

**THE CHARTER SCHOOL NORTH DULWICH
CHILD PROTECTION (SAFEGUARDING) POLICY 2019-2020**

The Charter School North Dulwich Goal

All students will develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

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1. INTRODUCTION

The Charter School North Dulwich (TCSND) is committed to providing a safe and secure environment for children, staff and visitors and to promoting a culture in which everyone feels confident about sharing any and all concerns they may have about their own safety and well-being or the safety and well-being of others.

We aim to 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 robust action to enable all children to have the best outcomes possible.

TCSND's Child Protection Policy (CPP) draws on duties conferred by a wide range of legislation, including specifically: 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 2018 "[Keeping children safe in education](#)", Ofsted Guidance and procedures produced by the London Safeguarding Children Board ([LSCB](#)) and the Southwark Safeguarding Children Partnership (SSCP). We also have regard to the advice contained in DfE's "[What to do if you're worried a child is being abused](#)" and "[Information Sharing – Advice for practitioners](#)".

The CPP is applicable to all on- and off-site activities undertaken by students while they are the responsibility of the School.

We will ensure that all staff read at least Part one of DfE guidance "[Keeping children safe in education](#)" and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

2. POLICY AIMS

The purpose of the CPP is to:

- Identify the responsible individuals in the school and explain the purpose of their roles
- Describe the procedures to be followed if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed *vulnerable*
- Set out expectations in respect of training for school staff
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles when employing new staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors, etc.
- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline the role of the governing body
- Outline how the implementation of this policy will be monitored.

This safeguarding policy is consistent with all other policies adopted by the Board of The Charter Schools Educational Trust and the Local Governing Board of The Charter School North Dulwich, and in particular with those policies relevant to the safety and welfare of children, e.g.:

- Code of Conduct
- Special Educational Needs and Disability Policy
- Dealing with Oppressive Behaviour Policy (includes our approaches to address bullying in all its forms)
- E-Safety policy – including online safety
- Data handling policy
- Health & Safety
- All policies and procedures relating to off-site activities
- Whistle blowing policy
- Recruitment policy
- Medical Needs policy

3. RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding and promoting the welfare of children is in the responsibility of the whole school community. All adults working at TCSND (including visiting staff, volunteers, students on placement, commissioned services, etc.) 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 Senior Leadership Team (practical guidance and information is appended).

Named personnel with designated responsibility for safeguarding:

Year	Staff	Governors
2019-20	Simon Williams, DHT – Designated Safeguarding Lead Deputy Designated Leads Susan Spence – Safeguarding Officer Rachel Howes – SENCO Hannah Coleridge – AHT KS3 Michael Snell – AHT KS4 Anna Fletcher – AHT KS4 Christian Hicks – HT Dwayne Francis – Inclusion Manager	Paul Koloj (Nominated link Governor) Amanda King (Chair of Governors)

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety) and provides advice and support to other staff on child welfare and child protection matters, takes part in strategy discussions and inter-agency meetings, and/or supports other staff to do so, and contributes to the assessment of children. The Designated Safeguarding Lead is the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported as a safeguarding issue. If a child is in immediate danger or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Although all staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments, the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

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 Deputy Designated Safeguarding Lead (DDSL) or the LA's Strategic Lead Officer for safeguarding in education services. If a child is in immediate danger or is at risk of harm, a referral will be made to Southwark Multi Agency Safeguarding Hub ([MASH](#)) (or its equivalent in another LA if the child resides in a different LA) and/or the police immediately.

Types of child abuse and neglect

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. A child may be abused by an adult or adults, or by another child or children. Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms – it should never be tolerated or passed off as “banter” or “part of growing up”. TCSND has a clear role for supporting victims of peer on peer abuse.

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. Peer on peer sexual abuse, such as 'sexting' will be dealt with swiftly at TCSND and victims supported appropriately.

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.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSL and DDSLs will be considering the context within which such incidents and/or behaviours occur. This is known as [Contextual Safeguarding](#), which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18. 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 appropriate investigating agencies.

