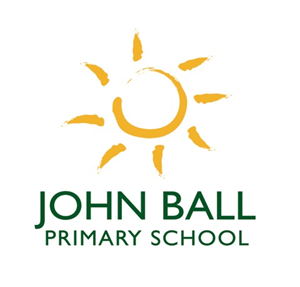
**John Ball Primary School**

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**Safeguarding Policy**

June 2018 – review date June 2019

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**THIS SAFEGUARDING POLICY COVERS THE FOLLOWING AREAS:**

**Safeguarding School Structure**

1. **Rationale & Aims**
   1. School Ethos and Practice
   2. Teaching Approaches
   3. Use of External Agencies and Speaker
2. **Roles and Responsibilities**
3. **Child Protection Procedures and Guidelines**
   1. Recognising Abuse
   2. Indicators of Abuse
   3. Taking Action
   4. If you suspect a child is at risk of harm
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   6. Notifying parents
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   11. Female Genital Mutilation (FGM)
   12. Forced Marriage and Honour Based Violence
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   15. Trafficking
   16. Peer on Peer abuse including sexting and children displaying Harmful Sexual Behaviours
   17. Preventing Radicalisation
4. **Safer Working Practices**
   1. Safer Recruitment
   2. Employees: Advertising/Shortlisting/interviews
   3. Offer of Appointment
   4. Additional checks on individuals who have lived or worked outside of the UK
   5. Single Central Record
   6. Visiting professionals/Agency Workers/Third Party Staff
   7. Trainee/Student Teachers
   8. Regulated Activity
   9. Volunteers e.g. parents/carers
   10. School Governors
   11. Contractors
   12. General Visitors
5. **Staff Conduct**
   1. Training
   2. Safer Working Practice
   3. Managing Allegations against staff
   4. Whistleblowing
6. **General Safeguarding**
   1. Health and Safety
   2. Attendance
   3. E-Safety and Digital Safeguarding
   4. Anti-bullying Policy
   5. Physical Intervention Policy
   6. School Visits
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   8. Children Missing From Education
   9. Children with Special Educational Needs and Disabilities
   10. Fabricated Induced Illness
   11. Private Fostering
   12. Separated Parents
   13. Photography and Images
   14. Commissioned Extended School Provision and Lettings
   15. Drop Off and Collection Procedures
   16. Mental Health/Self-Harm
   17. Exclusions
   18. Searching, Screening and Confiscation
   19. Contextual Safeguarding

Appendix 1: Reporting a Concern Form

Appendix 2: Safeguarding Overview Sheet

Appendix 3: What to do if you’re worried about a child flow chart

Appendix 4: Operational MET referral form.

Appendix 5: Single Central Record Checklist

Appendix 6: Flowchart for process for escalation / professional disagreements

Appendix 7: Resolving Professional Differences Record

Appendix 8: Safer recruitment Checklist

This policy should be read alongside the following other policies:

*List here those policies with which this should be consistent, adjust list to fit needs of your setting. E.g.*

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

**Safeguarding and Child Protection Structure**

**at John Ball School**

|  |  |
| --- | --- |
| **Headteacher** | Michael Roach / Jacqui Noakes |
| **Designated Safeguarding Lead** | Jacqui Noakes |
| **Deputy Safeguarding Lead(s)** | Debbie Parish, Anthony White, Michael Roach |
| **Designated Governor for Child Protection** | Matthew Fields |
| **Governor responsible for Children who are Looked After** | Sandrine Marionville |
| **Governor responsible for children with Special Educational Needs/disabilities.** | Sandrine Marionville |
| **Review Cycle** | Annual or sooner as required |
| **Governing Body Ratification** | Date |
| **Date shared with staff** | 3rd September 2018 |
| **Review Date** | July 2019 |
| **Legal Framework** | Children Act 1989 (as amended 2004 Section 52)  Children Act 2004  Children Schools and Families Act 2010  Education Act 2002 s175/s157  The Teachers Standards’ 2012  The Counter Terrorism and Security Act 2015 (section 26 The Prevent Duty) |
| **Statutory Guidance** | Keeping Children Safe in Education (September 2018)  Working Together to Safeguard Children (July 2018)  Children who run away or go missing from home/care (Jan 2014) |
| **Department of Education and Local Advice and Guidance** | What to do if you’re worried a child is being abused (March 2015)  Information Sharing – Advice for practitioners Providing safeguarding services to children, young people, parents and carers (July 2018) |
| **Related Policies** | This policy contains the school’s polices relating to:  • Pupil handling  • Use of mobile phones  • Intimate care  • Whistleblowing  • Safer recruitment  • Preventing radicalisation and extremism  Staff should also refer to the DCSF Document “Guidance for Safer Working Practice for Adults who work with Children and Young People.” which can be found on the staff server.  Reference should also be made to the following polices in relation to this one:  • Health and safety  • Staff use of social media  • E-Safety including Responsible use of IT and the internet in school  • Attendance and late coming |

At John Ball School we have a primary responsibility for the care, welfare and safety of all pupils in our charge. We are committed to practice that protects children from harm. John Ball School staff are advised to maintain an attitude of ‘it could happen here’ as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

The Governing body takes seriously its responsibility under section 1751 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

We encourage a culture in which all staff believe safeguarding to be of the highest importance and understand that their vigilance is critical. We want all staff to feel confident to discuss their concerns with designated staff/Governors and have clear lines of protocol in place for how to do this.

At John Ball School we explicitly teach pupils about safeguarding themselves in and outside of school, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. We establish and maintain a culture in which children feel secure, are encouraged to talk to us about anything that is worrying them and are listened to.

This Safeguarding Policy applies to all staff, governors and volunteers working in school.

**1.0 Rationale:**

This policy has been developed in accordance with the principles established by the Children Act, 1989, the Education Act, 2002 and the statutory guidance: Keeping Children Safe in Education, **2018**.

At John Ball School we believe that the needs of the child are paramount. All children deserve the opportunity to achieve their full potential; they have the right to be protected from harm and exploitation whatever their race, religion, first language or ethnicity, gender or sexuality, age, health or disability, political or immigration status.

All staff accept their fundamental responsibility to keep pupils safe, promoting children’s social, physical, emotional and moral development. All staff are trained to identify signs of abuse, and work to identify, assess, and support those children who are suffering harm. Staff will help to equip children with the skills needed to keep them safe.

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

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

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

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

**Aims:**

* To provide a caring environment in which children and young people feel safe, secure, valued, respected and confident.
* To instil confidence so that pupils can trust adults and know how to approach staff if they are in difficulty, believing they will be effectively listened to.
* To raise awareness among all staff, both teaching and non-teaching, of the need to safeguard children and of their responsibilities in identifying and prompt reporting of all possible cases of abuse and where children are not being kept safe.
* To ensure that rigorous systems of identification, reporting and monitoring are in place and followed by all members of the school community in cases of suspected abuse and to protect all children from harm.
* To establish clear and effective channels of communication between staff, and to develop effective working relationships with all other agencies involved in safeguarding children including Children Social Care services, the police and health services.
* To ensure that all adults have appropriate checks and **relevant safeguarding training** completed before working with children.
* To ensure that all staff working within our school have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and reference against the Barred list . A single central record is kept for audit and managed by the School Business Team.
* We ensure that the school uses the outstanding category from the Ofsted framework to self-evaluate its policy and procedures:

*The school is a leader of high-quality practice, ensuring, for example, that its procedures are constantly updated to reflect developing technologies. The school has excellent quality assurance and risk assessment systems which are routinely informed by pupils’ and parents’ views, including those who may have barriers to communication. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school’s life. The school’s collaborative working with other key agencies is exemplary.*

**1.1 School Ethos and Practice**

When operating this policy we use the following accepted Governmental definition of extremism which is: ‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.

We also recognise that if we fail to challenge extremist views we are failing to protect our pupils. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at John Ball Primary School we provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet and, at times, pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff is always challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for pupils and the Code of Conduct for staff.

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff are alert to:

• disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out

• graffiti symbols, writing or art work promoting extremist messages or images

• pupils accessing extremist material online, including through social networking sites

• parental reports of changes in behaviour, friendship or actions and requests for assistance

• partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings

• pupils voicing opinions drawn from extremist ideologies and narratives

• use of extremist or ‘hate’ terms to exclude others or incite violence

• intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

• attempts to impose extremist views or practices on others

• Anti-Western or Anti-British views

Our school closely follows any locally agreed procedure as set out by the Local Authority and Lewisham’s Safeguarding Children Board’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

**1.2 Teaching Approaches**

All members of staff strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this is achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government’s guidance ‘Teaching approaches that help build resilience to extremism among young people’ DfE 2011. We ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We are flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation~~. In doing so we apply the ‘key ingredients’ for success as set out in the Table at Page 15 of that document, see Appendix A, and we apply~~ the methodologies set out in that document following the three broad categories of:

1. making a connection with young people through good [teaching] design and a pupil centered approach

2. facilitating a ‘safe space’ for dialogue, and •

3. equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach is embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This works in conjunction with our school’s approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED’s School Inspection Handbook and includes the sound use of assemblies and liturgies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We achieve this by using a curriculum that includes:

* discussions and lessons on how to be a good citizen
* PSHE programmes
* open discussion and debate
* work on respecting others and a restorative approach addressed throughout curriculum, especially in religious Education, PSHE and assemblies
* work with local partners, families and communities in our efforts to ensure that we understand and embrace our local context and values in challenging extremist views and assist in the broadening of our pupil’s experiences and horizons.

