



Safeguarding (Child Protection) Policy September 2020

This policy should be read alongside:

- Statutory guidance [Keeping Children Safe in Education \(KCSIE\)](#)
- Statutory guidance [Working Together to Safeguard Children](#)
- Statutory guidance [Children Missing Education](#)
- Departmental Advice [What to do if you're worried a child is being abused](#)
- Departmental Advice [Information Sharing](#)
- Gipsy Hill Federation Policies and Procedures

Furthermore, we will follow the procedures set out by the local Lambeth & Southwark Safeguarding Children's Boards

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CHASING HORIZONS

There are a number of acronyms and definitions that are specific to safeguarding, this page acts as a quick reference guide

CAIT	Child Abuse Investigation Team
CAF	Common Assessment Framework
CAFCASS	Children and Family Court Advisory and Support Service
CAMHS	Child and Adolescent Mental Health Services
CEOP	Child Exploitation and On-line Protection Centre
CRB	Criminal Records Bureau
CYPP	Children and Young Peoples Plan
DASH	Domestic, abuse, stalking and harassment and honour based violence
DCS	Director of Children's Services
DfE	Department for Education
DO	Designated Officer (formerly known as the LADO)
DPA	Data Protection Act
EPO	Emergency Protection Order
EYFS	Early Years Foundation Stage
FGC	Family Group Conference
FGM	Female Genital Mutilation
FII	Fabricated and induced illness
GDRP	General Data Protection Regulation
GP	General Practitioner
ICT	Information and Communication Technology
IRO	Independent Reviewing Officer
ISA	Independent Safeguarding Authority
LA	Local Authority
LSCB	Local Safeguarding Children Board
MARAC	Multi-agency Risk Assessment Conference
MPS	Metropolitan Police Service
OFSTED	Office for Standards in Education, Children's Services and Skills
PSA	Parenting Support Advisor
PSHE	Personal Social and Health Education
SEN	Special Educational Needs
TAC	Team around the child
UKHTC	UK Human Trafficking Centre
VBS	Vetting and Barring Scheme

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Introduction and Aims

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

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone at The Gipsy Hill Federation who comes into contact with children, their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff at the Gipsy Hill Federation should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

We recognise that no single professional can have a full picture of a child's needs and circumstances. We recognise that, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

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

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

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

'Child' includes everyone under the age of 18.

The aims of this policy are to: Prevent, Protect and Support

- Identify the names of responsible persons in the school and explain the purpose of their role.
- Outline the role of the governing body
- Raising all members of staff's awareness of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Describe what should be done 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".
- Clarify how children will be kept safe through the everyday life of the school

- Monitoring children known to be at risk of harm.
- Set out expectations in respect of training.
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing 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.
- Support a culture of safeguarding, building resilience and a collective responsibility for the safety and well-being of others.
- Work constructively with partner agencies to ensure timely and appropriate support for vulnerable children and their families.
- Ensure that key concepts of child protection are integrated within the curriculum and pupils are educated about risks.
- Raise awareness of child protection issues amongst staff, parents and pupils and to describe clearly the procedures that have been adopted to identify and support children at risk and to respond to concerns and disclosures.
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

The Gipsy Hill Federation's Child Protection (CP) policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), The Non-Maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in [Working Together to Safeguard Children](#), the DfE's statutory guidance [Keeping children safe in education](#), Ofsted Guidance and procedures produced by the London Safeguarding Children Partnership (LSCP) and the relevant local Safeguarding Children Partnerships ([LSCP](#)/[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 policy is applicable to all on and off-site activities undertaken by pupils whilst 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.

This policy is consistent with all other policies adopted by the federation and should be read in conjunction with the following policies relevant to the safety and welfare of children: Acceptable Internet Usage, Attendance, Health and Safety, Special Educational Needs, Behaviour (Adults & Children), Complaints Procedure, Equalities, Preventing Extremism & Radicalisation, E-Safety (and Acceptable Use), Anti-bullying, Educational Visits, Positive Handling, Recruitment and Selection and record keeping guidance.

Covid-19

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response. In line with government guidance we adopted an addendum to our safeguarding policy based on

government and local authority guidance. This is being regularly reviewed in line with evolving public health and government guidance and can the latest version can be found on each school's website.