'Sexting'

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

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

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

Peer on peer abuse

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

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. Any possible peer on peer abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. Further information is available in '*Part 5: Child on child sexual violence and sexual harassment*' of DfE guidance "[Keeping children safe in education](#)".

Serious violence

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years; can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Violence Against Women and Girls (VAWG)

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

So-called ‘honour-based’ violence (HBV)

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

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries and is a deeply rooted practice, widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. While FGM is concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

We note a new duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report 'known' cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim). It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). Further information on this duty can be found in the document "[Mandatory Reporting of Female Genital Mutilation – procedural information](#)". A useful summary of the FGM mandatory reporting duty is available in [FGM Fact Sheet](#).

Teachers in our school will personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they will still discuss any such case with the designated safeguarding lead (or deputy) with a view to involving children's social care as appropriate.

Preventing Radicalisation

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 (see "[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.

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

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

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

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

Staff should raise any concerns directly to the Designated Safeguarding Lead, who will in turn refer concerns to the Headteacher. The Headteacher will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub ([MASH](#)). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

Private Fostering

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

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

If we become aware of a child in a private fostering arrangement within Southwark, we will notify the council's Multi Agency Safeguarding Hub ([MASH](#)) by emailing MASH@southwark.gov.uk or calling **020 7525 1921**. Advice about whether there is a need to notify the council, can be obtained by calling **07539 346808** or sending an email to privatefosteringadvice@sou5.hwark.gov.uk.

4. REFERRALS

Where there is a safeguarding concern, we take into account the child's wishes and feelings when determining what action to take and what services to provide. We have systems in place for children to express their views and give feedback. 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. Ultimately, all our systems and processes operate with the best interests of the child at heart.

Referrals to services regarding concerns about a child or family typically fall into three categories:

- Early Help Services;
- Child in need - Section 17 (Children Act 1989) referrals;
- Child protection - Section 47 (Children Act 1989) referrals.

[The Southwark Safeguarding Board Multi Agency Threshold Guide](#) sets out the different levels of need and detailed guidance about how concerns within these different levels should be responded to by Southwark agencies.

Safeguarding referrals should be made to Southwark Multi Agency Safeguarding Hub ([MASH](#)) via [Multi Agency Safeguarding Hub Referral Form \(IARF\)](#) and copied to the LA's Schools Safeguarding Coordinator. Prior to any written IARF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on **020 7525 1921**, to ensure that making a referral is an appropriate action. 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.

When we make a referral, the local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let us, as the referrer, know the outcome. We will follow up if this information is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, we will consider following local escalation procedures to ensure that the concerns have been addressed and, most importantly, that the child's situation improves.

The [Early Help Referral Form](#) will be used to request additional early help for a family when the needs of a child are beyond the level of support that can be provided by universal services.

In circumstances where a child 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 student is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.**

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

All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where students 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.

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

5. VULNERABLE CHILDREN

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plan and any incidents or concerns involving these children 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 Person with responsibility for children in public care. The School's Designated Teacher for Looked-after and Previously Looked-after Children will work with the virtual school head, who manages pupil premium plus for looked after children, to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher will also work with the virtual school head to promote the educational achievement of previously looked after children. We note the DfE's statutory guidance [Designated teacher for looked-after and previously looked-after children](#).

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

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.

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

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 through other children. The school has a strong commitment to anti-bullying and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a child protection context.

We recognise that some students will sometimes negatively affect the learning and wellbeing of other students and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other students by providing a developmentally appropriate PSHE syllabus which develops students' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those students identified as being at risk, developing robust risk assessments and providing targeted work for students identified as being a potential risk to other students. Occasionally allegation may be of a peer on peer abuse nature, which may include physical abuse (violence, particularly pre-planned, forcing other children to use drugs or alcohol), emotional abuse (blackmail or extortion, threats and intimidation), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts). Any possible peer on peer abuse case will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures.

