



## Stillness Junior School

### Safeguarding Policy

Date of Policy:	September 2018	Approved By:
Renewal Date:	September 2019	Signed by Full Governing Body Headteacher

## 1. Safeguarding Statement

Stillness Junior School recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice. This policy applies to all staff, governors, professionals and volunteers working in the school.

## 2. Safeguarding Principles

Our core safeguarding principles are:

- All children have the right to be safeguarded from harm and exploitation whatever their race, religion, first language / ethnicity, gender / sexuality, age, health / disability and political / immigration status.
- We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that child's welfare is our paramount concern.
- All children deserve the opportunity to achieve their full potential and can only do so when they feel safe.
- The needs of the child are paramount and should underpin all child protection work and resolve any conflict of interest.
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in child protection issues will receive appropriate support
- To ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 1998 and the GDPR 2018.

## 3. Aims

The aims of this policy are:

- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice including a structured procedure within the school that will be followed by all of its members in cases of suspected abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To develop effective working relationships with all other agencies (including Children Social Care Services, the police and health services) involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability to work with children.

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday.

**Parents** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## **4. Safeguarding Legislation And Guidance**

### **Legislation**

#### **Education Act 2002**

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

#### **Counter Terrorism and Security Act 2015**

Section 26 Applies to schools and other providers; to have due regard to the need to prevent people being drawn into terrorism.

### **Statutory Guidance**

#### **Working Together to Safeguarding Children (2018)**

Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

#### **Keeping Children Safe in Education (September 2018)**

Keeping Children Safe in Education (2018) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools. 'College' means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.

All staff working within the school should read Part One of this guidance. Staff can find a copy on notice board in the staffroom.

## **5. Roles And Responsibilities**

### **The Roles of the Governing Body**

The Governing Body will ensure that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty.
- Contributes to interagency working and plans.
- Takes into account Lewisham Safeguarding procedures.
- Has an effective safeguarding policy (updated annually and displayed on the schools website) as well as staff behaviour policy and both are provided to and followed by all staff in a timely manner.
- Has a governor who is responsible for liaising with the LA and or partner agencies in the event of allegations of abuse being made against the headteacher
- Appoints a Designated Safeguarding Lead (DSL) who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Appoints a designated Looked After Children (LAC) teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Has considered how children are taught about safeguarding.

- Has evidence of the child voice and that there are systems in place for feedback and pupils views.
- Operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children within the school.
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Ensure appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.
- Develops a training strategy that ensures all staff, including site staff and the headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- Ensure that where services or activities are provided on the school's premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

### **The Role of the Headteacher**

The Headteacher will ensure that the school:

- child protection policy and code of conduct are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Designated Officer where an allegation is made against a member of staff
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### **The Role of the Designated Safeguarding Lead (DSL)**

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

#### **Managing Referrals**

Refer all cases of suspected abuse/radicalisation to the local authority children's social care and:

- the local authority designated officer (LADO) 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);
- Police (cases where a crime may have been committed); and
- support staff who are involved in CP cases

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#### **Working with Others**

- Liaise with the headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the case manager and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Organise the dissemination of information to the Individual School Safeguarding Team.

#### **Undertaking Training**

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead will undertake Prevent Awareness Training.

In addition to the formal training set out above, their knowledge and skills will be refreshed through LA briefings at regular intervals to allow them to understand and keep up with any developments relevant to their role so they:

- 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.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- 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 DSL should ensure the school's policies are known and used appropriately to:

- 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 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 Lewisham Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child Protection File**

Where children leave the school ensure their child protection file is delivered by hand or posted recorded delivery to the new school as soon as this school has been confirmed. This will be transferred separately from the main pupil file.

### **Availability**

During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL(or deputy) would be expected to be available in person in exceptional circumstance contact will be made by phone.

### **Deputy DSL**

The Deputy DSLs are appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. However the DSL's will always hold lead responsibility.