As we return to school full-time from the beginning of the 2020 autumn term, we note the Government's [Guidance for full opening: schools](#) / [Guidance for full opening: special schools and other specialist settings](#) / [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#) and in particular the section on safeguarding.

We are aware that pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. All staff members and volunteers will be vigilant about the possible impacts of the pandemic on pupils' mental wellbeing and act immediately on any safeguarding concerns, including new concerns where children are returning, and share their concerns with designated and deputy designated safeguarding leads. We will put in place appropriate support systems for pupils and parents/carers, including working with and/or referral to relevant outside agencies. We note the Government's [COVID-19: guidance on supporting children and young people's mental health and wellbeing](#). We are aware of the continued importance for our staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners during this period.

We will continue to ensure that arrangements are in place to keep children not physically attending the school safe, especially online. Where we identify a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person. Details of this plan will be recorded appropriately as will a record of contact. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods will be considered and recorded. All our staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per this policy and where appropriate, referrals will continue to be made to relevant agencies. In relation to any child receiving remote education, we note the DfE's [guidance on safeguarding and remote education during coronavirus \(COVID-19\)](#) in terms of keeping children as well as staff members safe online.

Responsibilities and Immediate Action

Safeguarding children in our schools is the responsibility of the whole school community. Safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised in school.

All adults working in the Gypsy Hill Federation (including visiting staff, supply teachers, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect (see Appendix 4 on types of abuse) to the Designated Safeguarding Lead with responsibility for Child Protection (see Appendix 1-3 for detailed guidance on responding to disclosures).

To ensure that staff in each school will always have immediate access to a trained Designated Safeguarding Lead who is a member of the school leadership team, we have established a Safeguarding Team, which is detailed in Appendix 1. Annex B of the DfE Guidance, [Keeping Children Safe in Education](#), describes the broad areas of responsibility and activities related to the role.

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

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 DSL is also the first point of contact for external agencies pursuing Child Protection investigations and co-ordinates school representation at Child Protection Conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will decide what needs to happen next and whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Lead (DDSL) or the Local Authority'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 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 taking 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.

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 Local Safeguarding Partnership 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 local agencies.

Referrals should be made to the relevant Local Authority (see appendix 1/2 for detailed guidance on making a referral) via the appropriate referral form. Prior to any written referral being sent to social

care, there should be a verbal consultation with a duty social worker or manager by calling the duty desk; this is to ensure that making a referral is an appropriate action. The parents/carers will normally be contacted to inform them that a referral is being made. However, if the concern involves: alleged or suspected child sexual abuse; Honour Based Abuse; 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. In this case a rationale for the decision to progress without consent from the parent 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.

Referrals to Early Help using the appropriate referral forms will be made 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 pupil is thought to be at immediate risk, for example, because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, 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 the Gipsy Hill Federation schools will be informed of our safeguarding responsibilities and the existence of this policy and it is available on the Gipsy Hill Federation website. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the Gipsy Hill Federation, parents will be notified of this as soon as possible according to the first aid procedure.

The Gipsy Hill Federation recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks through the use of the curriculum and sharing information with the police and other partner agencies.

Vulnerable Pupils/Children

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection / Child in Need Plan and any incidents or concerns involving these children. Any unexplained absence will be reported immediately to the allocated Social Worker and confirmed in writing. (For Southwark Schools only, this will also be 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.

Local authorities should share with our school/setting the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

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 can present difficulties for children to share any concerns.

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 Gipsy Hill Federation acknowledges the additional need for support and protection of children, particularly for very young children, and those who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language.

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

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

Looked After Children/Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our governing board will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated

safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The School's Designated Teacher for Looked-after and previously looked-after children will work with the virtual school heads, 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 guidance [Designated teacher for looked after and previously looked after children](#).

Training

Training for all staff members on safeguarding and child protection issues (including online safety) will be updated on a regular basis. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. 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 with the Designated Safeguarding Lead or their deputy on their first day in the school.

The Designated Safeguarding Lead (and their Deputies) will appropriate dedicated training for Designated Safeguarding Leads and then refresher training at least every two years. The designated safeguarding lead will also undertake Prevent awareness training and will be able to understand the unique risks associated with online safety. 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. Designated staff will be encouraged to attend appropriate network meetings and to participate in the [multi-agency training programme](#) organised by the relevant Safeguarding Children Partnerships (LSCP &SSCP).