We help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we ensure that that pupil is offered mentoring. Additionally in such instances our school can seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At John Ball Primary School we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

**1.3 Use of External Agencies and Speakers**

Although it has always been helpful for a school to have clear guidance on the management of visiting speakers, the Prevent Duty set out that this is now an expectation.

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

Key aspects of the visiting speakers’ policy will include:

• A formal procedure for inviting speakers, which involves approval by the Head teacher and a clear understanding of why the speaker has been chosen.

• A list of appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously.

• Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well-documented.

• A document for the speaker to read and sign, to ensure that they understand they must abide by the school’s equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.

• An understanding that the speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand

• An understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the Head teacher

• Visiting speakers must arrive at reception in good time to book in, and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in ‘regulated activity’ and so will not necessarily have a DBS certificate to present

• Visitors must be supervised at all times and not left alone with pupils, unless they have confirmed DBS checks.

• Visiting speakers should understand that their presentation will be brought to an early end, if the content proves unsuitable.

• All information about the visiting speaker and the booking process should be recorded on a suitable proforma.

After the presentation, an evaluation form should be completed which will include feedback from staff, note any contentious subject areas or comments, and state whether the speaker could be booked again in the future. Once a person has visited a school, future checks should be proportionate.

Where there are concerns of extremism or radicalisation Pupils and Staff are encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please see the 5.4 Whistle blowing section for further information.

**2.0 Roles and Responsibilities:**

All adults working with children have a responsibility to protect children.  
At John Ball School, there are, however key people within school who have specific responsibilities.

|  |  |  |
| --- | --- | --- |
| **Designated Safeguarding Leads** | **Deputy Designated Safeguarding Leads** | **Designated Governor for Safeguarding** |
| To attend Level 3 Designated Safeguarding training every two years. (Minimum requirement).  To access refresher Child Protection training every year.  Organise or deliver child protection induction, and annual training for all school staff and update training according to the needs of the team and/or in response to current practices.  The DSL will ensure that all staff involved in recruitment of staff have had safer recruitment training. They will ensure that there is at least one member of school staff with such training leading all recruitment processes. This includes a member of the Governing Body.  Liaise with class teachers, learning mentors and other relevant staff to provide support for the child in school.  Liaise with agencies that support the child such as social care, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service and Educational Psychology service.  Ensuring that either they, a Deputy Safeguarding Lead or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report.  Ensure the child protection policy is reviewed, updated and enforced every year.  Referring a child if there are concerns about possible abuse, to Children’s Social Care. Referrals should be made in writing following a telephone call.  To meet weekly with the Deputy/Assistant Heads to discuss ongoing CP concerns.  To meet half-termly with designated governor to discuss safeguarding.  Providing an annual report to the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children with child protection plans (anonymised)  Keeping written records of concerns about a child even if there is no need to make an immediate referral. These are called records of concern (ROC).  Ensuring that all relevant paperwork is kept confidentially and securely, separate from pupil records, until the child’s 25th birthday, and are copied on to the child’s next school or college.  Where a child on the Child Protection Register moves school the DSL will make direct contact with the DSL of the new school to inform them of this and pass on all relevant information.  Ensure that when all child protection records are sent to a new school, that a receipt is obtained from the new setting to evidence the transfer.  Ensuring that an indication of further record-keeping is marked on the pupil records i.e. where there are child protection records kept on a child a yellow label will be added to the top right hand corner of their pupils file. A red label indicates SEN files are kept on the child.  Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker’s Children’s Social Care Team. | To attend Lewisham Child Protection refresher training every two years.  To access refresher Child Protection training every year.  During initial meeting with new pupils – make parents aware of safeguarding policy.  Monitor children on CP register and all ‘live’ concerns.  Receive current information for children on CP register weekly.  Liaise with agencies that support the child such as social care, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service and Educational Psychology service.  Lead/ attend TAF meetings as necessary.  To maintain good relations with the school community to ensure effective support and access to support.  Acting as a focal point for staff to discuss concerns. | To access refresher Child Protection training every year. Attending training to ensure that they are kept up to date with any statutory policies.  Report to the governing body the number of cases (without names or details) of child protection issues in the school.  Ensure safeguarding policy is reviewed annually.  To oversee procedures relating to allegations made against the Head Teacher.  To visit the school on a half-termly to ensure all statutory requirements are being fulfilled. During these visits checking the SCR with the DSL and member of the admin team responsible for it, auditing CP files with the DSL and discuss safeguarding.  Ensuring that any matters not complying with the school policy and statutory requirements are addressed.  Liaising with e-safety teacher and monitoring the e-safety policy. |

**The Head Teacher will:**

* Ensure that all policies and procedures adopted by the Governing Body are fully implemented, and followed by the staff.
* Work towards establishing and maintaining a culture in school where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. These concerns will be treated sensitively and proactively in line with the school’s whistle-blowing policy.
* Ensure that all relevant training for all staff is up-to-date and reviewed annually.
* All members of the senior leadership team will attend annual safeguarding training provided ~~by the local authority~~.
* Ensure that all staff have received section 1 of Keeping Children Safe in Education and have signed to acknowledge they have read and understood its contents.
* Ensure that there is a primary designated lead for safeguarding with the Head Teacher as secondary designated lead for safeguarding. In their absence, the Deputy Head/ **/Pastoral Care Manager /Learning Mentor.**
* A designated Governor (Chair of Governors) is also identified.

**The Designated Safeguarding Lead (DSL) will:**

* Have received the appropriate official training, which will be undertaken every two years, and obtain access to resources and attend any relevant or refresher training courses.
* Ensure each member of staff has access to and understands the school’s Safeguarding Policy and procedures, including new and part time staff. The DSL should ensure the school’s policies are known and used appropriately.
* Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role and responsibility the school has in this.
* Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments.
* Be able to keep detailed, accurate and secure written records of all concerns and referrals.
* Have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so.
* Be alert to the specific needs of children in need, those with special educational needs/disability and young carers.
* Encourage a culture of listening to children among all staff.
* Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, liaise with the appropriate agencies.
* Refer all cases of suspected or alleged abuse or harm by a member of the school staff**, colleague or volunteer** known to work with children to the local authority children’s social care and the LA Designated Officer (LADO)
* Ensure the school’s safeguarding policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, working with the governing body regarding this.
* When pupils leave the school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.
* Ensure that safeguarding issues are regularly discussed at Governors, SLT and staff meetings.

**The Governing Body at John Ball School will ensure that:**

* The school has a safeguarding policy in place and that procedures are in accordance with **statutory and** Local Authority (LA) guidance.
* The safeguarding policy is made available to parents.
* Safer recruitment procedures are used at all times, and all appropriate checks are carried out on staff and volunteers who work with children.
* The Designated Safeguarding Lead (DSL) with responsibility for safeguarding is a member of the senior leadership team.
* All staff have undertaken the appropriate safeguarding training.
* A nominated governor will have responsibility for liaising with the DSL, the LA and partner agencies.
* Oversee procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the LA and locally agreed inter-agency procedures.
* Policies and procedures are reviewed annually, providing information to the LA about them and about how the above duties have been discharged.
* All members of the governing body will have a current DBS check.
* The Chair of Governors oversees appropriately anonymised LADO referral information as well as managing investigations into allegations made against the Headteacher.

**3.0 CHILD PROTECTION:**

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

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

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

**What is Child Protection?**

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

**What is significant harm?**

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

**Responsibilities**

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

**3.1 Recognising abuse**

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

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

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

**Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

**Emotional abuse**

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

**Sexual abuse**

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

**Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-givers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

[(Definitions taken from Working Together to Safeguard Children)](http://www.workingtogetheronline.co.uk/)

**Bullying**

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

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

**3.2 Indicators of abuse and what you might see**

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

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

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

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

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk. (See Appendix 1 for the ‘Reporting a Concern’ form.

**The impact of abuse**

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

**3.3 Taking action**

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

1.Be alert

2.Question behaviours

3.Ask for help

4.Refer

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

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

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

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

1. Something the child/young person/parent has told you
2. Something you have noticed about the child’s behaviour, health, or appearance
3. Something another professional said or did

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

1. Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions: beginning with words like: ‘how’, ‘why’, ‘where’, ‘when’, ‘who’?
2. Let the child/young person/parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret....for example, ‘I am worried about your bruise and I need to tell Mrs Jaffer so that she can help us think about how to keep you safe’
3. Inform the DSL immediately. If the DSL is not available, inform one of the Deputy DSLs. If none are available, speak to the Headteacher or Deputy Headteacher. If there is no other member of staff available, you must make the referral yourself.
4. Make a written record as soon as possible after the event, noting:

a. Name of child

b. Date, time and place

c. Who else was present

d. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance

e. If child or parent spoke, record their words rather than your interpretation

f. Analysis of what you observed and why it is a cause for concern

**3.4 If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at serious risk, but you have no ‘real’ evidence. The child’s behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the ‘Reporting a Concern’ form (see Appendix 1) to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section ‘If a child discloses to you’.

If, following your conversation, you remain concerned, you should discuss your concerns with the DSL.

**3.5 If a child discloses information to you**

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

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

**During your conversation with the child:**

* Allow them to speak freely.
* Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
* Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
* Do not be afraid of silences – remember how hard this must be for the child.
* Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother thinks about all this.
* At an appropriate time tell the child that in order to help them you must pass the information on.
* Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
* Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
* Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
* Report verbally to the designated person.
* Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
* Seek support if you feel distressed.