## **6. Staff Training**

We are committed to the provision of child protection training for all our staff which is delivered by the DSL. Training is in line with Lewisham Safeguarding Children Board procedures. All staff have annual top up training particularly on Safeguarding and Child Protection. All staff receive regular updates on safeguarding issues through staff briefings and the Safeguarding Board in the staffroom.

### **Definitions of Child Abuse**

The four categories of child abuse are as follows:

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

### **Definitions of Child Abuse and Neglect**

#### **Physical abuse** (Part A para 1.3.1 LSBCP procedures 2016)

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failure to prevent physical injury or suffering.
- Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. (Fabricated or induced illness was previously known as Munchausen's syndrome by proxy).

#### **Emotional abuse**

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:
  - Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
  - Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
  - Seeing or hearing the ill-treatment of another e.g. where there is domestic violence and abuse;
  - Serious bullying, causing children frequently to feel frightened or in danger;
  - Exploiting and corrupting children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

## **Sexual abuse**

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- In addition; Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003.

## **Neglect**

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- Neglect may occur during pregnancy as a result of maternal substance misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected. Once a child is born, neglect may involve a parent 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);
  - Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Specific Safeguarding Issues with particular relevance to Primary age pupils**

- Child Missing from Education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

## **7. Establishing An Ethos**

We know that through establishing an ethos where:

- all pupils and adults are respected and valued;
- staff give safeguarding the highest importance;
- staff are vigilant;
- staff are prepared to challenge themselves and others to ensure the best outcomes for children;
- staff to feel confident to identify misconduct to reliable staff/Governors/Other agencies

- pupils learn how to stay safe, develop healthy relationships, self-esteem and self-motivation through the curriculum;
- pupils are well behaved and
- we will minimize safeguarding issues such as peer on peer abuse.

## 8. Safeguarding Areas

We are aware that safeguarding is key in other areas such as:-

Prevent

Staff Conduct

Curriculum

Whistleblowing

Managing Allegations Against Staff

Safe Recruitment and Selection

Extended School Arrangements

Health and Safety

Attendance

E-safety

Anti-Bullying

Physical Intervention

School Visits

Use of Mobile Phones / Photography

Looked After Children

Child Protection

## 9. Staff Conduct

We use the DCSF document '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.](#)' as the basis for our Code of Conduct.

### Good Practice Guidelines & Staff Code of Conduct

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

- treating all pupils with respect;
- being alert to changes in pupils' behaviour and to signs of abuse and neglect;
- recognising that challenging behaviour may be an indicator of abuse;
- setting a good example by conducting ourselves appropriately, including online;
- involving pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate or discriminatory language or behaviour;
- avoiding behaviour or language which could be seen as favouring pupils;
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils;
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use;
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid and when providing intimate care;
- maintaining appropriate standards of conversation and interaction with and between pupils, avoiding the use of sexualised or derogatory language, even in joke;
- being clear on professional boundaries and conduct with other staff when pupils present;
- being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- applying the use of reasonable force only as a last resort and in compliance with school procedures;
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care;
- following the school's rules with regard to communication with pupils and use of social media and online networking;



- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working; and
- avoiding sharing excessive personal information with pupils.

### **Abuse of Position of Trust**

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

### **10. Curriculum - Helping Children To Recognise When They Are At Risk And How To Get Help When They Need It.**

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and help them to work out how those risks might be overcome. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, including sexting (age appropriate) and tackling bullying procedures including the consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

### **11. Whistleblowing**

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. This policy is available to view on the school website.

### **12. Allegations Against Staff**

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the Designated Officer will happen if staff have;

- behaved in a way which has harmed, 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 they would pose a risk of harm to children.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to Police or Designated Officer or NSPCC Whistle blowing helpline (0800 028 0285) if they believe direct reporting is necessary to secure action.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHs (Child and Adolescent Mental Health) may be required.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in [Keeping Children Safe in Education \(DfE, September 2018\)](#).