Safer Recruitment

Recruitment

The Gipsy Hill Federation is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedures that help deter, reject and/or identify people who might abuse children. Safe 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 criminal record checks [Disclosure and Barring Service (DBS) checks], barred list checks 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 safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

The Gipsy Hill Federation will only use employment agencies, which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the Gipsy Hill Federation on a permanent or temporary basis will be given a copy this policy.

Volunteers

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

Under no circumstances will a volunteer for 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 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 reserve the right to request a repeat DBS check (which will include barred list information).

The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly on an ongoing day to day basis by a person who is in regulated activity. However, an enhanced DBS check without a barred list check may be requested following a risk assessment.

Further information on checks on volunteers can be found in Part Three of the DfE guidance "[Keeping children safe in education](#)".

Volunteers will be subject to the same code of conduct as paid employees of the school.

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

Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect to their contact with pupils 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/Positive Handling 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 pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE guidance [Use of reasonable force in schools](#).

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 have a Individual Healthcare Plan that has been agreed with the parents and relevant health authority.

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

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Where there is a possible potential conflict of interest (for example a pre-existing friendship with a parent of a pupil or a family relationship to a pupil in the school), the Headteacher will be alerted to this immediately and how to manage this conflict of interest to safeguard all involved will be agreed. Staff supervising off-site activities or school journeys will be provided with a school mobile phone as a point of contact for parents and carers.

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

Staff should be aware of the school's whistleblowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Headteacher.

Contractors

Building contractors who are engaged by or on behalf of the Federation to undertake works on site will be made aware of this policy and the reasons for this. 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 Senior Leadership Team deem this to be appropriate.

During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the Gipsy Hill Federation to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. Under no circumstances will we 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.

We will always check the identity of contractors and their staff on arrival at the school.

Allegations/Complaints Made Against Staff or Volunteers

The Gipsy Hill Federation takes seriously all allegations made against members of staff or volunteers. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff, including supply teachers and volunteers.

What's the difference between an allegation and a complaint?

Complaints

Complaints are generally expressions of dissatisfaction or concern that may relate to the delivery of a service by a team or individual. A complaint may also be an expression of dissatisfaction about procedures or policy or the way procedures and policies are implemented by any team, team member or our organisation. We have a separate complaints policy and all such complaints should be addressed following that Gipsy Hill Federation policy. Where there is no indication that the complaint relates to harm or potential harm to a child there is no need to refer to the Designated Officer.

Allegations

An allegation, in the context of the statutory obligations relates to any individual who works or volunteers in any capacity with children and where there is a concern that this person has or may have:

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

All allegations about staff members should be reported immediately to the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. The Headteacher will in turn inform the Executive Headteacher and Human Resources as appropriate. If the allegation made to a member of staff concerns the Headteacher then the Executive Headteacher & Chair of Governors should be informed directly and without delay and without informing the Headteacher. In cases where the Executive Headteacher is the subject of the allegation or concern, they will be reported to the Chair of Governors (contact details are contained in Appendix 1), in order that they may activate the appropriate procedures.

In all such cases that an allegation comes to school's attention and appears to meet the above criteria the Local Authority Designated Officer (LADO) will be informed as soon as possible, within 24 hours. Under no circumstances will the Gipsy Hill Federation carry out any investigation or take any action until the matter has been referred to the LADO.

Contact can also be made with the LA's Safeguarding Coordinator/Manager who will liaise with the LADO. The procedures for dealing with allegations need to be applied with common sense and judgment. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

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

The Gipsy Hill Federation 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 person. 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 Four of the DfE guidance [Keeping children safe in education](#).

Note: Staff, Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers/staff whilst investigations are ongoing.

Records

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

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

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

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 SENDCo 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 appropriate LA service 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 the Local Authority.

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 [Children Missing Education \(CME\) Protocol](#).

All additions to or deletions from the school roll will trigger the completion of a Common Transfer File (CTF) which will be downloaded to the appropriate database via the DfE's secure internet system call school2school with particular regard to pupils leaving the school with unknown destination.

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.

