and teacher trainees on salaried routes). The following information will be recorded for all staff including teacher trainees on salaried routes. The SCR is verification that the following checks have been carried out and/ or the appropriate certificates have been obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions for independent schools(including free schools and academies));
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

- Childcare disqualification

29. VOLUNTEERS

Larkhall will undertake a risk assessment and use their professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity.

In line with the guidance on safer recruitment from the DfE and the Disclosure & Barring Service (DBS), it is expected that all volunteers will be suitably supervised. Thus volunteers may be subject to an Enhanced DBS Check but without a check of the Children's Barred list, as supervised activity does not fall under the definition of Regulated Activity.

Therefore all volunteers will work under the direct management of an established staff member, who is in Regulated Activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. Larkhall Primary School will provide volunteers with an appropriate induction and volunteers will have a 'job description' pertaining to the volunteering role they are to perform. As noted above; all staff, including volunteers, will be inducted which will include the provision of schools policies and procedures, this will include any temporary volunteering staff.

30. AGENCY STAFF AND THIRD PARTY STAFF

The school will obtain written confirmation from any agency, or third party organisation that they adhere to the safer recruitment procedures outlined in 'Keeping children safe in education, 2019'.

The agency will supply the school details of the DBS checks carried out, details of any disclosures on the DBS certificate and references they have obtained from previous employers.

Checks will also be made to ensure the person presenting themselves for work is the same person on whom the checks were carried out.

31. PHYSICAL INTERVENTION AND SAFE WORKING PRACTICE

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and any rewards and sanctions should follow those detailed in our school's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. As noted in our Use of Reasonable Force Policy, force may be used to control or restrain children. Restraint or positive handling should only be used as a last resort. Where incidents occur that might otherwise be misconstrued or where it becomes necessary to physically restrain or use force to control a child this may be done so for the following reasons;

1. for their own safety,
2. the safety of others, and/or
3. to prevent a criminal act or to maintain good order and discipline.

As per best practice advice, such incidents will be recorded and reported to the Headteacher and may be reported to parents where appropriate. Our Use of Reasonable Force procedures are in line with prevailing DfE Guidance on the Use of Reasonable Force. Refer to our separate policy on Safe Touch and Positive Handling.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard students. The term reasonable covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

The decision on whether or not to use reasonable force or restraint a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Refer to our guidance on, One: One Working Safe Practice.

School staff should also be alert to the possible risks that might arise from contact with pupils outside of school, including contact when using digital technologies which should be for school purposes only and through school equipment/numbers/digital addresses, not personal equipment / devices or personal numbers, email addresses or other such sites. It is expected that staff will always decline requests from pupils to be 'friends' on social networking sites. The Headteacher must always be made aware of any such contact or approach from pupils.

First Aid should only be administered by qualified first aiders including Paediatric First Aid trained staff in our early years phase and, if it is necessary for the child to remove clothing for this treatment, there should be, wherever possible, another adult present. If a child needs help with toileting or washing after soiling themselves another adult may be present or within earshot whilst always recognising the child's right to privacy and dignity. When children are admitted to our school, parents/carers will be asked to give permission for changing their wet or soiled clothes in school.

Where a child may require regular, intimate care e.g. nappy or incontinence pad changing parents/carers will be asked to sign a form giving their permission. Likewise, staff involved in the intimate care will be asked to sign a form indicating their willingness to be involved in the intimate care required. If a member of staff is providing any form of intimate care, another member of staff will, as far as possible, be present or nearby taking into account the child's right to privacy and dignity. As far as is practically possible, children will be asked whether they would like an adult of the same sex to be present.

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Our Use of Reasonable Force procedures are in line with DfE Guidance on the 'Use of Reasonable Force'. Refer to our separate policy on positive handling / restraint and the reasonable use of force.

32. CHANGING FOR PHYSICAL EDUCATION

Changing for PE can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. Being in a state of undress can also cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult. As our children get older, and from Year 2 onwards, they will be given the opportunity to change for P.E. in our single sex areas.