A ‘Record of Concern’ form is provided in Appendix 1.

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

* Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
* Promoting a caring, safe and positive environment within the school.
* Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
* Notifying Children’s Social Care as soon as there is a significant concern.
* Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupil’s new school and ensuring the school medical records are forwarded as a matter of priority.

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

As already stated all staff, both teaching and support, full-time and part-time, shall have annual children protection training on the first inset day. Any other staff who require or feel that they need training should speak to the CPD coordinator to access courses.

**3.6 Notifying parents**

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

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

**3.7 Referral to children’s social care**

The DSL will make a referral to children’s social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. (See **3.10** for details on how this referral can be made).

**3.8 Confidentiality and sharing information**

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

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

Child protection information will be stored and handled in line with [**General Data Protection Regulation (GDPR), 2018**](https://gdpr-info.eu/) principles. Information is:

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

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

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child’s school file and the school file will be ‘tagged’ to indicate that separate information is held.

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

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

When a child leaves the school their Child Protection files will be copied with the copies archived and stored securely until the child’s 25 birthday and the original securely packaged and transferred by hand or securely sent to the new school.  **A signed document acknowledging receipt of the record will be requested from the new school/provision.**

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

**3.9 Team Around the Family (TAF)**

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

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

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

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

**3.10 Reporting directly to child protection agencies**

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

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

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

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

**Making a MASH request**

If, as a professional, you have safeguarding concerns or are requesting additional targeted early help, you can [use the online MASH request form](http://www.lewisham.gov.uk/myservices/socialcare/children/keeping-children-safe/Multi-agency-Safeguarding-Hub/Pages/MASH-request-form.aspx) after reading the below information.

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

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

**Before you make a request**

* The following information will help you determine if you need to make a MASH request, and which part of the MASH request form you need to use:
* Our continuum of need document will help you assess the level of support needed or risks present. **Professionals should refer to the continuum of need document before making a MASH request. This, along with some brief guidance, can be found on the MASH webpage and the LSCB website, links below.**
* If you believe a child and their family need some additional support you should **discuss this with the family first** and agree who is best placed to provide that support. An early help assessment can help you get a full picture of the family’s situation and plan how to meet that need.
* If you think a child or family has needs at the targeted level, which are not being met by services currently involved with the family, you can use the form to **request help and support** from the MASH.
* If you are a professional working with a child and you require supporting information from children’s social care (e.g. CAFCASS, probation, housing conducting statutory safeguarding checks, assessments), use the form to **request supporting information.**
* If you are worried that a child is at risk of significant harm through abuse or neglect, please call the MASH immediately on 020 8314 9181 to discuss your concerns and then use the form to **request child protection** from the MASH.

**MASH / Early Help Consultation Service**

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

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

During consultation professionals, should:

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

The Consultation service aims to:

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

**How the Consultation Service works?**

* Consultation will be offered by MASH Social worker/ Early help team and their professional partners for all professionals seeking advice about children who they are concerned about
* To undertake a consultation professionals should telephone the MASH/ Early Help team on 02083146660. Professionals have the option to speak with their own service colleagues co-located in the MASH; who in turn will always be able to seek advice and guidance from social workers
* When concerns are raised about a child (ren) the MASH/ Early Help hub will record the consultation as a contact on the EHM database checking the child’s details to ensure appropriate identification. An analysis of need, harm and risk issues will be carried out to provide early action, diversion or intervention to the child and his/ her family. Consent on these cases will always be recorded and considered
* Where professionals simply seek advice and or guidance on hypothetical cases they feel stuck with, the MASH or Early help staff members who provides the consultation will send an email as a follow up action and with the advice recorded.  It is expected that the contacting professional follow the record keeping and information guidelines for their own agency, to record they have held a consultation.  With hypothetical queries the MASH/ Early Help team will not contact the family but do expect professionals to discuss any concerns they have with the individuals who have parental responsibility for the child
* Professionals and their agencies are not obliged to follow the advice offered, however staff within the MASH/ Early Help team will escalate concerns in line with the London Safeguarding Children Procedures where they feel safeguarding activity is required and advice is not followed
* If following consultation more information becomes known or the situation changes, a professional can seek further clarity by calling the consultation line at any time.
* Alternatively, if they feel that the response they have received does not meet the needs of the child/family or leaves a child at risk of harm, they can still make a referral in the usual way or escalate their concerns through their organisations safeguarding process.

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

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

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

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

The Continuum of Need can be accessed here: <http://www.safeguardinglewisham.org.uk/assets/1/continuum_of_need_document_final_december_2016.pdf>

The Continuum of Need Guidance Document can be accessed here: <http://www.safeguardinglewisham.org.uk/assets/1/con_guidance.pdf>

**Identifying a child in need of help/ support or protection**

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

This document can be found here:

[www.safeguardinglewisham.org.uk](http://www.safeguardinglewisham.org.uk/) and additional information including the link to the online request from can be found on the Lewisham MASH Webpage:

[www.lewisham.gov.uk/MASH](http://www.lewisham.gov.uk/MASH)

Contact:

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

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

Opening hours:  Monday–Friday 9am–5pm.

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

**3.11 Female genital mutilation (FGM)**

At John Ball School we believe that all our pupils should be kept safe from harm. FGM affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone.

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

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

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

Communities particularly affected by FGM in the UK include girls from:

Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

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

**Key Points:**

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

**Reasons for this cultural practice include:**

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

**Risk Factors include:**

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

**High Risk Time**

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

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

**Post-FGM Symptoms include:**

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

**Longer Term problems include:**

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

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

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

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

**3.12 Forced Marriage/Honour Based Violence**

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

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

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

* A family history of older siblings leaving education early and marrying early;
* Depressive behaviour including self-harming and attempted suicide;
* Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
* A child being in conflict with their parents;
* A child going missing / running away;
* A child always being accompanied including to school and doctors' appointments;
* A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad; or
* A child directly disclosing that they are worried s/he will be forced to marry.

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

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

Professionals should respond in a similar way to forced marriage as with domestic violence and honour based violence (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

**3.13 Domestic Violence (DV)**

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

* psychological
* physical
* sexual
* financial
* emotional

In extreme cases this could include murder.

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

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

**Children and young people witnessing domestic abuse**

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

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

**Teenagers experiencing domestic abuse**

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

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

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

Children who witness domestic abuse may:

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

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

**3.14 Child sexual exploitation (CSE)**

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

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

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

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

* going missing for periods of time or regularly coming home late;
* regularly missing school or education or not taking part in education;
* appearing with unexplained gifts or new possessions;
* associating with other young people involved in exploitation;
* having older boyfriends or girlfriends;
* suffering from sexually transmitted infections;
* mood swings or changes in emotional wellbeing;
* drug and alcohol misuse; and
* displaying inappropriate sexualised behaviour.

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

There are three main types of child sexual exploitation:

Inappropriate relationships:

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

Boyfriend/Girlfriend:

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

**3.15 Organised exploitation and trafficking**

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

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

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

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

* spends a lot of time doing household chores
* rarely leaves their house, has no freedom of movement and no time for playing
* is orphaned or living apart from their family, often in unregulated private foster care
* lives in substandard accommodation
* isn't sure which country, city or town they're in
* is unable or reluctant to give details of accommodation or personal details
* might not be registered with a school or a GP practice
* has no documents or has falsified documents
* has no access to their parents or guardians
* is seen in inappropriate places such as brothels or factories
* possesses unaccounted for money or goods
* is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
* has injuries from workplace accidents
* gives a prepared story which is very similar to stories given by other children.

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

If colleagues have concerns about any students at risk of CSE, they should ensure that their concerns are passed promptly on to the DSL sothat a referral is made to the Operational MET. Any school can complete the referral form (Appendix 4) and send it to this mailbox:  [PL-CSEReferrals@met.pnn.police.uk](mailto:PL-CSEReferrals@met.pnn.police.uk).

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

**3.16 Peer on Peer abuse including ‘sexting’ and children displaying Harmful Sexual Behaviours**

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

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

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

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

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

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

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

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

The allegation:

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

**Examples of safeguarding issues against a student could include:**

**Physical Abuse**

• violence, particularly pre-planned

• forcing others to use drugs or alcohol

**Emotional Abuse**

• blackmail or extortion

• threats and intimidation

**Sexual Abuse**

• indecent exposure, indecent touching or serious sexual assaults

• forcing others to watch pornography or take part in sexual activity

**Sexual Exploitation**

• encouraging other children to attend inappropriate parties

• Photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

**Sexting**

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

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

**Minimising the risk of safeguarding concerns towards pupils from other students**

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

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk assessment management plan (RAMP) to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

**What to do when an allegation is made to against another pupil**

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact Children’s Social Care referral and assessment ream to discuss the case before any actions are undertaken. It is possible that CSC are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils’ files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s Behaviour for Learning policy and procedures.

Where neither Children’s Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone

Concerned.

**3.17 Preventing Radicalisation**

‘Channel’ and ‘Prevent’

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

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

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

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

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

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

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

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

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised **in any way**, they should discuss this with the **DSL**.

* 1. **Safer Working Practice**
  2. **Safer Recruitment(also see Checklist in Appendix 6)**

John Ball School recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people.