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

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

Information sharing and confidentiality

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

The Gipsy Hill Federation will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection act 2018 and the GDPR. This includes allowing relevant staff to share information without consent where there is good reason to do so and the sharing of information will enhance the safeguarding of a child in a timely manner, or to gain consent would place the child at risk.

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

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

Safety in the School

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

Entry to school premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the school will be logged in and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged.

Staff and visitors are expected to wear their identity or visitor badges at all times whilst they are on site.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the

urgency of the case so that if the 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 LA'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 pupils 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 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.

The Curriculum

The Gipsy Hill Federation acknowledges the important role of the curriculum in the prevention of abuse and in the preparation of our pupils for the responsibilities of citizenship and adult life. 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 effective safeguarding outcomes (welfare and safety of pupils/children). As appropriate, the curriculum will be used to build resilience, help pupils to keep themselves safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy;
- citizenship and how to advise friends about whom they might be concerned;
- to stay safe on-line and on the telephone

Where necessary we will work with external agencies to support this work.

All computer equipment and internet access within the Gipsy Hill Federation will be subject to appropriate parental controls, acceptable use and Internet safety rules. 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.

We are committed to a whole-school approach to promote the physical and mental well-being and safety of all our pupils. This includes a focus on:

- Developing a school ethos, culture, spiritual, moral, social and cultural (SMSC) development provision and environment which encourages a healthy lifestyle for all pupils, including the vulnerable;
- Using the full capacity and flexibility of the curriculum to help pupils to be safe and healthy;
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message;

- Delivering the new mandatory Relationships & Sex Education (RSE) and Health Education (HE) and/or where delivered, through Personal, Social, Health and Economic (PSHE) & Wellbeing Education;
- 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 pupils including the most vulnerable and disadvantaged.

On-Line Safety

The use of technology and social media has become a significant component of safeguarding children. Technology can provide a platform that facilitates harm: Child Sexual Exploitation; radicalisation; sexual grooming.

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

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

Working in Partnership with Parents

It is our policy to work in partnership with parents or carers to secure the best outcomes for children. We will therefore communicate as clearly as possible the commitment of the Gipsy Hill Federation to safeguard children and to promote their welfare and well-being;

- We will use clear statements in our brochures, websites and other correspondence.
- We will involve parents and pupils in the development of Codes of Conduct, Equalities, Behaviour Management and Safeguarding 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 translation services where necessary.
- We will keep parents informed of our responsibilities upon induction and by placing this policy on the Gipsy Hill Federation's website.
- We will share with parents the contents of any reports that are submitted to Child Protection Conferences and Review Conferences.
- We will thoroughly investigate parental complaints and consider the implications of any findings for the development of our policies and procedures.
- We will keep parents informed as and when appropriate.

The Role of the Governing Body

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times. 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 their Local Safeguarding Children Partnership (LSCP/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 safeguarding lead, designated governor or the Headteacher.

The Governing Body has nominated David Okoro 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 a 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 a 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.

Monitoring and Evaluation

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.

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.

Where staff feel unable to raise an issue arising from the operation of this policy or feel that their concern is not being addressed, they must follow the whistle blowing procedures.

Chair of Governors:	Signed Copy can be found on our website
Executive Headteacher:	
Safeguarding Lead:	

Headteacher:	Date:
Designated Safeguarding Lead:	Date:

*This policy will be reviewed and updated again in September 2021

APPENDIX 1

Your Designated Safeguarding Team

Federation Governors	Clerk: Flossie Del Santo Chair of Governors Contact: governors@ghf.london
Ms Alexandra Cambouris/ Charles Asher	Co-Chair of Governors
Mr David Okoro	Lead Governor for Safeguarding (Champion)

Federation Safeguarding Leads	0208 670 3576
Ms Susan Holt	Executive Headteacher
Ms Amelie Thompson	Head Of Inclusion

Kingswood Primary School	0208 761 4827 (Lower Site) / 020 8670 3576 (Upper Site)
Ms Kelly Foster & Ms Jo Morris	Headteachers
Ms Amy Salter	Deputy Headteacher and SENCO/Designated Teacher for Looked After Children
Ms Amy Rogers	Deputy Headteacher
Ms Michelle Spencer-Child	Deputy Headteacher
Ms Emma Ross	Deputy Headteacher
Ms Jan Shahjahan	Deputy Headteacher
Ms Imelda Callaghan	SENCO/Designated Teacher for Looked After Children
Ms Ria Mason	Family Services Officer
Ms Corrina Scarlett	Family Services Officer