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

### **13. Recruitment, Selection and Pre-Employment Vetting**

In recruiting and appointing staff the headteacher and the school's Governing Body have key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures help deter, reject or identify people who might abuse children.

This part of the policy describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting Stillness Junior School. Governing body and all proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

#### **Safer Recruitment**

Stillness Junior School ensures that all posts are advertised appropriately (either internally, externally or both) and that the advertisement makes clear the School's commitment to safeguarding and promoting the welfare of children. All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children. All person specifications include specific reference to suitability to work with children. The headteacher, the deputy head, the inclusion lead and two nominated Governors have currently undertaken the LA's accreditation for Safer Recruitment.

#### **Definition of Regulated Activity**

Regulated activity includes:

a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,  
b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

- relevant personal care, or health care provided by or provided under the supervision of a health care professional:
- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

The school will consider a person to be in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; and / or
- engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

At Stillness Junior School, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. Stillness will consider the separate statutory guidance by the Department for

Education (DfE) on supervision and regulated activity, when considering which checks should be undertaken on volunteers.

## **Types of check**

### **Disclosure and Barring Service (DBS) checks**

- **Standard:** this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;
- **Enhanced:** This provides the same information as a standard check, plus any additional information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and
- **Enhanced with Barred List Check:** where people are working or seeking to work in regulated activity with children, this allows for an additional checks to be made as to whether the person appears on the children's barred list.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work at Stillness Junior School, as outlined in this policy.

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity.

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Once the checks are complete, the DBS will send a certificate (the DBS certificate) to the applicant. Stillness Junior School requests that applicant must show the original DBS certificate to the school's designated DBS checker) before they take up post or as soon as practicable afterwards.

Where the individual starts to work in regulated activity before the DBS certificate is available, the school will ensure that the individual is appropriately supervised (documented through an appropriate Risk Assessment) and that all other checks, including a separate barred list check, have been completed.

For staff who work in childcare provision or who are directly concerned with the management of such provision, the School insists that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

If the school has reason to believe that an individual is barred it will not allow the individual to carry out any form of regulated activity.

### **DBS Update Service**

Individuals can join the DBS Update Service at the point an application for a new DBS check is made, enabling future status checks to be carried out to confirm that no new information has been added to the certificate since its issue. This allows for portability of a certificate across employers.

Before using the Update Service the School will:

- obtain consent from the applicant to do so;
- confirm the certificate matches the individual's identity; and
- examine the original certificate to ensure that it is for the appropriate workforce and level of check, e.g. enhanced certificate/enhanced including barred list information.

Once these checks have been carried out, the school can then subsequently carry out a free online check. This would identify whether there has been any change to the information recorded, since the initial certificate was issued and advise whether the individual should apply for a new certificate.

Individuals will be able to see a full list of those organisations that have carried out a status check on their account. Further information about the update service can be found at GOV.UK.

## **Disqualification by Association (ref 'Disqualification under the Childcare Act 2006' and 'Disqualification by Association Guidance' February 2015)**

Staff are covered by the Act if they are employed and/or provide childcare in either the early years or later years. Early Years means from birth until 1st September following a child's fifth birthday i.e. up to and including reception age. Later Years means children under the age of 8.

Staff who are directly concerned in the management of early or later years provision are covered by the legislation. Schools are directed to use their judgement to determine who is covered.

To ensure compliance, all teaching staff and support staff at the school will be asked to complete a declaration form, this will include the headteacher, and may also include other members of the school's leadership team and any manager, supervisor, leader or volunteer responsible for the day-to-day management of the provision.

Staff such as premises officers, cleaners, catering and office staff, who are not employed to directly provide childcare, are not covered by the legislation.

Anybody involved in any form of health care provision for a child, including school nurses, and local authority staffs, such as speech and language therapists and education psychologists are not covered by the legislation.