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

6. TRAINING

All staff members will receive appropriate safeguarding and child protection training, including online safety, which is regularly updated. Whole-school in-service training on safeguarding issues will be organised annually. All newly recruited staff (teaching and non-teaching) and Governors will be apprised of this policy and will be required to attend relevant training. In addition, all new staff and temporary staff will be required to attend an induction session to cover all aspects of safeguarding including Prevent with the Safeguarding Lead or their Deputy on their first day in the school. The Safeguarding Lead (and their Deputies) will attend the Local Authority's dedicated induction course and then refresher training at least every two years. Designated staff will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by Southwark Safeguarding Children's Partnership. The designated safeguarding lead will also undertake Prevent awareness training. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.

7. RECRUITMENT

TCSND is committed to the process of becoming a Safe Organisation, creating a culture of safer recruitment. As part of that, we adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safer recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate Disclosure and Barring Service (DBS), criminal records, barred list and prohibition checks will be undertaken. 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](#)". We will also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare "[Disqualification under the Childcare Act 2006](#)", which also contains information about 'disqualification by association'.

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

recruitment training in line with the staffing regulations. The school business manager has an oversight of recruitment tools and processes such as our application form and advertisements that are part of our attempts to deter potential abusers from applying for posts, etc.

The school only use employment agencies that can demonstrate that they positively vet their supply staff and report the misconduct of temporary or agency staff to the agency concerned and to the LA. The evidence of vetting is solicited by and provided to the business manager. Staff joining the School on a permanent or temporary basis are given a copy of this policy.

8. INDUCTION

A key part of our undertaking safer recruitment is the induction opportunities we provide to all new members of staff. We have a safeguarding induction record, completed and signed by the new member of staff following their meeting with the Safeguarding Lead as part of their induction. We highlight within this process our commitment to a 'safer culture' at TCSND, where safeguarding is a core part of everyone's role and not an add-on (see appendix for copy of this).

9. VOLUNTEERS

Any parent/carer or other person/organisation engaged by the school to work in a voluntary capacity with children will be subjected to all reasonable vetting procedures and Criminal Records Checks.

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

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

The law has removed supervised volunteers from regulated activity.

There is no legal requirement to obtain DBS certificates for volunteers who are not in regulated activity and who are supervised regularly and on an on-going day-to-day basis by a person who is in regulated activity. An enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same Code of Conduct as paid employees of the school. Voluntary sector groups that operate within this school to provide off-site services for children 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 Safeguarding Children Board. Further information on checks on volunteers can be found in Part three of the DfE guidance "[Keeping children safe in education](#)".

Premises lettings and loans are subject to acceptance of this requirement.

10. STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with children and their families. The Teachers' Standards 2012 state that all teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children 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 Management Policy.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open

to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a child for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents/carers. Any physical restraint used will comply with DfE and LA guidance.

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

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical/Care Plan that has been agreed with the parents/carers and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with children. In 1:1 teaching, coaching or counselling situations--musical instrument tuition, for example--the door to the room in which the session is taking place should be left open. Where this is not practical, for example because of a need for confidentiality, another member of staff will be asked to remain nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of children will have clear and unobstructed windows and glass panels in the doors allowing for clear visibility to and from adjacent corridors and other communal spaces.

School staff should also be alert to the possible risks that might arise from social contact with children outside of school (including the use of digital / social media such as 'friending' children/parents online, etc.). Home visits to children should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by children 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" will be reported to the Headteacher. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents/carers. This is available from the office. Private tuition for students of TCSND will be regarded as contrary to teaching staff's terms of employment and will not be authorised.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Board. Staff will only use the approved school email, or other school approved communication systems with children or parents/carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to children or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of children or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or the Designated Safeguarding Lead if the Headteacher is not available. Nothing should be said directly to the colleague involved. Any concern relating directly to the Headteacher should be shared with the Chair of Governors.

