

Safeguarding Policy



Overview

LCS is committed to providing a safe and secure environment for students, staff and visitors and promoting a climate where pupils and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. The School will safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The Safeguarding policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), and the guidance contained in "Working Together to Safeguard Children", the DfE's statutory guidance "Keeping Children Safe in Education", Ofsted Guidance and procedures produced by the London Safeguarding Children Board (LSCB) and the Southwark Safeguarding Children Board (SSCB). Due regard is also given to the advice contained in the DfE's "What to do if you're worried a child is being abused" and "Information sharing – Advice for practitioners". The policy is applicable to the whole school, including the EYFS setting and all on and off-site activities undertaken by pupils whilst they are the responsibility of the school.

Definition of safeguarding (taken from the DfE's statutory guidance "Keeping Children Safe in Education, 2014")

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

Responsibilities and Immediate Action

Safeguarding children at LCS is the responsibility of the whole school community. All adults working in the school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team with responsibility for safeguarding across the whole school, including the EYFS setting.

The Designated Safeguarding Lead is: Katie Vivyan (Year 3 Teacher, NQT Mentor)
The Deputy Designated Safeguarding Lead is: Nicola Collett-White (Headmistress)

The Designated Safeguarding Lead is also the first point of contact for external agencies who are pursuing Child Protection (CP) investigations and co-ordinates the School's representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Referral decisions and any subsequent referrals will be made within 24 hours of a disclosure or suspicion of abuse being reported. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Referral and Assessment Duty Desk for Social Care (RADDSC), the Deputy Designated Safeguarding Lead, the LA's Strategic Lead Officer for education services or the Early Help Service (EHS) Duty Manager. Any staff member can make a referral in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken.

Safeguarding referrals should be made to Southwark Multi Agency Safeguarding Hub (MASH) via a Common Assessment Framework (CAF) form and copied to the LA's Schools Safeguarding Coordinator. Prior to any written CAF being sent as a referral to social care, there should be a verbal consultation with

the MASH social worker or manager, by calling the Referral and Assessment Duty Desk for Social Care (RADDSC) on **020 7525 1921**, to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

LCS strives to create an environment where staff feel able to raise concerns and feel supported in their safeguarding role. Any member of staff may make a referral to external agencies.

In circumstances where a pupil has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the student during the school day, for example, urgent Police intervention will be requested.**

Where a pupil sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm as a result of abuse by one or more pupils, the Designated Safeguarding Lead should be informed immediately. The Designated Safeguarding Lead will be responsible for deciding upon whether or not this should be reported as a safeguarding issue. Referral decisions and any subsequent referrals will be made within 24 hours of a disclosure or suspicion of abuse being reported. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Referral and Assessment Duty Desk for Social Care (RADDSC), the Deputy Designated Safeguarding Lead the LA's Strategic Lead Officer for education services or the Early Help Service (EHS) Duty Manager.

All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

LCS recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm students in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.

Vulnerable Pupils

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these students will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Safeguarding Lead who is responsible for the welfare and progress of children in public care.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

We will always ascertain the views and feelings of all children. The School acknowledges the additional need for support and protection of students who are vulnerable by virtue of disability, homelessness,

refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate pupil on pupil behaviour and sexual activity within a Safeguarding context.

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

The law requires that Southwark Children's Services are notified of private fostering arrangements. Any privately fostered children, i.e. children under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

Types of abuse and neglect (taken from the DfE's statutory guidance "Keeping Children Safe in Education")

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

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

Child sexual exploitation (CSE)

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

Female Genital Mutilation (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines, HM Government, 2011.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf]

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon staff members to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18. If staff are concerned about a child, unless the member of staff has good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead in order that they may then activate local safeguarding procedures as outlined above and report any cases to the police as necessary.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. There are several indicators that might suggest that an individual might be vulnerable:

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

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

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Talking and Listening to Children

Where there are specific concerns of child safety, welfare and/or well-being, including change to a child's and/or parent/carer's behavior, appearance, demeanour and general well-being, the following should inform good professional practice:

Listen to participants. Ask open-ended questions. Do not ask leading questions. Offer reassurance.

Do not physically examine children or ask them to act out what happened to them.

Ensure that any **further discussion** is moved to a professional and child free environment.

Record what has been said, noticed or witnessed (where appropriate, tell the informant that confidentiality cannot be promised and you will need to share this information or your concerns with the Designated Safeguarding Lead).

Share this information or concerns with the Designated Safeguarding Lead with minimal delay.