Elm Wood Primary	0208 670 1621
Ms Myrtle Charles	Headteacher
Ms Sarah Phillips Knight	Deputy Headteacher
Ms Graziella Williams	Deputy Headteacher
Ms Daisy Drury	Deputy Headteacher
Ms May Chapman	SENCO/Designated Teacher for Looked After Children
Ms Felix Morgan	Family Services Officer

Paxton Primary	0208 670 2935
Mr Jeff Muhammed	Headteacher
Ms Sarah Gee	Deputy Headteacher
Ms Katharine Wilmot	Deputy Headteacher
Ms Clare Spencer	Deputy Headteacher
Ms Rachel Young	SENCO/Designated Teacher for Looked After Children
Ms Charlotte Newman	Family Services Officer

Glenbrook Primary	0208 674 2387
Ms Jane Scarsbrook	Headteacher
Ms Debbie Palache	Deputy Headteacher
Ms Shirley Pearson	SENCO/Designated Teacher for Looked After Children
Ms Tanya Fernandez	Family Services Officer

Fenstanton Primary	0208 674 3311
Ms Gillian Roberts	Headteacher
Ms Laura Woodham	Deputy Headteacher
Ms Laura Talbot-Ponsonby	Deputy Headteacher
Mr Leroy Hoyte	Deputy Headteacher
Ms Zoe Nash	SENCO/Designated Teacher for Looked After Children
Ms Cherie Alleyne	Family Services Officer

Crawford Primary	☎0207 274 1046
Ms Haley Foxworthy	Acting Headteacher
Ms Sophie Dickin	Deputy Headteacher
Ms Emma Taylor-Jones	Deputy Headteacher
Ms Louise Williams	SENCO/Designated Teacher for Looked After Children
Ms Karima El Hajoui	Family Services Officer

Local Authority Contacts Lambeth Children's Services

Lambeth Integrated Referral Hub	Duty Manager	0207 926 3100 Out Of Hours: 0207 926 1000 helpandprotection@lambeth.gov.uk
Local Authority Designated Officer (DO)	Andrew Zachariades	0207 926 4679 0772 082 8700 LADO@lambeth.gov.uk
Local Authority Safeguarding Lead (early years, primary schools, high schools and colleges)	Sarwan Singh Jandu	0207 926 9643 0797 649 0051 sjandu@lambeth.gov.uk
Education Prevent Officer	Lydia Nixon	0207 926 3668 lnixon@lambeth.gov.uk
Head of Inclusion, Education and Learning	Stuart Boffin	0207 926 0296 sboffin@lambeth.gov.uk
Child Sexual Exploitation Co-ordinator	Claire McDonald	0207 926 0296 CMcDonald@lambeth.gov.uk

Southwark Children's Services

Southwark Multi Agency Safeguarding Hub (MASH)	Duty Manager	0207 525 1921 Out Of Hours: 0207 525 5000 MASH@southwark.gov.uk
Family Early Help Service	Duty Manager Duty Officer	0207 525 3893 0207 525 2714 earlyhelp@southwark.gov.uk
Director of Education/ Strategic Lead Officer for safeguarding in education	Nina Dohel	0207 525 3252
Local Authority Designated Officer (DO)	Eva Simcock Duty Officer	0207 525 0689 0207 525 3297
The LA's Schools Safeguarding Coordinator	Apo Çağırca	020 7525 2715
Education Prevent Officer	Charlotte Kathe	0207 525 4185

APPENDIX 2

WHAT TO DO IF YOU HAVE CONCERNS ABOUT A CHILD

Sharing & Recording Concerns

An individual with concerns about a child shares these with the Designated Safeguarding Lead (DSL)

Practitioner discusses with the Designated Safeguarding Lead (s) (DSL)**Practitioner records initial concern on appropriate (Pink) forms**

All factors and information will be considered by the DSL and/or Deputy DSL /Headteacher

Referral to Social Care

Prior to any written referral being sent to social care by the DSL, there should be a verbal consultation with a duty social worker or manager by calling the duty desk; this is to ensure that making a referral is an appropriate action.