11. CONTRACTORS

Building 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 by the member of staff commissioning them. 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 children in non-teaching sessions. All contractors and sub-contractors will 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, children 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 (e.g. 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 if they have contact with children. We will always check the identity of contractors and their staff on arrival at the school. Under no circumstances we will

allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity. We will determine the appropriate level of supervision depending on the circumstances.

12. COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF

TCSND takes seriously all complaints made against members of staff. Procedures are in place for children, parents/carers and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought immediately to the attention of the Headteacher (or Deputy Headteacher, if the Headteacher is not available) and nothing should be said to the colleague involved. In cases where the 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
- Behaved towards a child or children in a way that indicates he/she would pose a risk of harm if they work regularly or closely with children.

The Local Authority Designated Officer(s) (DO) should be informed of all allegations that come to a school's attention and appear to meet the criteria. Contact can also be made with the LA's Schools Safeguarding Co-ordinator who will liaise with the DO. 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 the LA CSC. In these cases, local arrangements will be followed to resolve cases without delay.

TCSND has a duty of care to its employees. The school will provide effective support for anyone facing an allegation, including providing them with a named contact within school if they are suspended.

Some rare allegations will be so serious they will require immediate intervention by CSC and/or police. In such cases, a referral to the DO 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.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the individual. Referrals will be made as soon as possible after the resignation or removal of the individual. The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part 4 of the DfE guidance [Keeping Children Safe in Education](#).

The Chair of Governors is: Amanda King

The Nominated Link Governor for Safeguarding is: Paul Koloj

The LA's DO is: Eva Simcock 020 7525 0689

There is also a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with DO issues when DO is unavailable. Duty telephone number for enquiries/referrals is 020 7525 3297

The LA's Strategic Lead Officer for safeguarding in education services is: the Director of Education Nina Dohel 020 7525 3252

The LA's Schools Safeguarding Coordinator is: Apo ÇAĞIRICI 020 7525 2715

The LA's Family Early Help Service Duty Manager: 020 7525 3893

Family Early Help General Educational Enquiries: 020 7525 2714

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

1. RECORDS

Brief and accurate written notes will be kept by the Designated Safeguarding Lead of all incidents and child protection or child in need concerns relating to individual children. 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 Students or parents. All CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. There is a Filing and Record-Keeping Policy that must be adhered to in relation to the integrated filing system for vulnerable children known to the school’s integrated support team. They may only be accessed by the Designated Safeguarding Lead, their Deputy and relevant staff (e.g. senior leaders).

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

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

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

When we receive child protection records from other schools, we will ensure key staff such as the DSL and SENCO are aware as required.

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, an urgent referral will be made to the Family Early Help Service either through the School’s Single Point of Contact (SPOC) or the Family EHS Duty Officer or through a Family EHS team manager in order that they might make further enquiries. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA’s Children’s Services Department. **A child’s name will only be removed from the School’s Admissions Register in accordance with the [Pupil Registration Regulations](#) or with the authorisation of a Team Manager in the Family Early Help Service.**

We will inform the Local Authority when we are about to add or delete a pupil’s name from the school admission register for any reason in line with Southwark’s [Children Missing Education \(CME\) Protocol](#).

When a pupil ceases to be registered at this school and becomes a registered pupil at another school in England or Wales, we will send a Common Transfer File (CTF) to the new school via DfE’s secure internet system called school2school.

We will upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school to a searchable area of the school2school website commonly referred to as the ‘Lost Pupil Database’. If a pupil arrives in our school and the previous school is unknown, we will search the database for any record of the child. 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. We will hold more than one emergency contact number for each pupil or student to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

2. SAFETY IN THE SCHOOL

No internal doors to classrooms will be locked while children are present.

Entry to the premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors will be logged into and out of the premises and will be asked to wear identity badges at all times. Unidentified visitors will be challenged by staff and 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 children, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case, so that if police stop these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to Southwark's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of children in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents/carers whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

3. CURRICULUM

TCSND acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our children for the responsibilities of adult life and citizenship. We will ensure that children are taught about safeguarding, including online safety and will consider this as part of providing a broad and balanced curriculum. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of children.