School Procedures: we will make staff aware of the disqualification guidance by:

- referring to the guidance in the school's safeguarding policy
- drawing the guidance to the attention of their staff
- asking each relevant member of staff to complete a form recording these checks on the Single Central Record

Declaration Forms: although it is not necessary for staff to complete a self-declaration form to obtain this information we feel it is best practice to do so. The form requests relevant members of staff declare, to the best of their knowledge, information about someone who lives or is employed in their household who may be disqualified.

What we will do if a member of staff indicates they may be disqualified? We will follow the guidance, in particular:

- contact the school's HR and/or LADO and explain the circumstances.
- if the school is satisfied that the staff member is 'disqualified by association', we will inform Ofsted and explain to the member of staff that they may apply to Ofsted for a waiver.

## **Pre-Appointment Checks**

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, will be conditional on satisfactory completion of the necessary pre-employment checks.

Stillness Junior School will:

- verify a candidate's identity at the point of their interview using the government's guidelines, which can be found on the GOV.UK website; i.e. from current photographic ID and proof of address
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check and ensure that the individual is appropriately supervised (documented through an appropriate Risk Assessment) and that all other checks, including a separate barred list check, have been completed.
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role. This is done through the council's occupational health services;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then we will follow the advice given on the appropriate government's website GOV.UK;

- if the person has lived or worked outside the UK, we will undertake further checks we consider appropriate; and
- verify professional qualifications, as appropriate.

The school uses the Teacher Services' system to ensure that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State.

Where an enhanced DBS certificate is required, it will be obtained from the candidate before, or as soon as practicable after, the person's appointment.

The school will refrain from obtaining an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked:

- in a school in England in a post, which brought them into regular contact with children or young persons in any post in a school since 12 May 2006; or
- in an institution within the further education sector in England or in a 16-19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

All other 'pre-appointment checks will still be completed, including where the individual is engaging in regulated activity, a barred list check.

The School is aware that the DBS cannot provide barred list information on any person, including volunteers, who are not in or seeking to enter in regulated activity.

### **Employment History and References**

Stillness Junior School will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References will always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They will always be requested directly from the referee. The School will not rely on open references, for example in the form of 'to whom it may concern' testimonials. If a candidate for a teaching post is not currently employed as a teacher, it is we will also check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

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

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post (including information obtained from the Teacher Services' checks referred to previously).

### **Checks On Individuals Who Have Lived Or Worked Outside The UK**

Individuals who have lived or worked outside the UK will undergo the same checks as all other staff in Stillness Junior School.

In addition, we will make any further checks we think appropriate, so that any relevant events that occurred outside the UK can be considered. These further checks would include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, we will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for

employment and will seek further guidance from the LA and from the Home Office, who has published guidance on criminal record checks for overseas applicants.

The Department for Education has also issued guidance on the employment of overseas-trained teachers. This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

### **Agency and Third-Party Staff**

Stillness Junior School will obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school that we would otherwise perform.

Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The vetting information must contain the following:

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

We ask supply agencies to email the vetting info to school bursar as well as to the receptionist. The school's receptionist checks this evidence along with a valid photographic ID (i.e. driving licence, passport) on arrival, checking that the person presenting themselves for work is the same person on whom the checks have been made. Any discrepancies will be reported to the bursar immediately and the agency staff will not be able to start their work, until satisfactory checks have been concluded.

Safer Recruitment records of regular agency workers are included in the school's Single Central Record. We provide an induction for supply staff which includes safeguarding and a briefing on any vulnerable children they will be working with.

### **Trainee/Student Teachers**

Where applicants for initial teacher training are salaried by the school, we will ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including and barred list information) will always be obtained.

Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, however, we will obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. The DfE guidance states that there is no requirement for the school to record details of fee-funded trainees on the single central record.

### **Existing Staff**

If Stillness Junior School has concerns about an existing staff member's suitability to work with children, we will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, we are not required to request a DBS check or barred list check.