Be discreet, speak only to those who 'need to know'.

Speak openly with parents/caregivers about your concerns **unless** the concern is of a sexual abuse nature or to speak openly would potentially place the child at further risk.

Assume 'it could happen here'. If you are unsure about a concern or action, seek the advice of the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Cyberbullying

For information regarding cyberbullying see the *Anti-Bullying Policy*.

Complaints/Allegations made against staff

LCS takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member of staff or volunteer. All such complaints will be brought immediately to the attention of the Headteacher or the Deputy Designated Safeguarding Lead if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Designated Safeguarding Lead/ Headteacher is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

The Local Authority Designated Officer (LADO) will be informed within one working day of all allegations that come to the school's attention or that are made to the police and appear to meet the criteria. Contact can also be made with LA's Schools Safeguarding Coordinator who will liaise with the LADO. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. Careful consideration will be given as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The views of the LADO will be taken into consideration when making a decision about a suspension.

Some rare allegations will be so serious they will require immediate intervention by children's social care services and/or police. In such cases, referral to the LADO will lead to a Strategy Meeting or Discussion being held in accordance with the DfE guidance and London SCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

Proprietors of the school have a legal duty to respond to requests from the DBS for information. The school has a legal duty to promptly refer to the DBS anyone (employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm, to a child or whose services are no longer used in the school, or whose services would no longer have been used had they not left and the DBS referral criteria are met. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual. Ceasing to use a person's services includes: dismissal, non-renewal of a fixed-term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports will include as much evidence about the circumstances of the case as possible.

It is understood that failure to make a report constitutes an offence. 'Compromise agreements' will not be used to prevent a referral being made to the DBS when it is legally required nor can an individual's

refusal to cooperate with an investigation. The school is also committed to reporting to the DBS and the National College for Teaching and Leadership (NCTL), within one month of dismissal, any person dismissed because he or she is found to be unsuitable to work with children and where a prohibition order may be appropriate. The reasons such an order would be considered are unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. Where a referral is made to the DBS it is not necessary for a referral to also be made to the NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an NCTL referral.

In the event where a complaint or allegation is made against a member of staff every effort will be made to maintain confidentiality and guard individuals and the school against unwanted publicity.

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

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part four of the DfE guidance "Keeping children safe in education".

Contact Details

Role/Service	Name	Address	Telephone Number / Email
Chair of Governors	Chris Fishlock	12 Merrick Square, SE1 4JB	020 7378 0229
Deputy Chair of Governors	Sam Wilde	49 Manor Avenue, SE4 1TD	020 8692 5763
Safeguarding Governor	Georgina Withane		07725 646448 gandtwithane@gmail.com
The Referral and Assessment Duty Desk for Social Care (RADDSC)		Southwark Council, SE1 2QH	020 7525 1921 (9am-5pm) 020 7525 5000 (Out of hours)
Local Authority Designated Officer (LADO). There is a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with LADO issues.	Jackie Cook, Head of Social Work Improvement and Quality Assurance;	Southwark Council, SE1 2QH	Duty telephone number for all LADO enquiries/referrals: 020 7525 3297/ 020 7525 3295 jackie.cook@southwark.gov.uk
LA's Strategic Lead Officer for Safeguarding in Education Services	Nina Dohel	Southwark Council, SE1 2QH	07949 787911
LA's Deputy	The EHS Duty Manager	Southwark Council, SE1 2QH	020 7525 3893
LA's Schools Safeguarding Coordinator	Apo Çağırıcı	Southwark Council, SE1 2QH	020 7525 2715
Early Help Service (EHS) Duty Officer (Education)		Southwark Council, SE1 2QH	020 7525 2714

Single Point of Contact on FGM	Declan Goddard	Southwark Child Abuse Investigation Team (CAIT)	Declan.S.Goddard@met.pnn.police.uk, 020 7232 6303
DfE Counter-Extremism Service (for support and advice)			020 7340 7264 counter-extremism@education.gsi.gov.uk