33. HANDLING COMPLAINTS AND DEALING WITH ALLEGATIONS AGAINST STAFF

Allegations that may meet the harms threshold

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

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

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

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

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

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in Part 4 of *'Keeping Children Safe in Education'*, DfE (2021) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/ or allegation issues (including for supply teachers) is via the Local Authority Designated Officer on 02079264679. Following advice, the LADO referral form should be completed and sent to lado@lambeth.gov.uk

If an allegation is made or information is received about *any* adult who works/ volunteer in our setting which indicates that they may be unsuitable to work / volunteer with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

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

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

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

Further information and guidance, forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the [Lambeth Safeguarding Children Partnership Website](#) . Further national

guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

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

Concerns that do not meet the harm threshold

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

We have a policy which sets out what low level concerns are, the importance of sharing these appropriately, how the setting addresses unprofessional behaviour and supports the individual to correct it at an early stage. This includes when staff should self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

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

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

34. RAISING CONCERNS ABOUT SAFEGUARDING PRACTICE

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

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

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

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

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

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

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

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

All referrals will be made in line with Lambeth Children's Services procedures.

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

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

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

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

Staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school / college, the NSPCC dedicated helpline is available as an alternative route.

Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

35. RECORD KEEPING

The Designated Safeguarding Lead will ensure that all child protection records, and safeguarding concerns are kept separately from pupil records. The records will be stored securely, by encryption and/or password protecting electronic files. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with (school) (college) staff on a need to know basis.

File description	Retention Period	Action at end of administrative life of record
Child protection files	Date of birth + 25 years	Secure disposal
Allegation of child protection nature against a member of staff, including where the allegation is unfounded	Until the person's normal retirement age, or 10 years from the date of the allegation whichever is the longer	Secure disposal

In relation to primary school CP records should be kept if there is no known destination. The school should also ensure they have notified the CME Lead for their LA / lost pupils so that if the pupil is located the records can be linked up.

CP files now need to be kept for an extended period as it was requested by the National Enquiry into sexual abuse. All schools had a letter asking them to retain these records.

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

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

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

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

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

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

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

36. LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Larkhall ensures that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Previously looked after children remain vulnerable, therefore the school will ensure that it works together with other agencies to keep them safe.

We will 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. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority

looking after him/her. The Designated Safeguarding Officer will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after children will work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The designated teacher has responsibility for promoting the education achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales.

37. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Awareness of these additional barriers is reflected in the training for staff.

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.

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

We also recognise that pupils who attend Alternative Provision will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to.

38. CHILDREN STAYING WITH HOST FAMILIES

This relates to where the School makes arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. Such arrangements could amount to "private fostering" under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both.

Where a private fostering arrangement is made by Larkhalland we have the power to terminate the arrangement, then it could be the regulated activity provider for the purposes of the Safeguarding Vulnerable Groups Act 2006, section 82

Where the school is the regulated activity provider, it will request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child's parents and the host parents and in these circumstances the school will not be the regulated activity provider.

If arranging for their children to stay with families overseas, they should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. We will work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.

39. PRIVATE FOSTERING

Where we become aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related to, in that person's home, they should raise this in the first instance with the Designated Safeguarding Lead. Larkhall will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child. A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

40. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Designated Safeguarding Officers will be aware of the contact details and the referral routes into the Local Housing Authority to raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behavior as well as the family being asked to leave the property.

41. COVID-19

The School will refer to the [coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers guidance](#).

If necessary, please add an addendum to this policy of any additional measures being put in place to reflect the return of all children to the school.

The Designated Safeguarding Lead (and deputies) will be provided with additional time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate.

The school DSLs will be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school/college. Where possible staff will try and speak directly to children to help identify any concerns.

Whilst more children return to school and college, others will continue to stay at home and, in many cases, will be continuing to engage with their school/college online. Relevant staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the child protection policy.