Stillness Junior School will, under their legal duty, refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence or if there is reason to believe that individual has committed a listed relevant offence; and
- that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

Where we dismiss or cease to use the services of a teacher because of serious misconduct, or would have dismissed them or ceased to use their services had they not left first, we will refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

### **Volunteers**

Under no circumstances will a volunteer in respect of whom no checks have been obtained 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 schools and colleges will be in regulated activity. Therefore we will obtain an enhanced DBS Certificate (which includes 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, as with other staff in regulated activities we will conduct a repeat DBS check (which includes barred list information) on any such volunteer on a three-year basis.

The school may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity, but have the opportunity to come into contact with children on a regular basis, e.g. supervised volunteers. We do, however, acknowledge that we are not legally permitted to request barred list information on a volunteer who, because they are supervised, is not in regulated activity.

The school will undertake a risk assessment and use its professional judgement and experience when deciding whether to seek an enhanced DBS check for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children;
- what the school knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability; and
- whether the role is eligible for an enhanced DBS check.

The Protection of Freedoms Act 2012 amended the Safeguarding Vulnerable Groups Act 2006, removing supervised volunteers from regulated activity and applying a duty on the Secretary of State to issue guidance to assist regulated activity providers such as schools and colleges, to decide what level of supervision is required so that this exclusion would apply. If the volunteer is to be supervised while undertaking an activity, which would be regulated activity if it was unsupervised, the statutory guidance must be followed. The guidance issued following this change requires that:

- there must be supervision by a person who is in regulated activity;
- the supervision must be regular and day to day; and
- the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

The DBS cannot provide barred list information on any person, including volunteers, who are not in or seeking to enter regulated activity.

### **Maintained School Governors**

Stillness Junior School insist that all its Governors have an enhanced Criminal Records Certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

### **Contractors**

Stillness Junior School will ensure that any contractor, or any employee of the contractor, who is to work at the school has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information).

For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

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

Each case will be assessed individually to determine the appropriate level of supervision depending on the circumstances.

If a contractor working at a the school is self-employed, we will obtain the necessary DBS check on their behalf, as self-employed people are not able to make an application directly to the DBS on their own account.

In addition to the above, the school will always check the identity of contractors and their staff on arrival at the school.

### **Visitors**

Stillness Junior School does not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). The headteacher will use their professional judgment about the need to escort or supervise visitors.

### **Single Central Record**

Each school within the school keeps a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record covers all staff (including supply staff, and trainee teachers on salaried routes) who work within the school.

The information that is recorded in respect of staff members (including supply staff and trainee teachers on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

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

For supply staff, the information recorded on the single central record will also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates and whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.



Where checks are carried out on volunteers, we will record this on the single central record.

Stillness Junior School will not keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record. On occasions the schools might choose to retain a copy for verification purposes, but this will not be retained to longer than six months. This ensures that the school complies with the requirements of the Data Protection Act. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications is kept in their confidential personnel file.

#### **14. Extended School Arrangements**

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply and the DSL will be available.

If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

#### **15. Health & Safety**

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children physically within the school environment.

##### **Site Security**

We have a number of security measures in place including CCTV, security gates and security entrance doors.

We have rigorous procedures for ensuring all visitors to the School sign in and have School ID which confirms they have permission to be on site. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.

The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

##### **Risk Assessments**

We have a number of risk assessments and are constantly adding to them and updating them. Our risk assessments fall into three main categories:

- Health and Safety (Premises file)
- Visits (Curriculum network)
- Curriculum (Curriculum network)

#### **16. Attendance / Missing Children / Child criminal exploitation: county lines**

We understand the links between children who might be at risk and poor attendance. In particular, we follow up on any child who goes missing. We call on the first day of absence if an email or phone call has not been received by the parent or carer. The child is reported missing after day 10 of absence. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage. 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. Keys to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>98</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male and female) under the age of 18 years;
- Can affect any vulnerable adult over 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, male 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.