Lambeth First Response Team: 0207 926 3100
Email: helpandprotection@lambeth.gov.uk

Southwark MASH: 0207 525 1921
Email: MASH@southwark.gov.uk

No Referral to Children's Social Care**(Referral to Early Help)**

You may need to act to ensure services/early help is provided through Common Assessment Framework (CAF)

The designated safeguarding/agency identifies a lead professional to work with child/family to complete an Early Help Assessment (CAF) / action plan and lead on its implementation

If the child's situation does not appear to be improving the referrer should press for re-consideration

Children's Social Care Consideration

Children's Social Care decides within one working day what action will be taken, including if an assessment is needed, and feeds back to the referrer

Assessment

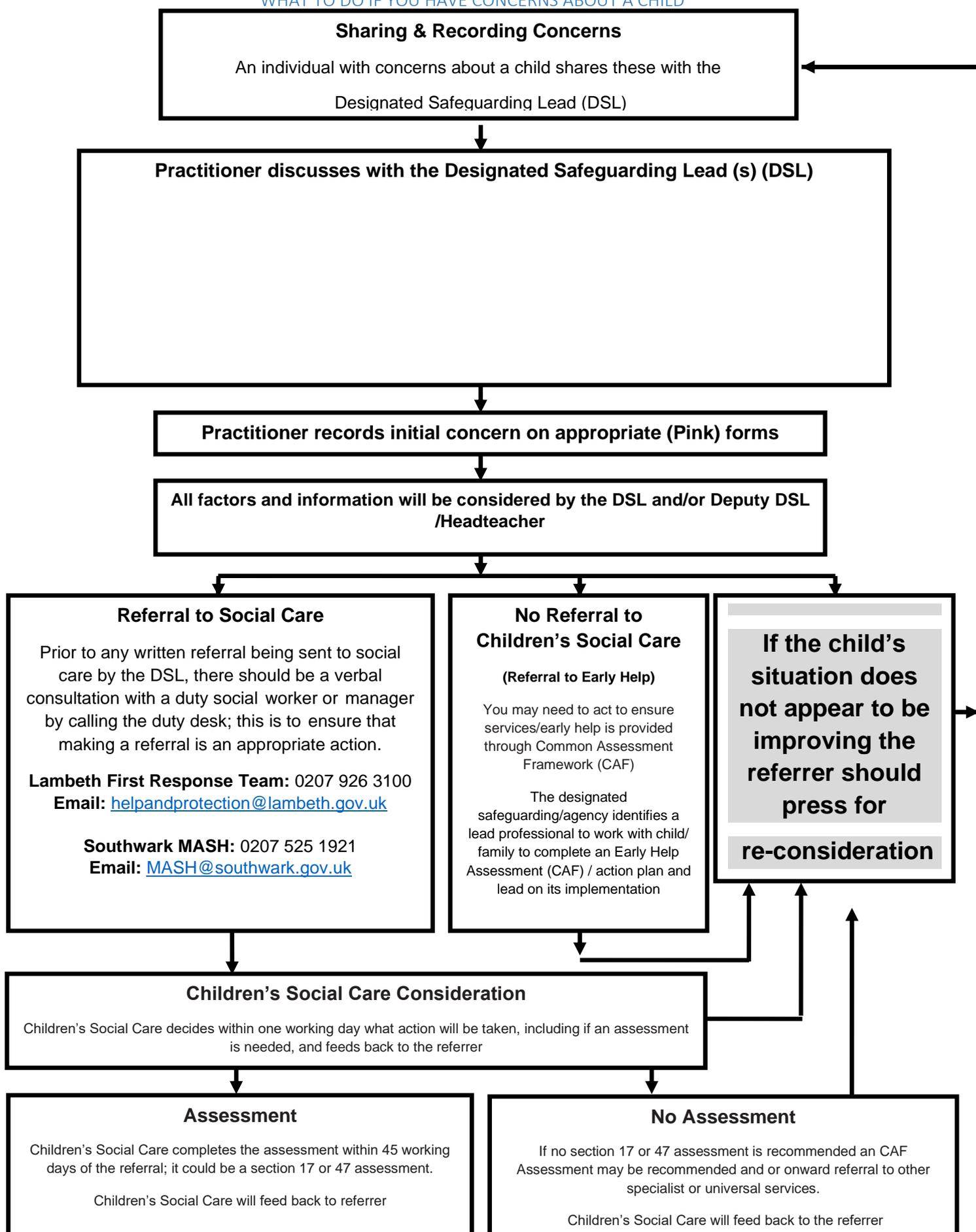
Children's Social Care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment.