Training

Whole-school in-service training on safeguarding issues will be organised on at least a three yearly basis. The most recent whole-school training was delivered in September 2015. The next whole-school safeguarding inset training for all staff will be delivered by September 2018. The Designated Lead and Deputy will complete Prevent Duty Awareness training in the Autumn Term 2015. All newly recruited staff (teaching and non-teaching, paid or voluntary, temporary or permanent and supply) and Governors will be appraised of this policy will attend induction training that covers the school's Safeguarding Policy, SMSC policy, the staff code of conduct, the identity of the Designated Safeguarding Lead and Part One of Keeping Children Safe in Education, which all will be required to read. They will also be given access to school policies and procedures on the school's shared drive and teachers will receive a policy folder. All governors and new staff (teaching and non-teaching, paid or voluntary, temporary or permanent) will complete the 'Southwark e-Safeguarding Programme'. The Designated Safeguarding Lead (and Deputy) will attend the LA's dedicated induction course and then refresher training at least every two years. Designated staff will attend appropriate network meetings and participate in the multi-agency training programme organised by the Southwark Safeguarding Children Board (SSCB). Regular contact will be made with the LA Safeguarding Coordinator to determine the appropriate schedule, level and focus for staff safeguarding training.

Recruitment

LCS is committed to the process of creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to the appropriate checks of identity, a medical fitness declaration, qualification and right to work in the UK. At least two references will be taken up, including a request for any reason why the applicant should not be employed to work with children. Any gaps in employment history or discrepancies will be checked against references and will be taken up with the candidate. If a reference is taken over the telephone, detailed notes will be taken, dated and signed. It is recognised that reference checks are required as having regard to KCSIE and there is flexibility where there is good reason. However, this flexibility provided by the duty to 'have regard' will be used rarely and only for the benefit of the pupils, not the School. Appropriate criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks will also be undertaken. The Employer Online service is used to check that any new member of staff recruited as a teacher is not subject to a prohibition order issued by the Secretary of State. The Employer Online service may be used for newly recruited teaching assistants, at the discretion of the school. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance "Keeping children safe in education". Due regard will also be given to the DfE's statutory guidance for schools about employment of staff disqualified from childcare ("Disqualification under the Childcare Act 2006"). All new staff will therefore be asked to complete a Staff Disqualification Declaration Form in line with KCSIE guidelines and legislation affecting those who may be disqualified from working with children by association.

All new staff, specialist teachers and volunteer appointments will be added to the Single Central Record of Appointments. Copies of identity documents, right to work and qualifications will be retained and kept in staff files in a secure cabinet. Records for those no longer employed or volunteering will not be removed until the end of each academic year. All staff, specialist teachers and volunteers will be asked to sign up to the Update Service when they apply for a DBS check.

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

Supply staff

LCS will only use employment agencies which can demonstrate that they positively vet their supply staff. Prior to a new member of supply staff starting at the school, the agency will be asked to provide a letter confirming that the DBS check has been completed and thorough vetting procedures have been followed for that individual: identity, enhanced disclosure, right to work in the UK, barred list, prohibition, qualifications, overseas checks, references, medical history and previous employment history check. Supply staff will be added to the Single Central Record of Appointments. The identity of all supply staff will be checked upon arrival on their first day at the school. The school will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Supply staff joining the school on a permanent or temporary basis will be given a copy of this policy. Additionally, they will be given the Staff Handbook and will be inducted on school safeguarding procedures. The 'Specialist Teacher Agreement' will also be signed.

Visiting Professionals

Visiting professionals will be asked to show a DBS certificate. In the case that a visiting professional comes from an educational provider, the company will be asked to provide a letter confirming that the DBS check has been completed and thorough vetting procedures have been followed. The identity of visiting professionals will be checked upon arrival at the school. All visiting professionals will be given a copy of the Safeguarding Policy upon arrival at the school. They will be supervised at all times by an accompanying member of staff and will wear a visitor badge.

Visitors

A visitor to the School is any person who visits the School to observe, not to take on a role or responsibility. They will wear a visitor badge and be made aware that all visitors are expected to adhere to the Safeguarding Policy. Visitors will be supervised by an accompanying member of staff at all times.

Supervised Volunteers

A supervised volunteer is a person engaged by the school to work in a voluntary capacity with pupils on an irregular basis (no more than once a month). They will wear a 'Supervised Volunteer' badge and be made aware that all staff, volunteers and visitors are expected to adhere to the Safeguarding Policy. They will be supervised by an accompanying member of staff at all times.

Unsupervised Volunteers

An unsupervised volunteer is a person engaged by the school to work in a voluntary capacity with pupils on a regular basis (more than once a month). They will immediately be subjected to all reasonable vetting procedures and a DBS check prior to starting as an unsupervised volunteer. Once an unsupervised volunteer has been fully vetted and their DBS check has been viewed they can be left alone with students (if the supervisor feels it is reasonable to do so) but will work under the direction of an established staff member and will be subject to the same code of conduct as paid employees of the school. Unsupervised volunteers will not need to wear a badge. Unsupervised volunteers are given the document "Volunteer and Specialist Teacher Handbook" and are guided through its implementation for a minimum of 2 weeks or 5 consecutive days or longer if required. Unsupervised volunteers will complete the 'Southwark e-Safeguarding Programme'.