We therefore:

- work closely with the LA's AWO service;
- analyse attendance data;
- monitor attendance closely and implement a range of strategies to tackle poor attendance e.g. first day calls, requirement of doctor's notes and family support;
- do not remove a child from our register without agreement with the LA

### **17. E-Safety / Anti-Bullying**

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings.

The breadth of issues classified within online safety can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The school's E-Safety Policy explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations.

Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/SRE. Parents are encouraged to consider measures to keep their children safe when using social media.

### **18. Physical Intervention / Positive Handling**

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used if a pupil is at risk of harm to themselves and/or others. Reasonable force will be used in accordance with government guidance.

### **19. School Visits**

We have clear protocols in place to ensure the safety of children whilst on school trips. These include:

- Educational Visits Policy
- Clear Educational Visits Procedures

### **20. Use Of Mobile Phones / Photography and Images**

Use of mobile phones see our Mobile Phone Policy. The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:

- seek parental consent for photographs to be published (for example, on our website or in newspapers or publications);
- not use pupils full name with an image;
- ensure pupils are appropriately dressed;
- ensure that personal data is not shared;

- store images appropriately, securely and for no longer than necessary;
- only use school equipment, i.e. not personal devices;
- encourage pupils to tell us if they are worried about any photographs that are taken of them; and
- instruct parents, whenever applicable i.e. productions/assemblies/trips that they must not post any photographs on social media.

Children do not have access to their own devices during school hours. We are a mobile free school and if pupils bring phones into school, they are confiscated; the parent/carers are telephoned to collect the phone from the school office. When they come to collect, they are asked to sign a letter that reiterates we are a mobile free school and acknowledging safe receipt of the phone. Repeat offenders phones are confiscated and returned at the end of the term. Phones are stored in the school safe until the parent/carer comes to collect it. We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our It equipment.

### **Peer on Peer Abuse (including Bullying)**

At Stillness Junior School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: **bullying (including cyber bullying), gender based violence/sexual assaults and sexting.**

### **21. Looked after Children**

There is a designated teacher for looked after children who promotes the educational achievement and ensures that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL, through the designated teacher for looked after children, will have details of the child's social worker and the name of the virtual school head in the in the authority that looks after the child. They will work with the virtual head to discuss how Pupil Premium Plus funding will be best used to meet the needs identified in the child's Educational Health Care Plan (EHCP). There is a designated Governor for looked after children.

### **Children with special educational needs and disabilities**

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

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Stillness Junior School we identify pupils who may need more support to be kept safe or to keep themselves safe. We have an open door policy where children and parents can approach members of staff, and our Inclusion Lead and Learning Mentor meet regularly to discuss and agree actions for children who may be experiencing difficulties or are vulnerable.

### **22. Partnership with Parents**

The school shares a purpose with parents to educate and keep safe children from harm and to have their welfare promoted. This is explained to parents in our prospectus and during the introductory meeting before a child starts at School.

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

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with their child's teacher or a child and family worker in the first instance.

### Partnership with Others

The school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Lewisham Safeguarding Children Board.