42. POLICY ADOPTION, MONITORING AND REVIEW

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'. In Larkhall Primary Campus the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children. This may include monitoring the appropriateness of cases referred internally to the Designated Safeguarding Lead and whether those cases referred to Lambeth Social Care met their threshold and were taken forward.

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

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

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2021).

This policy will be reviewed in full by the Governing Board on an annual basis. This policy was last reviewed and agreed by the Governing Board on [insert date].

Signature	Headteacher	Date:
Signature	Chair of Governors	Date:

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

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

APPENDIX A – Child Protection Incident Reporting - CPOMS

Add Incident

[← Back](#)

Student

Incident

Categories
 1. Child Protection Concern 2. SEND Concern 3. Pastoral 4. Medical / Health / Hygiene 5. Parents & Carers 6. Centre for Autism
 Safeguarding Caseload Safeguarding Caseload - CFA SEND Caseload SEND Intervention Caseload

Linked student(s)
Type a student's name to link them to this incident.

Body map

Date/Time

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Files

Agency Involved

Where

Actions Required

Incident Report Number for Physical Interventions

LAMBETH INTEGRATED REFERRAL HUB

Multi Agency Referral Form for Early Help or Child Protection

PLEASE READ AND CONSIDER THE FOLLOWING:

- Is this child at immediate risk of serious harm or injury? if so call 999 and ask for the police.
- If you wish to make a referral to Children's Services please call [0207 926 3100](tel:02079263100) or complete this form and email it to helpandprotection@lambeth.gov.uk (or help.protection@lambeth.cjsm.net for secure email – *please note, if the email account you are sending from is not secure the form will not be accepted by the Lambeth secure mailbox*)
- Complete this form fully and provide as much detail as possible, incomplete forms result in delays which can place a child at significant risk
- Where a threshold decision cannot be determined from the information provided, multi agency research will be conducted to ensure the most appropriate service to support the child/family can be accessed
- NB. All telephone referrals should be followed up in writing using this form within 24 hours.

*Notes for use: Please complete this form **electronically**; the text boxes will expand to fit your text.*

The completed form contains personal data to be protected and processed in line with the Data Protection Act 1998.

A. REFERRING AGENCY DETAILS:

Name of Referrer:		Date of Referral:	
Agency/School:		Role of person completing referral:	
Telephone Number		Email address	
Have you discussed this with your designated safeguarding lead?		Yes / No <i>(delete as appropriate)</i>	
Name and contact of designated Safeguarding lead		Name:	
		Email:	
		Phone:	
Using the Lambeth LSCB Threshold Document – what tier (3 or 4) do you consider the current risk to and needs of this child (and/ or their family) to be? Lambeth LSCB Threshold Document			
Has your agency completed any other assessment regarding this child or family? (Including CAF/Early Help Assessment)		Yes/ No <i>(delete as appropriate)</i> <input type="checkbox"/> <i>If yes, please attach to this form</i>	

B. CHILD – Details of Child/ren being referred

First name	Surname	Date of birth <i>(dd/mm/yy)</i>	Gender <i>(m/f)</i>	Is there a known disability? Y/N <i>(provide details)</i>
Home address:		Contact/Telephone of parents:		Ethnicity:
				Languages Spoken:
				Is an interpreter required?

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GP Name and Address:	NHS Number (if known):	School name/ address/
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FAMILY INFORMATION COMPOSITION – please complete with as much information known to you as possible.

Name of family member:	DOB	Relationship to child:	Are you also referring this person? Y/N	Does this person live in the same household ? Y/N	School UPN	NHS Number

C. CONCERNS

What are your worries regarding this child and/or family?

What is the reason for your referral? Please describe why you are making this referral now? Using the Lambeth LSCB Threshold Document to support your description of risk and need

Have any other agencies been involved in the support and protection of this child?

Please list names and contact details where possible (Child centre, police, nursery, health visitor etc)

Has there been any harm (previous/current) to this child or young person?

Action/behaviour-who what where when; severity; incident and impact

What are the potential risks to this child or young person?