Children's Social Care will feed back to referrer

No Assessment

If no section 17 or 47 assessment is recommended a CAF Assessment may be recommended and or onward referral to other specialist or universal services.

Children's Social Care will feed back to the referrer



APPENDIX 3

Responding to Child Protection Concerns or Disclosures

1. Always stop and pay attention to someone who wants to raise concerns about an incident or the welfare of others.
2. Stay calm, listen carefully and take what you're being told seriously.
3. Always assume that a child is telling the truth.
4. Do not promise secrecy but re-assure any child that they have done nothing wrong and that you will only talk to someone who can help to protect them from further harm.
5. Let the child talk at their own pace.
6. Do not ask leading questions, for example; "What did she do next?" (this assumes that she did), or "Did he touch your private parts?" In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
7. Do not ask the child to repeat the incident for other members of school staff. The child may have to talk to a social worker and/or a police office and repeat information. Repeating their story unnecessarily can cause undue stress.
8. End by summarising what has been said, tell the child what you are going to do next.
9. Make a note of what the child has said as soon as possible, using their own words. Everyone should make a record of what they have seen, been told, record any visible injuries.
10. Act quickly and speak to the Designated Safeguarding Lead/ Team and hand in a completed Safeguarding Concern Form 'Pink Form' with details of the concern.
11. Be discreet and say nothing that might compromise the safety of the child, their family, a colleague or the integrity of the school.
12. The Designated Safeguarding Lead / Team will then decide upon the next steps and contacting parents / carers and the investigating agencies, as appropriate.
13. Report any concern relating the conduct of staff or visitors to the headteacher, Federation Safeguarding Lead.
14. Report any Concerns relating to the conduct of the headteacher to the Chair of Governors

APPENDIX 4

Types of abuse and neglect

Children who may require early help: All Staff (Governors and Volunteers) working within the School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help using the Thresholds Document for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;

These children are therefore more vulnerable; this School/College will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

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

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

Physical Abuse Indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Unexplained injuries – bruises / abrasions / lacerations. • The account of the accident may be vague or may vary from one telling to another. • Unexplained burns. 	<ul style="list-style-type: none"> • Withdrawn or aggressive behavioural extremes. • Uncomfortable with physical contact. • Seems afraid to go home. • Complains of soreness or moves uncomfortably.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Regular occurrence of unexplained injuries. • Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion. | <ul style="list-style-type: none"> • Wears clothing inappropriate for the weather, in order to cover body. • The interaction between the child and his/her parent/carer. |
|--|--|

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 that 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.

Emotional Abuse Indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Poor attachment relationship. • Unresponsive / neglectful behaviour towards the child's emotional needs. • Persistent negative comments about the child. • Inappropriate or inconsistent expectations. • Self-harm. 	<ul style="list-style-type: none"> • Low self-esteem. • Unhappiness, anxiety. • Withdrawn, insecure. • Attention seeking. • Passive or aggressive behavioural extremes.

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.

Sexual Abuse Indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Sign of blood / discharge on the child's underclothing. • Awkwardness in walking / sitting. • Pain or itching – genital area. • Bruising, scratching, bites on the inner thighs / external genitalia. • Self-harm. • Eating disorders. • Enuresis / encopresis. • Sudden weight loss or gain. 	<ul style="list-style-type: none"> • Sexually proactive behaviour or knowledge that is incompatible with the child's age & understanding. • Drawings and/or written work that is sexually explicit. • Self-harm / Suicide attempts. • Running away. • Substance abuse. • Significant devaluing of self. • Loss of concentration.

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.