As appropriate, the curriculum will be used to build resilience, help Students to keep safe and to know how to ask for help if their safety is threatened. We are a 'Growth Mindset'/'Building Learning Power' school. This includes the explicit teaching of metacognitive concepts such as logical reasoning and problem solving, self-control, self-responsibility, emotions & emotional states, consequences, conflict resolution, etc.

As part of developing a healthy, safer lifestyle, children will be taught to e.g.

- 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
- 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 in line with our E-safety Policy. We will be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

TCSND 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 children
- using the full capacity and flexibility of the curriculum to help children 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 lifelong health and well-being.

HEALTHY SCHOOLS

TCSND will work with partners to promote a whole healthy school approach and has achieved Bronze "Healthy School London" status – including a focus on the curriculum with the aim of:

- Developing a school ethos, culture, spiritual, moral, social and cultural (SMSC) development provision and environment which encourages a healthy lifestyle for all students, including the vulnerable;

- Using the full capacity and flexibility of the curriculum to help students to be safe and healthy;
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message;
- Providing high quality PSHE including sex and relationship education (SRE) as part of Personal Development
- Providing high quality Physical Education (PE) and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health;
- Working in partnerships with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all students including the vulnerable.

4. WORKING IN PARTNERSHIP WITH PARENTS/CARERS

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

- We will use clear statements in our brochures and correspondence
- We will involve parents and children in the 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 distribute the LA's leaflet for parents/carers, *Protecting Children in Education Settings* and we will make available to any parent/carer who requests it a copy of this policy. The policy will also be available through the school's web site
- We will keep parents/carers informed as and when appropriate.

5. THE ROLE OF THE LOCAL GOVERNING BOARD

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. Governors are expected to receive appropriate training on safeguarding at induction that is updated regularly. In addition, they should receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually so that they can demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults.

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 Southwark Safeguarding Children Partnership (SSCP).

The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the headteacher.

The Governing Body has nominated Stephen Potter as a lead to take leadership responsibility for the school's safeguarding arrangements.

Concerns about and allegations of abuse made against the headteacher will be referred to the chair of governors who will liaise with the LA's designated officer (DO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the headteacher.

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

Also as good practice, the nominated governor will meet on a regular basis with the DSL to monitor the school's safeguarding arrangements and 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.

Further guidance can be found in the "[Governance Handbook for trustees of academies and multi academy trusts and governors of maintained schools](#)" Nov 2015.

6. VOICE OF THE CHILD

Listening and responding appropriately to the voice of the child is a critical part of good safeguarding practice. This is highlighted to staff during the induction and on-going CPD activities provided by the school/centre. We ascertain from students in the school the degree to which they feel safe here through regularly surveying and responding to their views; as well as providing open door access to the Headteacher and Deputy Headteacher. Student views on emotional well-being, bullying and mental health are sought and used as part of the implementation of the programme.

7. MONITORING AND EVALUATION

This policy is reviewed regularly and formally once a year by the Senior Leadership Team. SLT monitors issues / incidents that fall within this policy scope within the Standing Item: Safeguarding on the SLT meeting agenda. The Governing Board are kept informed of any updates / changes as a result of this monitoring through Governing Board meetings. The governing body will monitor the safeguarding arrangements in the school to ensure that these arrangements are having a positive impact on the safety and welfare of children. This will be evaluated on the basis of evidence of:

- the extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life in the school, backed up by training at every level
- the content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes
- the quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting
- the timeliness of response to any safeguarding concerns that are raised
- the quality of work to support multi-agency plans around the child.

All cases where there are concerns regarding child protection are monitored and followed up by the Designated Person or the deputy who dealt with the original concern. All children subject to CP / CiN Plans have a named 'key contact' in school on their running record; the case management processes within the integrated support team (aka Child & Family Support Team) ensure such cases are regularly reviewed and closed where appropriate.

8. 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.