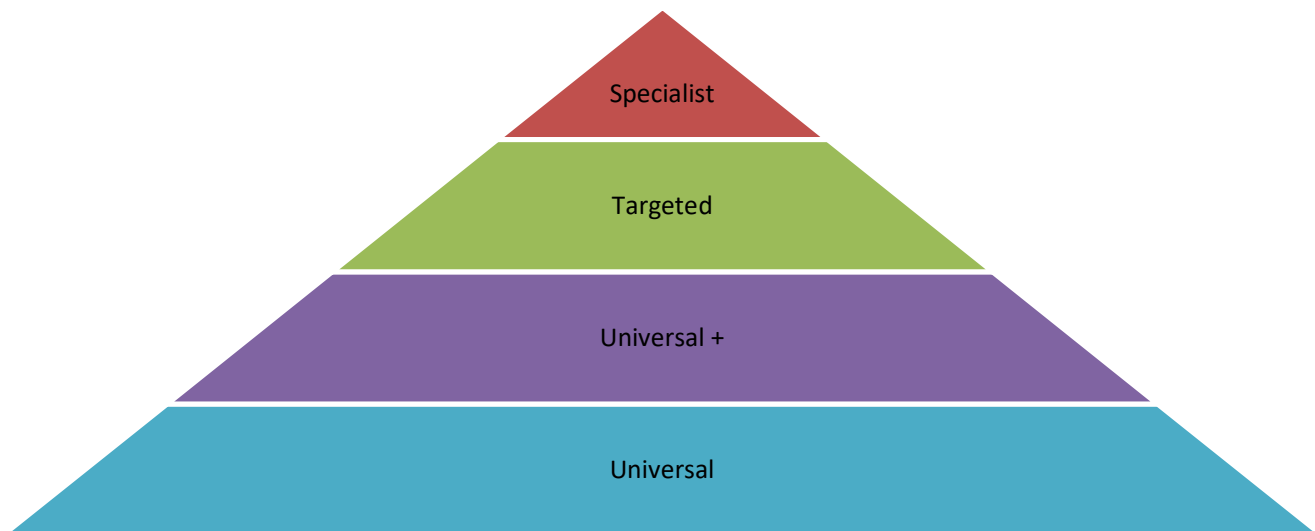
The school works closely with a range of outside agencies which include: Children Social Care, the Police, Health Care Professionals, CAMHS, PCT, Educational Welfare Service a range of family intervention and support groups. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children. This work includes:

- providing a coordinated offer of early help where needs are identified;
- contributing to inter-agency plans to support children who are subject to child protection plans;
- allowing access for children's social care;
- ensuring safeguarding arrangements take in to account the procedures and practices of the local authority (LA); and
- nominating a member of the governing body to liaise with the LA or others in the event of allegation against the headteacher or proprietor.

### 23. Child Protection

There is a difference between a safeguarding concern and a child in immediate danger or at significant risk of harm.

If there are any doubts, discuss with the designated lead or deputy lead for child protection. The designated person will make a decision as to which level of vulnerability the child is in. Advice or guidance can be obtained from the LA Multi Agency Safeguarding Hub (MASH) 020 8314 6647 Support for our children is based on Lewisham's Continuum of Need



Additional support embedded in universal provision  
Early Help  
Government Troubled Families Outcomes

#### Universal

*Children with no additional needs and children who may from time to time require additional support that can be met within universal services.*

## **Early Help**

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Early help can also prevent further problems arising.

We recognise that there are a number of children within the school who could be described as 'vulnerable.' Whilst the child is not in immediate danger, staff members may have ongoing concerns. For example, children who are:

- missing education/missing from education;
- young carers;
- looked after children (LAC);
- privately fostered children;
- affected by domestic abuse;
- affected by substance misuse/drug use;
- affected by mental health issues including self-harm and eating disorders;
- affected by poor parenting;
- at risk of fabricated or induced illness;
- at risk of gang and youth violence;
- asylum seekers;
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, SEND racist etc;
- live transient lifestyles;
- lesbian, gay, bisexual, transgender (LGBT);
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- vulnerable to extremism or radicalisation;
- vulnerable to faith abuse;
- involved directly or indirectly in child sexual exploitation (CSE) or trafficking;
- do not have English as a first language; and
- at risk of Honour Based Violence (HBV) including female genital mutilation (FGM) and forced marriage.

We identify these children in a number of ways:

- daily monitoring/observation
- circle times
- dialogue with parents
- dialogue with other professionals
- all concerns are recorded by the class teacher on a Pupil Concern Welfare form. They are handed to the DSL who will evaluate the information and decide what action is required. All completed Concern Forms are registered and filed and kept in the Headteacher's office.

## **Early Help in School Support**

Our aim is to give early help, making a significant and timely intervention to secure the child's safety and wellbeing within their family.