Voluntary sector groups that operate within this school or provide off-site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Southwark Area Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

Contractors

Contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors working within school hours will wear a visitor badge and be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised at all times if they will have contact with children. The identity of contractors and their staff will be checked upon arrival at the school.

Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Staff have a responsibility to maintain public confidence and must uphold high standards of personal conduct to do so; both within and outside of their work setting. They must not do or say anything that might bring the school into disrepute. If appropriate, staff should manage student behaviour outside school as they would in school. Corporal punishment is prohibited for all pupils and applies to all staff; full time, part time, paid and volunteers. Students will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and pupils, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be mis-construed, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and LA guidance. 'Caring Cs' will be used where reasonable force is necessary.

When physical contact is made with students, it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Physical contact should never be secretive, for the gratuity of the adult or represent a misuse of authority. Extra caution should be exercised where a student is known to have suffered previous abuse or neglect. Such experiences may sometimes make a student exceptionally needy and demanding of physical contact and staff should respond sensitively by deterring the student through helping them to understand the importance of personal boundaries. Any extreme attention-seeking or behaviour by students that makes staff feel uncomfortable should be reported to the Headteacher. Staff supervising PE and games or providing music tuition may be required to initiate physical contact with students. The principle of 'limited touch' should be applied, with understanding of students' sensitivities and with the student's agreement. Students are entitled to respect and privacy whilst they are changing or showering after games or swimming.

Where reasonable and practicable, first aid will be administered by qualified First Aiders (*see First Aid Policy*). If it is necessary for the student to remove clothing for first aid treatment, there will, wherever possible, be another adult present. Students who require any form of intimate care are entitled to privacy, dignity and safety. If a pupil needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. If a male member of staff is providing

any form of intimate care, a female colleague will be present. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Students requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority and will only be administered by those who have been authorised to do so by the Headteacher. Parents should contact the school office to arrange a Medical Plan. Medication will be stored in the school office and administered according to the written instructions of parents. Staff must seek medical advice if they are taking medication which may affect their ability to care for children. Any staff medication will be securely stored at all times.

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

Staff must not use confidential or sensitive information about a student or their family for their own benefit or to humiliate or embarrass a student. Any personal information relating to pupils should be destroyed as soon as it is no longer needed. There is a shredder in the school office. Confidential information about students or the school should not be shared casually. Files of a confidential nature should be password protected. Information that might suggest that a student is in need or at risk of significant harm must be shared with the Designated Safeguarding Lead, in accordance with the safeguarding/student protection procedures.

On those occasions when a student may be in distress and in need of comfort and re-assurance, staff should ensure that they remain self-aware at all times and that their contact with the student is not open to misunderstanding. Such incidents must always be recorded according to the discretion of the staff member and shared with the Headteacher.

School staff should also be alert to the possible risks that might arise from social contact with parents and pupils outside of the school. Home visits to parents and pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Staff who are involved in caring for school students outside of school should record these arrangements in the 'Outside Of School Childcare Register', which is kept in the care of the Designated Safeguarding Lead. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" (which will be responded to sensitively to maintain the dignity of those concerned) will be reported to the Headteacher. Staff will not disclose their personal telephone numbers and email addresses to parents and pupils. Communication should be maintained through school phone numbers and email addresses. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers. Staff should maintain an openness with other staff members about dealings with parents and students both within and outside the school context.

It is inappropriate for staff to offer lifts to a student outside their normal working duties, unless this has been brought to the attention of the Headteacher and has been agreed with the student's parents/carers.

Whilst there may be occasions when parents or students may wish to give a small token of appreciation to staff at Christmas or the end of the year, for example, it is unacceptable to receive gifts on a regular basis. Personal gifts should not be given by staff to students and any reward to a student should be consistent with the school's Behaviour Policy, not based on favouritism and should be recorded.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Headteacher and Governing Body. Staff will only use the approved school email or other school approved communication systems with pupils or parents/carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not communicate with pupils via social networking sites. Photos may be taken by staff on personal mobile phones or cameras but all photos must be deleted by the end of each day (see *Internet Safety Policy*). Images are stored only on staff computers. Images are not labelled with student names or any other personal information. For data protection regarding phones and computer technology as well as internet use see *Acceptable User Policy*.