The school will protect our pupils from having to come into contact with people with the propensity to cause harm by thorough and rigorous scrutiny of all applications. We will:

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

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

**4.2 Employees:** **Advertising / Shortlisting / Interviews**

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

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

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

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

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

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

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

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

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

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

We check his or her previous employment history and experience.

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

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

**4.3 Offer of appointment**

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

Before new staff are appointed, we will:

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

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

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

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

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

All schools have a statutory duty under the [new Home Office guidance issued on 6 April 2017](https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants), which states that:

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

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

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

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

**4.5 Single Central Record**

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

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

The single central record will cover the following people:

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

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

Appendix 4 makes it clear what should be in the SCR and provides the SG Governor with a checklist to use when visiting.

**4.6 Visiting Professionals/Agency Workers/Third Party Staff**

We only use supply agencies that are able to provide full written vetting information about their staff prior to them starting work at the school including photo ID sent ahead of the member of staff.

The vetting information must contain the following:

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

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

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

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

Safer Recruitment records of regular agency workers are included in the school’s Single Central Record. ie for all staff who come to the school for more than 1 day per half term.

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

**4.7 Trainee/Student Teachers**

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

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

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

**4.8 Regulated Activity**

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

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

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

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

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

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

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

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

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

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

**4.9 Volunteers E.g. Parents/Carers**

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

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

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

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

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

**4.10 School Governors**

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

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

**4.11 Contractors**

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

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

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

**4.12 General Visitors to the School**

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

*[Include any other arrangements for visitors, including signing in and colour coded lanyards for example]*

**5.0 Staff Conduct**

5.1 Training

We will ensure that:

* All members of the governing body understand and fulfil their responsibilities.

• All new members of staff are provided with child protection and safeguarding awareness training at an induction session. Included in their arrival pack is the school safeguarding policy so that they know who to discuss a concern with.

• We have a Designated Safeguarding Lead (DSL) for safeguarding and at least one deputy, both of whom have undertaken the Designated Lead Training and who attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

• All staff will receive regular child protection and safeguarding training at least annually with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse. Staff sign to say they have received and understood this training which is then recorded on the SCR. Where staff miss training it is the responsibility of the designated teacher to ensure that another opportunity for training is provided either in the school or by the LA. In addition, staff will receive regular training and updates about safeguarding related issues to provide them with relevant skills and knowledge to safeguard children effectively.

• Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

All school staff should receive, read and sign to say they understand the following documents:

• Keeping Children Safe in Education (2018) – Part One and Annex A and they must sign with the School Business manager to say this has been done.

• School's Code of Conduct

* School's Safeguarding and Child Protection Policy

Although not statutory, it is useful to ask staff to be familiar with 'What to do if you're worried a child is being abused', as it contains excellent examples of the different types of safeguarding issues.

All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the awareness raising pack “What to do if you are worried a child is being abused”. (App 3). This will be delivered on the first Inset day of every academic year.

We provide separate annual training for volunteers. They must attend this if they wish to continue volunteering with us.

The safeguarding training of third party staff/contractors will be verified and if necessary, further training may be given as part of the induction process. Third party colleagues will also sign the Staff Code of Conduct.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school’s Safeguarding Policy on our website, and reference to it in our introductory school pack.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. The SBM and PO will ensure this is communicated.

Community users organising activities for children are aware of the school’s child protection guidelines and procedures. The School Business Manager and Premises Officer will ensure this is communicated.

We will ensure that child protection type concerns or allegations against adults working in school are referred to the LA for advice, and that any member of staff found not suitable to work with children will be notified to the Independent Safeguarding Authority for consideration for barring, following resignation, dismissal, or when we cease to use their service in the case of a volunteer.

Our procedures will be reviewed and up-dated by the Governing Body on an annual basis during the summer term or in line with key legislation being launched or Serious Case reviews being published.

The name of the Designated Safeguarding Lead (DSL), Deputies and Designated Governor for Safeguarding will be clearly advertised around the school.

Should a child or a member of staff be concerned about another member of staff’s conduct in relation to child protection then procedures are in place. All school staff should take care not to place themselves in a vulnerable position with a child. They should strictly adhere to the Department for Education and Skills (DfES) guidelines on teachers’ behaviour and the school’s policies.

**5.2 Safer Working Practice**

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

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

**Use of mobile phones on the school site**

A new Statutory Framework for the EYFS was introduced in September 2012. Paragraph 3.4 of this document makes clear the requirement that all settings (which includes schools) safeguarding policies and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

All school staff will use cameras to record pupil achievements and assessments. Cameras used should be those bought and owned by the school and provided. Staff will not and should not use their own personal mobiles and cameras to take photographs of children. Pictures taken on school devices should then be downloaded onto school PCs and laptops. Pictures of children taken in school should not be downloaded onto memory sticks and taken out of school.

The school’s IT Leader will ensure that staff have the necessary access to equipment for these purposes.

Staff should only use mobile phones during non-class contact times and where possible use them out of sight of pupils and areas such as the staffroom or off site. Staff should not use phones when on duty or in charge of pupils i.e. playgrounds. There would be an exception to this if a staff member needed to use their phone in an emergency situation e.g. a school trip.

**5.3 Managing Allegations Against Staff**

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

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

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

The School will follow the Lewisham Local Authority procedures **in the LADO protocol, updated in May 2018**, for managing allegations against staff, and statutory guidance ‘Keeping Children safe in Education.’ (**2018**) Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of an Allegations/Senior Strategy Meeting.

Individuals who are the subject of allegations should be informed of these as soon as possible, as should the parents and carers of any children involved. However, every effort must be taken to maintain confidentiality, in order to comply with the reporting restrictions in the Education Act 2011.

Suspension of the member of staff, excluding the Head teacher, against whom an allegation has been made needs careful consideration, and we will consult the LADO for Child Protection, or the School’s Personnel Officer. In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

In the event of an allegation arising for a community user, there are procedures for managing the suspension of a contract.

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

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

**5.4 Whistleblowing (policy)**

The staff and governors of John Ball Primary School seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. In the event that members of school staff, parents, governors or the school community at large become aware of activities which give cause for concern, John Ball Primary School has established the following whistleblowing policy, or code of practice, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion. Throughout this policy, the term whistleblower denotes the person raising the concern or making the complaint. It is not meant in a pejorative sense and is entirely consistent with the terminology used by Lord Nolan as recommended in the Second Report of the Committee on Standards in Public Life: Local Spending Bodies published in May 1996.

John Ball Primary School is committed to tackling fraud and other forms of malpractice and treats these issues seriously. John Ball Primary School recognises that some concerns may be extremely sensitive and has therefore developed a system which allows for the confidential raising of concerns within the school environment but also has recourse to an external party outside the management structure of the school.

John Ball Primary School is committed to creating a climate of trust and openness so that a person who has a genuine concern or suspicion can raise the matter with full confidence that the matter will be appropriately considered and resolved. The provisions of this policy apply to matters of suspected fraud and impropriety and not matters of more general grievance which would be dealt with under the John Ball Primary School grievance procedures.

**When might the whistle blowing policy apply?**

The type of activity or behaviour which John Ball Primary School considers should be dealt with under this policy includes:

* child protection concerns relating to other members of staff
* manipulation of accounting records and finances
* inappropriate use of school assets or funds
* decision-making for personal gain
* any criminal activity
* abuse of position
* fraud and deceit
* serious breaches of school procedures which may advantage a particular party (for example tampering with tender documentation, failure to register a personal interest)

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues **in relation to children**. If necessary, they should speak to the designated Safeguarding Governor or Chair of Governors, or the LA Designated Child Protection Officer (LADO) **via the DSL, if they are not the same person** – see Whistleblowing Policy.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

**What action should the whistleblower take?**

John Ball Primary School encourages the whistleblower to raise the matter internally in the first instance to allow those school staff and governors in positions of responsibility and authority the opportunity to right the wrong and give an explanation for the behaviour or activity.

John Ball Primary School has designated a number of individuals to specifically deal with such matters and the whistleblower is invited to decide which of those individuals would be the most appropriate person to deal with the matter.

Head teacher – Michael Roach/Jacqui Noakes, headteacher@johnball.lewisham.sch.uk, 020 8852 1601

Responsible Officer - Carol Owen, Special Investigations Officer, 020 8314 7909,

Chair of Governors – Dame Erica Pienaar, c/o John Ball Primary School, 020 8852 1601or admin@johnball.lewisham.sch.uk

The whistleblower may prefer to raise the matter in person, by telephone or in written form marked private and confidential and addressed to one of the above named individuals. All matters will be treated in strict confidence and anonymity will be respected wherever possible. The whistleblower can also contact the Local Authority Designated Officer (LADO) directly on 0208 314 7280.

Alternatively if the whistleblower considers the matter too serious or sensitive to raise within the internal environment of the school, the matter should be directed in the first instance to the Council’s Head of Audit & Risk, 020 8314 9114. The Council has its own procedures for dealing with such matters and will ensure every effort to respect the confidentiality of the whistleblower. The Council will ensure relevant officers of the Department for Education and Employment are informed as appropriate. In addition information and advice can be obtained from the charity Public Concern at Work. This charity offers free legal advice in certain circumstances to people concerned about serious malpractice at work. Their literature states that matters are handled in strict confidence and without obligation.