_____ **Chair of Governors** _____ **Date**

Headteacher



Designated Safeguarding Lead **29th August 2019**

Appendix 1: Guidance for Staff regarding Child Protection

SAFEGUARDING at The Charter School North Dulwich

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

- Providing a safe environment for children and young people to learn; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at the school.

Guidelines for Staff

If you think a child or young person at TCSND is in need because they are suffering or likely to suffer significant harm, you **MUST** do the following:

1. Make a note of what you have seen or been told **and** complete a **Safeguarding Slip in Behaviour Watch**
2. Don't make assumptions – keep an open mind.
3. Don't ask any leading questions and don't cross-examine the child. Only ask simple and open questions – Who? What? Where? When? etc.
4. Don't physically examine the child (other than in an emergency when no first aider is available)
5. **NEVER** promise to keep 'secrets'. Explain that you can listen to them, but make it clear that if you perceive that they are in any danger of harm then you will have to seek advice because you have a duty to protect children and young people. Reassure them that they can be helped and kept safe

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Whilst, anyone can make a referral, it is vital that staff should make every attempt to ensure advice has been sought by the Designated safeguarding Lead or Deputy Safeguarding Lead. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead will be informed, as soon as possible, that a referral has been made.

Be discreet – do or say nothing that may place the child or yourself at risk

6. Act quickly, share the information with the Designated Safeguarding Lead/deputies:
SAFEGUARDING LEAD: Simon Williams
DEPUTY SAFEGUARDING LEADS: Christian Hicks, Susan Spence, Hannah Coleridge, Mike Snell, Anna Fletcher, Dwayne Francis and Rachel Howes.
7. If the disclosure or your concern relates to a member of staff, this must as soon as possible be shared with the Headteacher or the Safeguarding Lead if the Headteacher is not available and nothing should be said to the colleague involved.
8. If you are in any kind of doubt about the procedures for Safeguarding Children, then please see Simon Williams or Susan Spence straight away.

KNOW YOUR PROCEDURES – THEY ARE YOUR BOUNDARIES. THEY ARE THERE TO PROTECT YOU AS MUCH AS TO PROTECT CHILDREN.

All staff and volunteers should protect themselves by following the Code of Conduct for staff. Safe professional practice is vital for ensuring you do not place yourself at risk.

Appendix 2:

Safeguarding Induction Record

Name of person	
Role	
Date	
Safeguarding Lead/Deputy	Simon Williams DSL / Susan Spence DDSL

We have met today to discuss the school safeguarding policy; to ensure that:

- all new members of staff are aware of the school protocol regarding child protection
- that all new members of staff have read the safeguarding policy and been given an opportunity to ask any questions they may have
- the emphasis we place on keeping children safe is clear; and that safeguarding practice is a core part of everyone's role, not an add-on.

We have discussed the need for a 'safer culture' at TCSND and how every member of staff is responsible for this. We have covered:

- features of a safer culture (e.g., abuse and neglect could take place here, no secrets, our procedures, support for children and for you if a concern is raised, commitment to action,
- Code of Conduct, making clear what is acceptable and unacceptable behaviour
- who the nominated Safeguarding Lead is; and their deputies
- the concerns record, where to find it and the importance of recording and reporting
- child protection training
- e-safety and protecting the children and yourself online (including the school's Acceptable Use Agreement)
- use of the school mobile phone while on trips / school journey
- ensuring 1st Aid procedures are employed at all relevant times
- whistleblowing procedures
- the importance of listening and responding to the child's voice
- wearing your ID badge, challenging people who are not wearing a badge on the premises
- if in doubt – ask. It is ALWAYS ok to ask questions, and to ask again if you don't feel satisfied with the outcome. You can also use the designated person team for consultation, advice, support and guidance
- our commitment to safeguarding and an on-going culture of vigilance.

I have read the safeguarding policy.

I have signed the Acceptable Use Agreement.

Signed	
Date	
Name (please print)	

Appendix 4

The Role of the Designated Safeguarding Lead

This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 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 by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- 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.
- 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.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, to ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of reconfirmation of receipt should be obtained.