Staff should be aware of the school's whistle-blowing procedures. See 'Complaints/allegations made against staff' paragraph above.

Records

The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. Low level student behaviour observations will be noted by the classroom teacher in the 'Class Incidents Book' kept in each classroom. Any concerns (as discussed with the Headteacher) will be noted in the 'Record of Bullying Incidents and Concerns Book' that is kept in a secure place in the Headteacher's office. Incidents of a serious and ongoing nature which cause concern should be placed in the Serious Incidents folder in the Headteacher's locked file. Where appropriate it should also be written up on a Child Protection Concerns Record Sheet. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents. All CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. They may only be accessed by the Designated Safeguarding Lead, their Deputy and the senior managers of the school.

If a pupil is withdrawn from the school having not reached the normal date of transfer due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to the child's new school. If the parent/carer fails to provide this information, urgent consultation will be made with the Referral and Assessment Duty Desk for Social Care Duty Officer and the Early Help Service. If educational records are sent to this school concerning a child who is not registered by the parent, the records will be returned to the sending school with a note, advising them to refer to their LA's Children's Services Department. **A student's name will only be removed from the school's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Team Manager in the Early Help Service.**

All additions to or deletions from the school roll will be accompanied by a phone call to the forwarding school. Records will be sent to the new school as appropriate, with confidential files being sent to a named person with Child Protection records sent to receiving schools separately and under a confidential cover. If a child is missing, and contact cannot be made with them or their family, an urgent consultation is made with the Referral and Assessment Duty Desk for Social Care and the Early Help Service.

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

The retention period for records relating to individual children must be 'reasonable'. The retention period for registers is three years.

Safety in the school and transfer of Duty of Care

No internal doors to classrooms will be locked whilst pupils are present in these areas.

Entry to school premises will be by secured doors that are controlled by office staff, or by constant staff supervision. During arrival and dismissal times the entrance to the school will be open and will be manned by a member of staff at all times. If a parent wishes their child/ren to be picked up by another nominated adult, they must give written authorisation either at the beginning of the year or on an ad hoc basis. On arrival at the school, the identity of a nominated person for alternative collection will be checked by a member of the office staff before the child is permitted to leave the school.

Parents of children in years 5 and 6 wishing to allow their child to independently make their way to and from school will fill in and sign an Independent Travel Arrangement Form. Decisions to allow children to independently travel to and from school will be made at the discretion of the Headteacher.

Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged. The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems. Information sent to the school from the LA regarding local safeguarding incidents will, where appropriate, be forwarded on by email to parents and will be sent from the school Safeguarding Alerts email address.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Events such as the Sports Day or Christmas Assembly may be photographed or filmed by parents. Photographs/films will be used by parents for personal use only and any copies distributed amongst the parents will be signed for on receipt.

Classroom teachers will constantly reappraise the environment and activities to which children are being exposed and make necessary adjustments to secure their safety at all times. Assessments and changes will be noted in the risk assessment book located in each classroom.

In a case where a pupil cannot be located during a school day, the following action will be taken:

- Check the school premises
- Send 2 staff members out into the locality to search for the student
- Ring the parents to find out if they know the whereabouts of the student
- Ring the police to report the student as missing

In a case where a pupil cannot be located during an offsite activity, the following action will be taken:

- The trip lead will delegate another supporting adult to a) alert management of the venue visited, and b) search the premises. The trip lead will stay with the rest of the children and adults
- The trip lead will call the school to alert senior staff immediately
- The Headteacher will be informed and will involve senior staff after which a senior member of staff will be sent to the venue to assist in the situation as soon as is reasonably practicable
- The Headteacher will inform the parents of the missing child as soon as possible and will alert the police and the LA via the Referral and Duty Desk for Social Care.

EYFS

In addition to the requirements outlined in the Safeguarding Policy, the following points apply specifically to the EYFS setting in the school.