**Contact details for the charity are as follows:**

Public Concern at Work

Suite 306

16 Baldwins Gardens

London

EC1N 7RJ

Telephone number 020 7404 6609

**How will the matter be progressed?**

The individual(s) in receipt of the information or allegation [the investigating officer(s)] will carry out a preliminary investigation. This will seek to establish the facts of the matter and assess whether the concern has foundation and can be resolved internally. The initial assessment may identify the need to involve third parties to provide further information, advice or assistance, for example involvement of other members of school staff, legal or personnel advisors, the police, the Department for Education and Employment, the Council. Records will be kept of work undertaken and actions taken throughout the investigation. The investigating officer(s), possibly in conjunction with the governing body, will consider how best to report the findings and what corrective action needs to be taken. This may include some form of disciplinary action or third party referral such as the police.

The whistleblower will be informed of the results of the investigation and the action taken to address the matter. Depending on the nature of the concern or allegation and whether or not it has been substantiated, the matter will be reported to the governing body and the Council.

If the whistleblower is dissatisfied with the conduct of the investigation or resolution of the matter or has genuine concerns that the matter has not been handled appropriately, the concerns should be raised with the investigating officer(s), the governing body and/or directed to the Council.

**Respecting confidentiality**

Wherever possible John Ball Primary School seeks to respect the confidentiality and anonymity of the whistleblower and will as far as possible protect him/her from reprisals.

John Ball Primary School will not tolerate any attempt to victimise the whistleblower or attempts to prevent concerns being raised and will consider any necessary disciplinary or corrective action appropriate to the circumstances.

**Raising unfounded malicious concerns**

Individuals are encouraged to come forward in good faith with genuine concerns with the knowledge they will be taken seriously. If individuals raise malicious unfounded concerns or attempt to make mischief, this will also be taken seriously and may constitute a disciplinary offence or require some other form of penalty appropriate to the circumstances.

Existing good practice within John Ball Primary School in terms of its systems of internal control both financial and non-financial and the external regulatory environment in which the school operates ensure that cases of suspected fraud or impropriety rarely occur. This whistleblowing policy is provided as a reference document to establish a framework within which issues can be raised confidentially internally and if necessary outside the management structure of the school. This document is a public commitment that concerns are taken seriously and will be actioned.

**Escalating concerns / disagreements between professionals**

We follow the LSCB advice on escalating concerns or professional differences in respect of safeguarding children.

Please see appendix 6 & 7 for the process to be followed should this be the case.

**6.0 General Safeguarding**

**6.1 Health and Safety**

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

**6.2 Attendance**

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

**6.3 E-Safety and Digital Safeguarding**

(See separate policy – E-Safety and Use of Mobile Phones Policy)

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

Pupils are responsible for good behaviour on the Internet, just as they are in a classroom or a school corridor. General school rules apply.

The Internet, primarily, is provided for pupils to conduct research and back-up their work. Parent’s / carer’s permission is required before a pupil is granted access. Access is a privilege not a right and that access requires responsibility.

Individual users of the Internet are responsible for their behaviour and communications over the network. Users must comply with school standards and honour the agreements they have signed.

The school IT system has a filter system built in to ensure that children cannot access and are not subjected to images of data of an offensive nature.

Computer storage areas (including any external storage media you bring to school) will be treated like school lockers. Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or storage media are always private.

**6.4 Anti-Bullying Policy**

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

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

**6.5 Physical Intervention Policy**

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

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and organisations must have regard to government guidance and legislation and the policies and practice of their specific organisation.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person’s behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

DCSF Guidance January 2009

At all times children are encouraged to take responsibility for their own safety and movement around the school.

Staff will use verbal instructions, visual signs and gestures or position themselves to avoid children being in situations, or handling objects which may be dangerous to themselves or others.

There are occasions where parents and children should be aware that staff may use physical reinforcement. The least restrictive restraint possible to prevent abusive or disruptive behaviour will be used only when all other techniques and strategies have been tried or are unsuccessful, or immediately when a child or adult may be hurt or in danger. Physical restraint will be used only to help a child regain self-control.

All Teaching and Learning Support Assistants, Class Teachers and Senior Managers involved with pupils where there is an ongoing need to restrain pupils will have appropriate training and parents will be informed. This is usually as the result of a risk assessment being carried out.

On a day-to-day basis, physical reinforcement may include:

A.

* Holding a child’s hand
* Walking with young children outside school
* To comfort a distressed child
* Prompting as part of a teaching programme
* Point to the circle for example – may lightly guide hand
* Assisting with dressing / undressing PE
* Assisting with toileting
* Amount of help needed will be discussed with individual parents

B.

* Stopping a child from touching or handling or removing objects which can be dangerous
* If persisting in touching electrical / plumbing equipment
* Handling sharp objects
* Comforting a child who is upset.
* Perhaps putting arm around child after an incident / accident

For sections C and D a member of the Senior Leadership Team would be made aware or be involved if the actions detailed were taken. Parents would also be notified. Notes of the incident would be made in the school’s incident book and where violence to staff occurs the relevant violence to staff forms would be completed and sent to the authority

C.

* Holding a child who is in danger or hurting him/herself or another child/children or adult.
* To stop an argument which has become physical
* Where a child is in danger of hurting him/herself on furniture or with an object
* Where a child is hitting, kicking, punching, spitting or throwing objects at others

D.

* Physically removing a child from the situation:
* in which he/she is obviously, persistently distressed and does not respond to verbal or visual instructions to remove him/herself
* is significantly disrupting / distressing other children because of the level of noise, or length of time involved. If at all possible other children will be removed from the situation instead. In all cases staff will ensure that all strategies agreed have been tried in order to de-escalate the situation before removing a pupil from class.

The SLT will ensure that appropriately trained staff are deployed if physical restraint is required. Where physical restraint is required 2 adults should be present.

The SLT will also ensure that where a pupil’s behaviour has escalated and is persistently and consistently in need of physical restraint that the appropriate risk assessments are carried out in order to ensure staff safety. This will, include an individual risk assessment of the child, noting any indicators of anxiety and stress in the child, likely triggers, calming techniques, strategies which may be useful and agreed responses to incidents.

Where Physical restraint has taken place then the child’s parents / carers will be contacted so they are aware this is the case.

Where Physical restraint has taken place then the child’s view on this process should be sought and recorded.

**Intimate and Personal Care**

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

 adhere to the organisation’s intimate care guidelines or code of practice

 make other staff aware of the task being undertaken

 explain to the child what is happening

 consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary

 record the justification for any variations to the agreed procedure/care plan and share this information with parents

 ensure that any changes to the agreed care plan are discussed, agreed and recorded.

At John Ball School we ensure that:

• Children with additional toileting needs will be treated with respect in a sensitive and professional manner to maintain their welfare and dignity.

• Children will be supported and encouraged to be as independent and autonomous as possible.

• The School will work in partnership with parents or carers and any other professionals involved to develop an individual plan and maintain a consistent approach at home and at school.

Precautions to be taken while changing a child include:

• staff to wear fresh aprons and disposable gloves while changing a child

• soiled nappies securely wrapped and disposed of appropriately. The Premises Manager will ensure that all soiled items are disposed off appropriately. Staff should use the sanitary bin in the medical room.

• changing area / toilet to be left clean. Caretaking / cleaning staff to be informed

• hot water and soap available to wash hands as soon as changing is done

• paper towels to be available to dry hands.

It is recommended that mobile children should be changed standing up.

The following resources should be available

• hot running water and soap

• paper towels

• aprons and gloves

• nappy bags

• cleaning equipment

• bin

• a supply of spare nappies and wipes (provided by the child’s parent / carer)

• spare clothes

Staff changing children need to feel confident in carrying out this task in line with school policy and best practice and guidance will be arranged as necessary within the school.

To allay staff concerns regarding false allegations of abuse school guidelines will be discussed with the parents/carers of children with regular toileting needs. Information given to parents and carers will include:

• Who will change their child (Only permanent members of staff, known to their child-all of whom will have DBS checks)

• Where changing will take place

• That another appropriate adult is nearby and is aware of the task being undertaken.

• That other staff including management will remain highly vigilant for any signs or symptoms of improper practice.

While there are no regulations that state that a second member of staff must be available to supervise the changing process we will make our own judgement based on their knowledge of the child/ family.

Section 18 in the Government guidance ‘Safe Practice in Education’ states that:

‘Staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.’ Therefore it is good practice that the member of staff changing a child should inform another member of staff.

Refs: Promoting personal development in foundation and key stage 1 –continence. Guidance published by Sure Start Unit from guidance developed by the Council for Disabled Children in conjunction with Leicester City Council.

**6.6 School Visits**

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

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

**6.7 Looked After Children**

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

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

Sandrine Marionville is the designated Governor for Looked After Children **(CLA)**.

A separate policy sets out our systems and procedures in relation to CLA, which has been written with reference to the two statutory DfE guidance documents, ‘Designated Teacher for looked after and previously looked after children’ and ‘Promoting the education of looked after and previously looked after children’ released in February 2018.

**6.8 Children Missing From Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school’s or college’s procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

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

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

John Ball School informs the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 school days.

* 1. **Children with Special Educational Needs and Disabilities**

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

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

* There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* Children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and
* Difficulties may arise in overcoming communication barriers

At John Ball School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

* All staff having strong positive relationships with children and families
* Noticing changes in behaviour, conduct of children or families,
* Sharing concerns in a timely and appropriate manner
* The Senior Leadership team carry our reviews of concerns via Joint Support team meetings on a weekly basis.
* The DSL and DDSL’s make appropriate referrals for children and families to a range of agencies and organisations.
* Having a joint working approach with families.
  1. **Fabricated Induced Illness**

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

FII is also known as 'Munchausen's syndrome by proxy' (not to be confused with [Munchausen's syndrome](http://www.nhs.uk/conditions/Munchausens-syndrome/Pages/Introduction.aspx), where a person pretends to be ill or causes illness or injury to themselves).