What are you worried is going to happen to the child if the current situation does not change?

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Complicating Factors for the child and young person

Are there any factors which make the situation more, please outline risk factors such as drug/alcohol misuse, mental health issues, domestic violence etc.?

What is working well for the child and family?

Existing Strengths/ Protective factors that mitigate against the presenting risks – family members, friends etc who are a positive influence or who exhibit protective factors to the child.

What do you think needs to happen for this family and who do you think could help them?

Future safety/protection/safety goals (When will things be safe enough, what do you want to see parents/carers doing to make the child safe)

D. CONSENT TO SHARE INFORMATION

Agencies who are making enquiries and/ or making referrals about child/ren should inform the parents/ carers or those with parental responsibility that they are making a referral to Children Services, unless to do so would mean that the child or young person was at greater risk.

Have you sought consent for this referral from the parent or carer with parental responsibility?

Consent is required for Early Help services as well and multi-agency research

Ye s		No	
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If you have answered no, please explain why?

Parents' and child's views

What do family members think about this referral and about their situation?

Please code ethnicity using the following tables (click into the appropriate box):

White

White British	WBRI	<input type="checkbox"/>
White Irish	WIRI	<input type="checkbox"/>
Traveller of Irish Heritage	WIRT	<input type="checkbox"/>
Any other White background	WOTH	<input type="checkbox"/>
Gypsy/Roma	WROM	<input type="checkbox"/>

Mixed

White and Black Caribbean	MWBC	<input type="checkbox"/>
White and Black African	MWBA	<input type="checkbox"/>
White and Asian	MWAS	<input type="checkbox"/>
Any other Mixed background	MOTH	<input type="checkbox"/>

Asian or Asian British

Indian	AIND	<input type="checkbox"/>
Pakistani	APKN	<input type="checkbox"/>
Bangladeshi	ABAN	<input type="checkbox"/>
Any other Asian background	AOTH	<input type="checkbox"/>

Black or Black British

Caribbean	BCRB	<input type="checkbox"/>
African	BAFR	<input type="checkbox"/>
Any other Black background	BOTH	<input type="checkbox"/>

Other Ethnic Groups

Chinese	CHNE	<input type="checkbox"/>
Any other ethnic group	OOTH	<input type="checkbox"/>
Refused	REFU	<input type="checkbox"/>
Information not yet obtained	NOBT	<input type="checkbox"/>

The referral must be sent to helpandprotection@lambeth.gov.uk (or help.protection@lambeth.cjsm.net for secure referrals - please note if the email account you are sending from is **not** secure, the form will **not** be accepted by the Lambeth secure mailbox). Please remember to attach an assessment/additional information if you have any and complete the form as fully as possible. Incomplete forms result in delay.

APPENDIX C – Key Contacts

CHILD PROTECTION AND SAFEGUARDING CONTACTS		
Name and Role:	Telephone:	Email:
Lambeth Integrated Referral Hub <i>(send MARF password protected or secure email)</i> <u>Multi-Agency Referral Form (MARF)</u>	02079263100	help.protection@lambeth.cjsm.net (secure email)
	02079261000 (out of hours)	helpandprotection@lambeth.gov.uk
LA Safeguarding Lead: Marian Bentil	07596955299	mbentil@lambeth.gov.uk
Child Sexual Exploitation Coordinator Claire McDonald	02079260296	CMcDonald@lambeth.gov.uk
Education Prevent Officer Lydia Nixon	02079263668	lnixon@lambeth.gov.uk
Head of Inclusion, Education and Learning Stuart Boffin	02079260296	sboffin@lambeth.gov.uk
Forced Marriage Unit	020 7008 0151	fmufco.gov.uk

APPENDIX D Responding to a Disclosure

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the Designated Safeguarding Lead for child protection concerns.
- Do reassure and alleviate guilt.
- Do not ask Officering questions.

- Do not ask the child to repeat the incident for another member of staff.
- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the Designated Safeguarding Lead at the school.
- Record in writing carefully what has been said and what actions have been agreed.