We make use of a wide range of strategies and professionals recognising that it is often small, personal touches that can improve the situation for the child. We also recognise that supporting a family will benefit the vulnerable child. Our support includes:

- individual or group time with learning mentors
- additional support from member of the LT/ Inclusion/Teacher/Support staff
- circle time
- social groups
- playground support
- informal conversations with parents/carers

## **Universal Plus**

*Children and families with additional needs who would benefit from extra help to improve education, parenting and/or behaviours, to meet specific health or emotional needs, or to improve material situation.*

Assessment Process:

- Two or more services work together to meet child and family needs, coordinated by a service that knows the child/family best.
- An early help assessment should be completed to gain a full understanding of the family's needs,
- a TAF will be convened
- a plan will be agreed with the family, identifying clear outcomes to be achieved and progress regularly reviewed.

## **Early Help**

Where In school strategies have not succeeded, effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Key agencies that may provide support at this level:

- Youth crime prevention services
- Youth service
- Targeted drug and alcohol information, advice and education
- Attendance and welfare,
- Children's centres (e.g. parenting programmes)
- Prevent
- Job Centre Plus (and other employment services)
- Online
- counselling services
- Health visitors
- School nursing
- Early years childcare settings
- Housing
- Young carers
- Adult mental health
- SALT

## **Targeted Level**

*Children and families with complex needs requiring integrated targeted support.*

Because of the complexity of needs, especially around behaviour and parenting, a multidisciplinary / agency coordinated plan developed with the family is needed, coordinated by a lead professional.

The integrated family support service will work with families at this level of need in addition to local health services, voluntary sector providers and children's centres.

Assessment process:

- Where practitioners identify that a child and their family would benefit from a more intensive multidisciplinary response than they can provide, they should discuss this with the family and complete an early help assessment.
- The early help assessment needs to identify the child's and family's needs and develop a SMART plan to address these.
- If a more intensive level of family support is needed from the Council's commissioned family support service, a MASH request should be submitted, ticking "**help and support**".

- A Team around the Family (TAF) is to be convened and a lead professional to be identified. There is an expectation that the TAF will have worked intensively together to meet the additional needs of the child and the family.

### **Specialist / Acute**

*Children with complex additional unmet needs and/or experiencing significant harm that requires a statutory child in need assessment or other interventions such as child protection or legal intervention.*

Where specialist services are needed we ensure that we act quickly and appropriately to provide this support.

If the concern is serious it should be reported immediately to one of the designated leads for child protection.

### Assessment Process

- If a child is at risk of physical, emotional, sexual abuse, or neglect, the DSL will refer to MASH using the single request form and selecting “protection” or phone 020 8314 6660 or the Out-of-hours services from 6pm – 8am contact the Lewisham Town Hall switchboard on 020 8314 6000
- Where an immediate response is required because of the child’s physical / medical health dial 999 for an ambulance.
- Where a child’s safety is at immediate risk contact the police by dialling 999.
- After any immediate protective action has been taken the DSL will need to speak in person to children’s social care.
- A request for help and support or protection form is to be completed and submitted to the Lewisham MASH.
- Where using the continuum of need a professional considers that a statutory social work assessment of the child’s needs and circumstances should be undertaken the single request form should be completed. In submitting such a request the referrer should attach any supporting documentation such as a description of the TAF activity, early help assessments and early help reviews.

If the child is in immediate danger anybody can make a referral. If the child’s situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

### **Preventing Extremism and Radicalisation**

From July 2015 all schools are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015

There is no place for extremist views of any kind in our school, whether from internal sources – children, staff or governors, or external sources - school community, external agencies or individuals. Our children see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our children.

The Prevent duty advice summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

This policy should be read in conjunction with:-

- Keeping Children Safe in Education
- Guidance for Safer Working Practice for Adults who work with Children and Young People in an Educational Setting
- Whistleblowing Policy
- Health and Safety Policy
- Use of Reasonable Force Policy

- E-Safety Policy
- Anti-Bulling Policy
- Mobile Phone Policy