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

Behaviours in FII include a parent or other carer who:

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

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

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

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

* 1. **Private Fostering**

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

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

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

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

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

On admission to the school, we will take the steps to verify the relationship of the adults to the child who is being registered. School staff should notify the DSL when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

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

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

* 1. **Separated Parents**

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

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

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

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

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

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

**6.13 Photography and Images**

To protect children we will:

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

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

6.14 Commissioned Extended School Provision and Lettings

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

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

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

‘Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.’ Working Together **2018**. Where any extended service is directly commissioned by Lewisham Council, they will be responsible for the safeguard

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

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

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

* 1. **Drop-off and Collection Procedures**

The school procedures covering the collection of pupils at the end of school are to ensure children are safe and in the care of the parent or an authorised adult by 3.30pm. The school must have the full contact details of parents/carers and other adults [such as grandparents] authorised by the parent/carer to collect their child. It is the parent/carer’s responsibility to ensure contact details are up to date and

that they have sufficient authorised adults for a range of emergencies. Please refer to the school’s “Drop-off and Collection Procedures” policy for details on the protocols in place for the collection of children.

The responsibility is on parents/carers to complete these arrangements every day, including the responsibility to make their own arrangements with their named authorised adult to collect their child/children if they are going to be late for any reason.

In the event of an emergency the school expects the parent/carer to make appropriate arrangements so the child/children are collected by 3.30pm by an authorised adult. It should be a rare occasion when there is a need to call the school to inform them that a child/children will be collected late.

* 1. **Mental Health/Self-Harm**

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

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

We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The [MindEd learning portal](https://www.minded.org.uk/) provides free online training suitable for staff wishing to know more about a specific issue.

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

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

For further details of our school’s procedures around supporting children who are self-harming or experiencing any other mental health issues refer to our [POLICY NAME] policy.

* 1. **Exclusions**

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

* 1. **Searching Screening and Confiscation**

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

At [SCHOOL NAME] there are times that we routinely screen students for safeguarding reasons while on other occasions it may be necessary to conduct searches more randomly. Any such searches/screening will always be done in accordance with advisory guidance and full details of our school’s approach are detailed in our [POLICY NAME] policy.

* 1. **Contextual Safeguarding**

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

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

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

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

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

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

Safeguarding Policy

**Adopted**

|  |
| --- |
|  |

**Signed by**

**Headteacher Date:**

**Chair of Governors Date:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Safeguarding Governor Date:\_\_\_\_\_\_\_\_\_\_\_**

**Next review date:**

Appendix 1:

**Reporting a Concern Form**

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

**Section 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name of child/ren |  | | | Class/Year | |  | |
| Name of staff member receiving / making contact: | | Nature of contact | | | | | |
| Parent concern | Teacher concern | | Complaint | | Child protection matter |
| Name of person being contacted / making contact: | |
|  |  | |  | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date of alleged incident |  | Date/time of disclosure |  | Date/time of referral to DSL |  |
| Name of person making this record |  | | Role in setting |  | |
| Signed as a true record |  | | Date DD/MM/YY |  | |

**Section 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nature of Concern /complaint / issue  Attach additional sheet(s) if necessary  (include observations as well as professional opinions) |  | | | | | | | | |
| Body Map Used | | Yes |  | No | |  | | |
| Any other relevant information (previous concern, other professionals involved/SEN details etc). |  | | | | | | | | |
| Current status with social care (please tick & name where known) | None |  | Known to social care |  | Allocated Social Worker |  | | Child Protection Plan |  |
| Name of Social Worker if current |  | | | | | | | | |