- Staff:Child ratios. At LCS the maximum class size of Early Reception, children aged three turning four, is 14. Where there is no person with Qualified Teacher Status (QTS) the staffing ratio, as outlined in the DfE Statutory Framework for EYFS, is 1:8. At least one member will hold a full and relevant level 3 qualification and at least half of all other staff will hold a full and relevant level 2 qualification. Where there is a member of staff with QTS, the ratio is 1:13, and at least one other member of staff will hold a full and relevant level 3 qualification.
- At LCS the maximum class size of Reception, children aged four turning five, is 19. The maximum staffing ratio in this setting, as outlined in the DfE Statutory Framework for EYFS, is 1:30 provided the teacher has QTS, Early Year Professional Status (EYPS) or another suitable level 6 qualification. Such a person may be an overseas qualified teacher or an 'instructor' (someone with the necessary qualifications or experience or both, where the governors are satisfied with the qualifications or experience).
- The staff to child ratio will be increased during the first half of each Autumn Term in order to help new pupils to settle into the EYFS setting. There will be additional staff at lunchtimes to help children in Early Reception to eat and extra time will also be allocated for eating at lunchtime.
- Paediatric First Aid. At least one person in the EYFS setting will hold a current certificate of training in paediatric first aid and will accompany all EYFS outings.

Curriculum

LCS acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that teaching staff will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example;

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure
- emotional literacy.

All computer equipment and internet access within the school will be subject to appropriate "parental controls" and Internet safety rules outlined in our **Acceptable Use of Internet and Digital Technologies Policy**.

LCS will work with partners (including the Agencies Supporting Southwark Programme (ASSP) and Safer Schools Partnership) to promote "Healthy School" status through the curriculum with the aim of;

- Developing a school ethos and environment which encourages a healthy lifestyle for pupils;
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- Ensuring that food and drink available across the school day, reinforces the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

Working in Partnership with Parents

It is our policy to work in partnership with parents or carers to secure the best outcomes for our pupils. We will therefore communicate as clearly as possible about the aims of this school;

- We will try to use clear statements in our brochures and correspondence.
- We will involve parents and pupils review of this policy and in the development of Codes of Conduct and Equalities and Behaviour Management policies.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.
- We will have policies and procedures available on request.
- Copies of selected policies and procedures will be available to all parents through the parents' section of the school website.
- Copies of selected policies and procedures will be available to enquiring parents on the school website, as part of the admissions process.
- We will give parents free access to developmental records about their child. A written request must be made for personal files on the children.

We will observe data protection rules when disclosing records that refer to third parties.

The role of the Governing Body

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times.

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

The Governing Body has formally adopted this policy and will review its contents once a term or sooner if any legislative or regulatory changes are notified to it by the designated Governor or the Headteacher. The Governing Body has nominated Georgina Withane as the Governor responsible for Safeguarding and she will liaise with the local authority and/or partner agencies on issues of safeguarding as appropriate. Concerns about and allegations of abuse made against the Headteacher will be referred to the Chair of Governors who will liaise with the LADO and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Headteacher.

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

Also as a good practice, the nominated Governor will meet on a regular basis with the Designated Safeguarding Lead to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding. This is in addition to and does not replace the responsibility that rests with the Headteacher to monitor the work of the Designated/Deputy Designated Safeguarding Lead.

Arrangements for reviewing the Safeguarding Policy and procedures

The Safeguarding Policy will be reviewed at least once a term and should a weakness or deficiency with the policy become apparent, it will be remedied immediately. The Headteacher will give a safeguarding update to the Governors each term in the Head's Report and safeguarding procedures and implementation will be reviewed by the Governing Body. The nominated Safeguarding Governor will

provide an annual report to the Governing Body of the school which will include the number of child protection referrals made by the school during the past year, training undertaken by school staff and Governors and any changes in legislation or national/local guidance. Minutes will be sufficiently detailed to demonstrate the breadth and depth of the review. The nominated Safeguarding Governor is responsible for ongoing monitoring of cases, should they be raised. An annual review of the Safeguarding Policy will take place during the Summer Term Governors' meeting. The Safeguarding Governor's responsibility for the annual review will not be delegated although appropriate arrangements may be made for the review to be carried out and then reported to the Governing Body at each Governors' meeting in June.

Monitoring

The Safeguarding Policy will be reviewed at least once a term and the following will be considered:

- How the policy will be updated
- How the safeguarding agenda will be actively promoted
- Duties of the Designated Safeguarding Lead for providing information
- How the school's SLT will monitor incidents that fall within the scope of this policy
- How the Governing Body will be kept informed of incidents and any policy changes
- How cases will be followed up and if necessary closed
- To what degree pupils feel safe in school
- The latest Ofsted/ISI guidance will be monitored to ensure procedures are in place to meet the monitoring guidance contained therein

Complaints

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA's Strategic Lead Officer for safeguarding in education services as necessary.

Policy approved by Governors November 2015. To be reviewed at least once a term.