***Section 2*** *(For completion by Designated Safeguarding Lead or other appropriate Senior Teacher)*

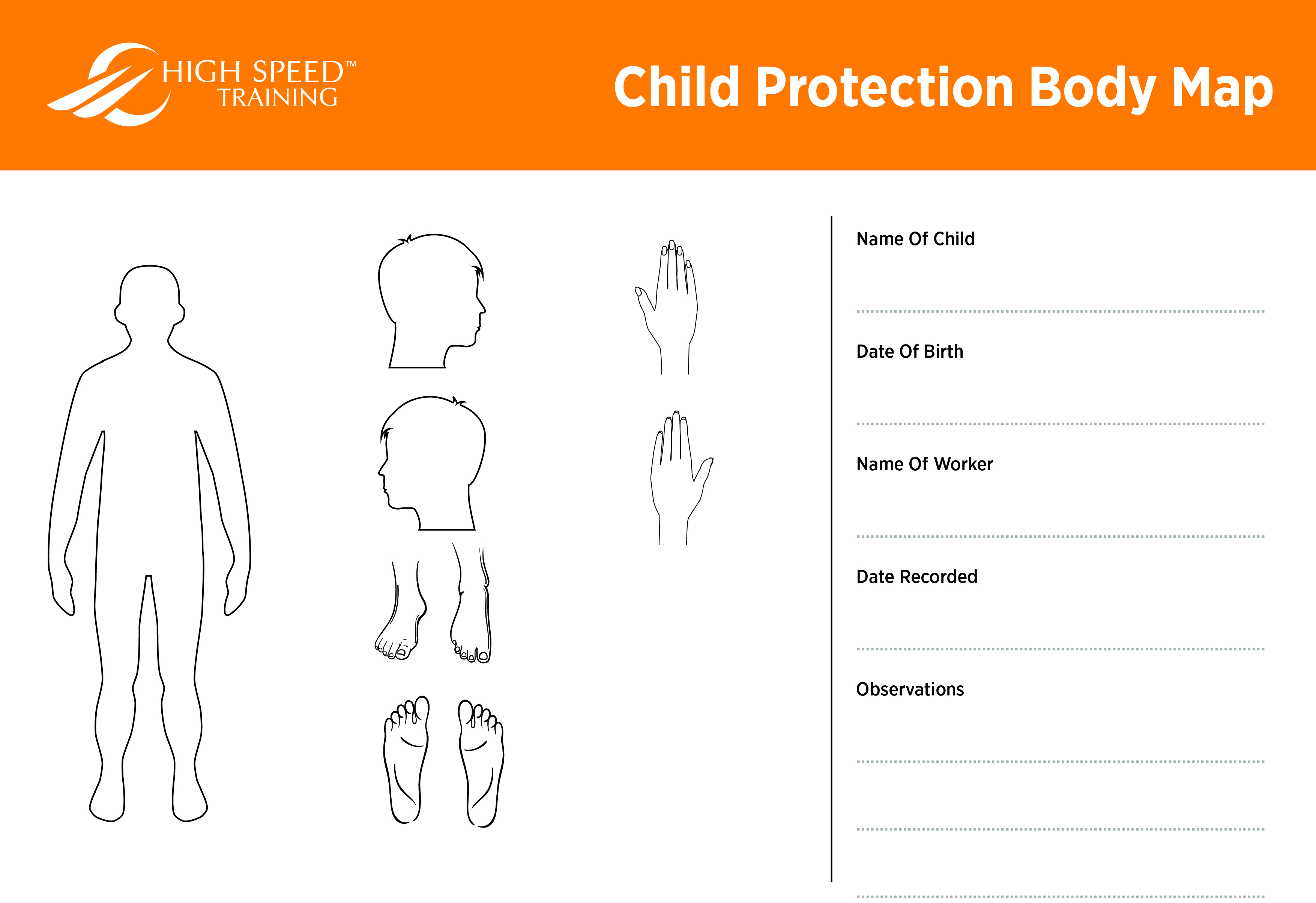
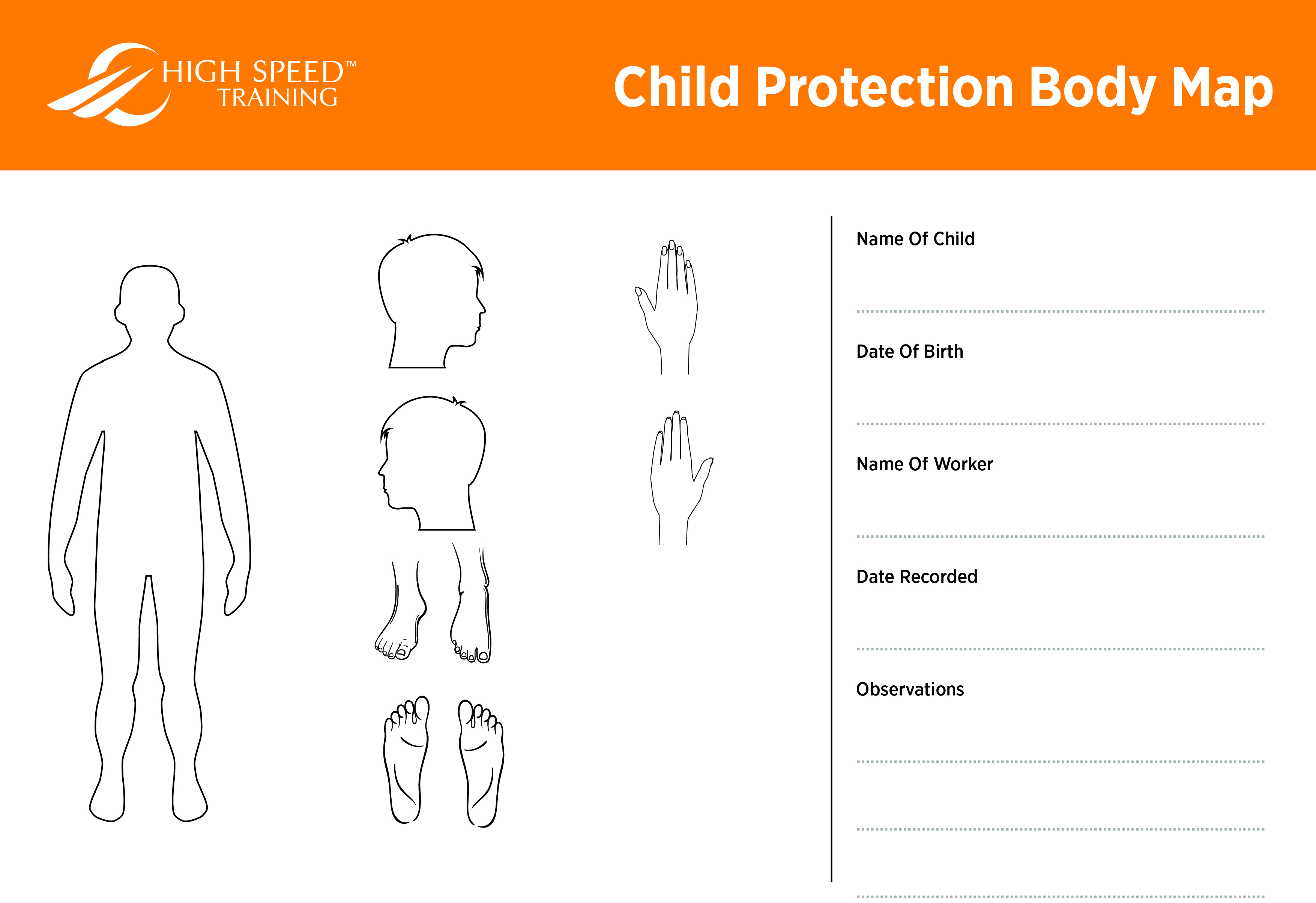
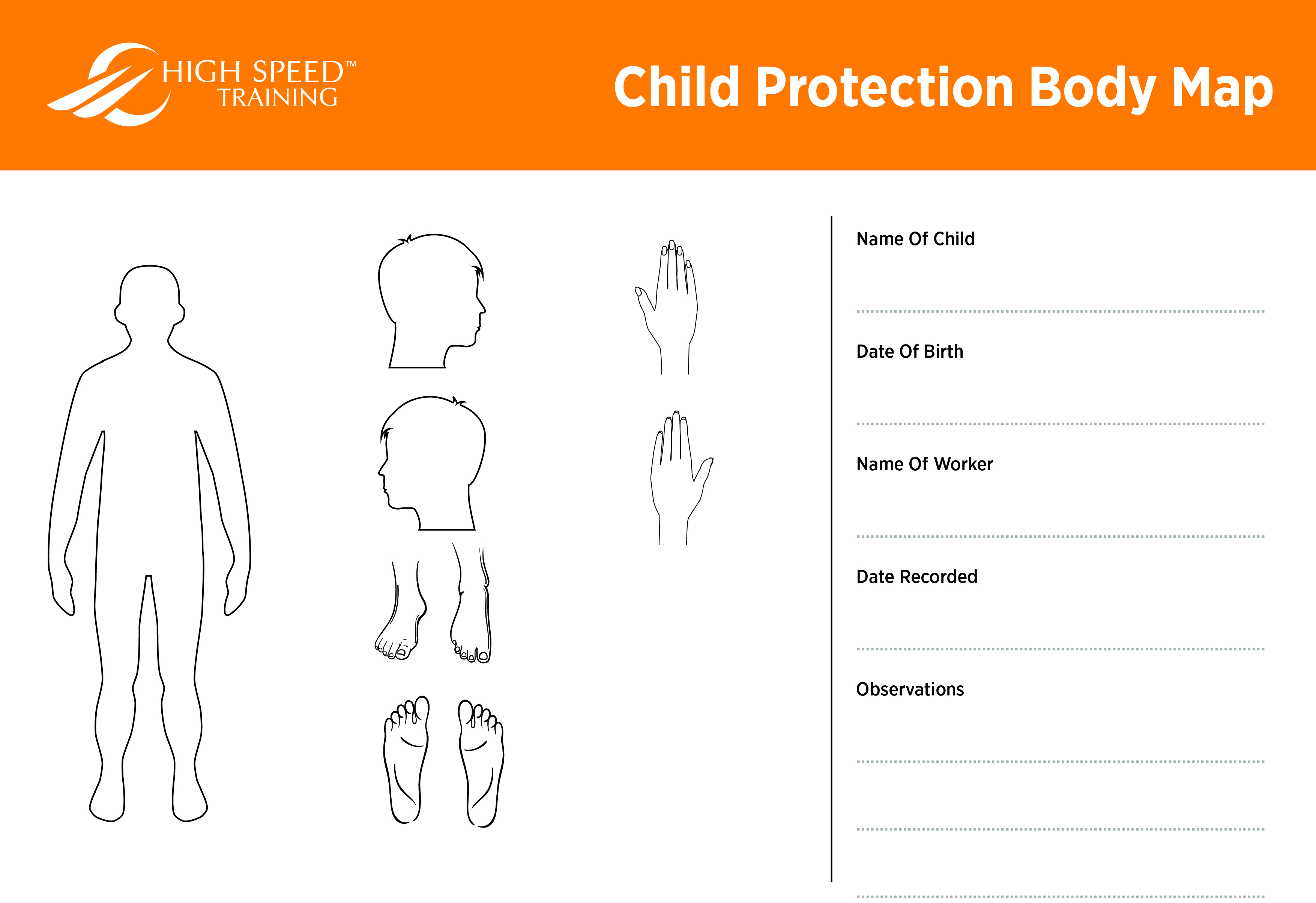
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of Designated Safeguarding Lead reviewing the concern |  | Initial Action Taken |  | Date:  Time: |

|  |  |  |  |
| --- | --- | --- | --- |
| Actions taken so far | By whom  Date/time actioned | People info shared with including parents and MASH and reason why | Outcome |
|  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Final Outcome |  | | | | | | Date: |
| Feedback given to member of staff sharing with DSL? | **Please tick** | | Staff member satisfied with actions? | | **Please tick** | | Date: |
| **Body Map** | | | | | | | |
| Date Concern Noted | |  | | Date/Time of Report | |  | |
| Name of Child/ren | |  | | Class | |  | |
| Name of person making this record (please print) | |  | | Role in setting | |  | |
| Signed as a true record | |  | | Date DD/MM/YY | |  | |

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

FRONT BACK LEFT RIGHT



Appendix 2

**Safeguarding Overview Sheet**

(To be included in the child’s CP file when concerns are logged for the first time)

Name of child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other known names \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nature of concern:

Other family members:

(Include full name, relationship e.g. mother, stepfather etc. For under 18s include age, if known)

Are any other child protection files held at the setting relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name and contact number of Social Worker

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

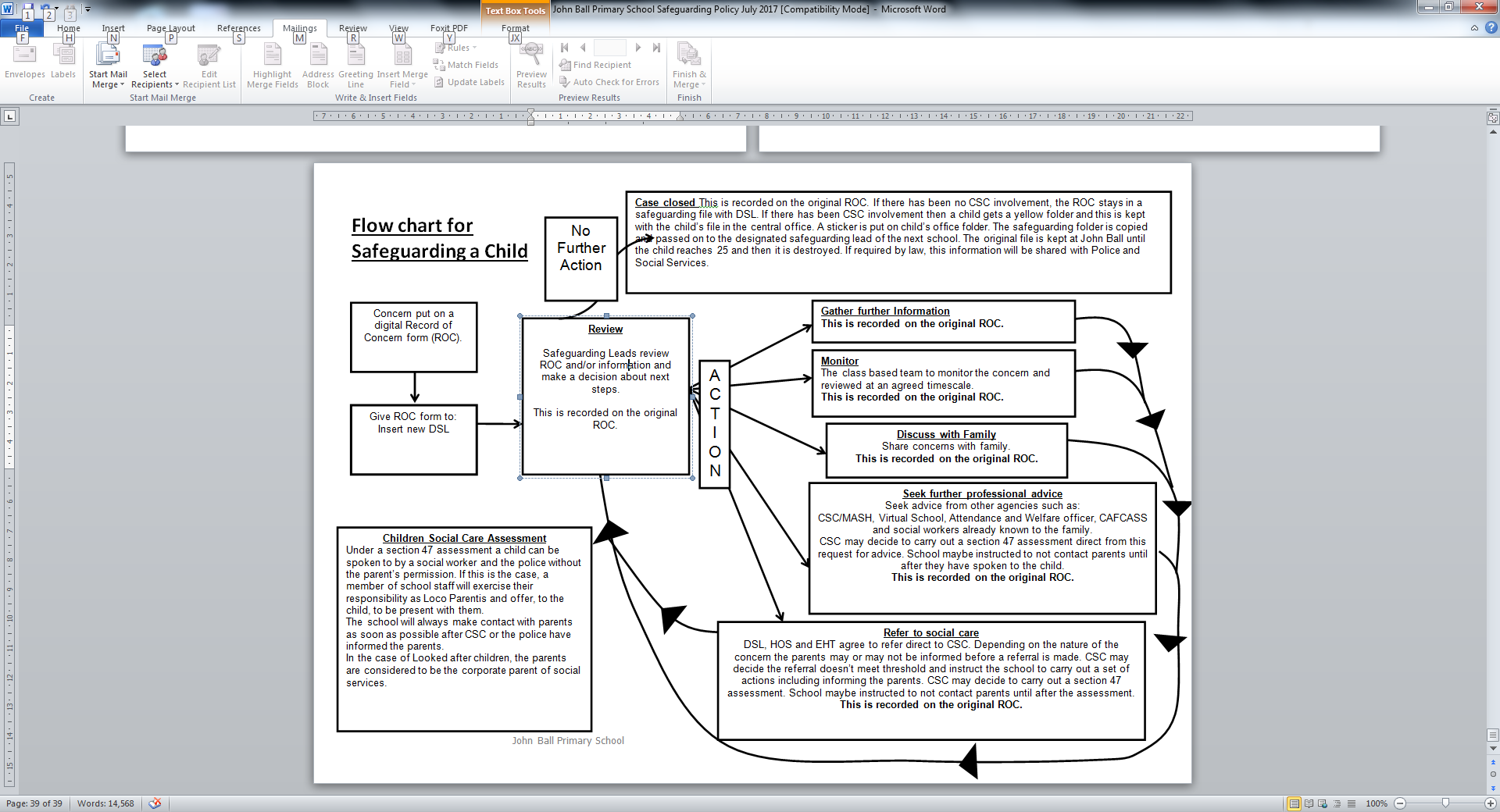
Name and contact number of any other agency workers involved

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of lead person responsible for reviewing this record

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 3



**Appendix 4 – OPERATION MET REFERRAL FORM**

**Referral Form**

Childs Name:

Childs DOB:

Address:

School:

Agency referring:

Brief reasons for concern:

Agencies already known to be engaging with child:

Actions already taken to safeguard:

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

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

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

|  |  |
| --- | --- |
| **Appendix 5: Single Central Record** | |
| **Checklist** | |
| **Single Central Record Checklist (Minimum expectations)** | (Tick) |
| Name of person |  |
| Address |  |
| Date of Birth |  |
| Evidence of ID (inc. photograph) |  |
| Qualification(s) Required |  |
| Qualification(s) Evidenced and Date Checked |  |
| DBS Enhanced Check and Date Received (not statutory to record number) |  |
| Barred List Check (only if in Regulated Activity) and Date Received |  |
| Prohibition Check (Teachers/People with QTS) Date Checked |  |
| Right to Work in UK Date Checked |  |
| Overseas Check Required (Yes/No) |  |
| Overseas Checks undertaken. Type and Date. |  |
| **Useful to record** |  |
| Start date |  |
| **Single Central Record (People to include)** (In Excel, usually on a separate tab) |  |
| Teachers |  |
| Support Staff |  |
| Admin Staff |  |
| Premises Staff |  |
| Governors/Proprietors/Trustees |  |
| Volunteers |  |
| Agency Staff (working in the school for a 'reasonable' length of time) |  |
| Contractors |  |
| Student teachers (if on the school's payroll) |  |
| Additional intructors/coaches/etc |  |
| **Notes** |  |
| Make sure there are no gaps. Enter 'Not applicable', or another relevant phrase. |  |
| SCR must be current. Archive onto a separate tab or delete people who have left. |  |
| SCR must include Enhanced Check/Barred List for people appointed after 2006. |  |
| No need for Enhanced Check or Barred List for people appointed prior to March 2002. |  |
| SCR should record, what has been seen, when it was seen and by whom it was seen. |  |
| **Some schools also record on the SCR (Not statutory)** |  |
| Disqualification by Association |  |
| Safer Recruitment Training |  |
| References (2) (Checked and Date Received) |  |
| Safeguarding Induction Completed |  |
|  |  |
| Checked by: |  |
|  |  |
| Date: |  |

[](http://www.safeguardinglewisham.org.uk/lscb)

**Appendix 6 – Flowchart for Process for escalation / professional disagreements**

**If a child or young person is at immediate risk of significant harm concerns must be escalated to the relevant agency senior safeguarding lead without delay.**

**Stage 1**

Mutually agreeable way forward sought between practitioners to resolve issues **within 5 working days or a timescale to protect the child – whichever is less.**

**Concern or disagreement arises between agencies**

**Issue Resolved**

Resolution outcome in writing to referring practitioner/ agency **within 2 working days.**

**Stage 2**

Concern or difficulty should be escalated to line managers to resolve the issues **within 5 working days or a timescale that protects the child from harm - whichever is less.**

**Stage 3**

Concern or difficulty to be referred to the relevant senior manager without delay to resolve the issues **within 2 working days or a timescale that protects the child from harm – whichever is less.**

**Stage 4**

Issue to be referred to the LCSB Chair via the LSCB Business Manager for the LSCB Chair to make recommendations to the agencies involved for the resolution of the matter. The LSCB Chair will make recommendations within **5 working days** of the issue being brought to his/her attention.

**Issue Resolved**

Resolution outcome in writing to referring practitioner/ agency **within 2 working days.**

**Issue Resolved**

Resolution outcome in writing to referring practitioner/ agency **within 2 working days.**

**[](http://www.safeguardinglewisham.org.uk/lscb)**

**Appendix 7–Record of Resolving Professional Differences Record**

1. **Person Raising Professional Difference:**

|  |  |
| --- | --- |
| Name: |  |
| Role: |  |
| Agency: |  |

1. **Child / Young Persons Details:**

|  |  |
| --- | --- |
| Name: |  |
| Date of Birth: |  |
| Address: |  |
| Early Years Placement / School? |  |

1. **The Lead Professional:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of lead professional?** | |  | | |
| **What was this issue about? I.e. a child protection referral / undertaking an Assessment, an issue with an open case. Please specify:** | |  | | |
| **Names of people these issues were reported to:** | |  | | |
| **Issues:** | | | | |
| **Resolved / Not Resolved** | **Yes** | | **No** | **Partial** |
| **If no or partial, to whom has this been escalated to? Please specify:** | |  | | |
| **What actions have been taken as a result? Please provide timescales** | | | | |
| **Is there any learning from this dispute? Please specify** | | | | |
| **Additional Comments:** | | | | |

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

<mailto:safeguardingboard@lewisham.gov.uk>

**Appendix 8**

**Safer Recruitment Checklist**

***Please use this checklist to ensure robust procedures are followed during the recruitment of all new staff***

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of school:** |  | **Staff member completing checklist:** |  |
| **Name of staff member:** |  | **Date of completion:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Preparation for post** | Y | N | Notes |
| There is a statement referencing the school’s commitment to keeping children safe included in all documents eg “*This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*”. |  |  |  |
| The interview process has been planned to allow sufficient time for each stage of the process eg for collecting references and contacting referees. |  |  |  |
| Adverts state that the successful applicant will be required to go through a robust vetting process eg all applicants will be required to have an enhanced DBS check if working in “regulated activity”. |  |  |  |
| Applicants are informed of their safeguarding responsibilities in job descriptions and other information sent to them. They are made aware that there is a strict code of conduct for all staff |  |  |  |
| **Applications** |  |  |  |
| All applications are received on a standardised application form. CV’s are not accepted. |  |  |  |
| Applicants are informed that;   * The post is exempt from the Rehabilitation of Offenders Act 1974 * The successful applicant will be required to provide a DBS check at the required level * References will be taken up (prior to interview) and previous employers may be approached to verify information * The employer will seek information from previous employers about any disciplinary procedures relating to children or child protection concerns. * Providing false information is an offence. |  |  |  |
| Application forms are scrutinised by at least 2 people   * Is the form complete? * Is the information provided consistent? * Are there any gaps in employment? * Are there any safeguarding concerns? |  |  |  |
| **Shortlisting** |  |  |  |
| Agree shortlisting panel. At least one person should have attended Safer Recruitment training within the last 3 years. |  |  |  |
| References for all shortlisted candidates are sought prior to interview. |  |  |  |
| Interview questions are agreed prior to interview. |  |  |  |
| References are sought directly from the referee, not handed over by the candidate. |  |  |  |
| Verbal references are always followed up by written ones. |  |  |  |
| References are requested on a standard reference proforma. |  |  |  |
| At least 2 references are sought, at least one is from the current employer or a previous employer where the candidate worked with children. |  |  |  |
| References ask;   * About the candidates suitability for the post and their suitability to work with children. * Whether there have been any disciplinary procedures relating to children * Whether there have been any allegations raised in relation to the safety or welfare of children. |  |  |  |
| Referees are always phoned to verify that they have provided the reference and to discuss any content that needs checking |  |  |  |
| **Interviews** |  |  |  |
| The following checks are completed at the interview stage or prior to interview   * The identity of the candidate * Specific qualifications or experience * Registration with a professional body if required * Right to work and live in the UK for overseas applicants * Whether they have lived or worked overseas for more than 3 months, even as a UK citizen |  |  |  |
| All interviews are conducted face to face by a minimum of 2 people |  |  |  |
| Interviews are structured so the same information is sought from each candidate |  |  |  |
| **Appointment** |  |  |  |
| When an offer of appointment is made is it made on condition that all pre-employment checks are satisfactorily completed including vetting (DBS) checks and prohibition checks for the UK and overseas. |  |  |  |