Neglect Indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Unattended medical need. • Underweight or obesity. • Recurrent infection. • Unkempt dirty appearance. • Smelly. • Inadequate / unwashed clothes. • Consistent lack of supervision. • Consistent hunger. • Inappropriately dressed. 	<ul style="list-style-type: none"> • Poor social relationships. • Indiscriminate friendliness. • Poor concentration. • Low self-esteem. • Regularly displays fatigue or lethargic. • Frequently falls asleep in class. • Frequent unexplained absences.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSLs will be considering whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. 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 the specific safeguarding issues outlined below.

Specific Safeguarding Issues

Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff members are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on [Mental Health and Behaviour in Schools](#).

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the indicators of CCE are: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education. Any possible CCE case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

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 can not 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.

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

'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'](#).

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.

Peer on peer abuse

Children are capable of abusing their peers. This can take different forms, such as 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 typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence. Although it is more likely that girls will be victims and boys 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. We also note the DfE's advice and guidance on [Preventing and Tackling Bullying](#).

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 children's social care 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](#)".

Domestic Violence

Domestic or Family Violence adversely affects children, whether or not it is significant enough to warrant action under Child Protection Procedures. Domestic violence is classed as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse (physiological, physical, sexual, financial or emotional) between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. When a member of staff becomes aware that a child may be living in a household where there is emotional, physical or sexual violence, we will create an opportunity for the abused partner to disclose harm, attempt to find out whether the abused partner is receiving help. We will ensure that all information is dealt with securely and sensitively and refer the matter to children's social care where there is a child/ren at risk of significant harm and/or neglect. If members of staff have a concern about or knowledge of any domestic abuse incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies. Information is available about [Domestic abuse and how to get help in Southwark](#). Southwark Council's support and service provider Solace (020 7593 1290, southwark@solacewomensaid.org) offer free and confidential support for women and men aged 16 or over who are survivors of domestic abuse. Information is available about [Domestic abuse and how to get help in Lambeth](#). Lambeth Council's support and service provider The Gaia Centre (run by Refuge) (020 7733 8724, lambethvawg@refuge.org.uk) offer free and confidential support for girls and women over 13 and men over 16 who are experiencing/have experienced domestic abuse. Support is also available to young people aged 11 or over who have witnessed or experienced domestic violence.

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

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

Operation Encompass

At the Gipsy Hill Federation we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Multi-Agency Safeguarding Hub ([MASH](#)) will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, is detailed as part of the school's Safeguarding Policy and published on our school website.

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](#) and [Lambeth's VAWG Strategy](#).

So-called 'honour-based' abuse (HBA) (including Female Genital Mutilation and Forced Marriage)

HBA 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 HBA 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 HBA or who has suffered from HBA, 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](#).

If staff have any concerns regarding the possibility of this at any level they must follow the Gipsy Hill Federation's safeguarding procedures in order that the designated people for child protection and safeguarding can then use the existing national and local protocols for multi-agency liaison with police and children's social care. Teachers have a duty to report cases to the police where they discover that an act of FGM appears to have been carried out.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be

physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. We note The Forced Marriage Unit's [statutory guidance](#) and especially Chapter 7 on page 32 of the [Multi-agency guidelines](#), which is specifically aimed at teachers, lecturers and other members of staff within schools, colleges and universities. Any possible forced marriage case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk

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

Preventing Extremism and Radicalisation:

Protecting children from the risk of radicalisation should be seen as part of our the Gipsy Hill Federation's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

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 voluntary, confidential support 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.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Local Authority Children's Services. They 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 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.

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness (FII)/Munchausen's by proxy is a form of child abuse whereby a parent or carer (usually a biological mother) exaggerates or deliberately causes symptoms of illness in the child. The term FII is preferred because it places emphasis on the person carrying out the abuse, rather than the victim. FII covers a range of cases and behaviours involving parents seeking healthcare for a child, from extreme neglect (failing to seek medical care) to induced illness.

Symptoms of FII include:

- A mother or carer who convinces their child they are ill when they are perfectly healthy.
- A mother or other carer who exaggerates or lies about their child's symptoms.
- A mother or other carer who manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples.
- A mother or other carer who deliberately induces symptoms of illness – for example, by poisoning the child with unnecessary medication or other substances.

Where there are concerns that FII is occurring, the Designated Safeguarding Lead should be notified immediately.

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 Lambeth or 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 or Lambeth we will notify the council, we will notify the council's Multi Agency Safeguarding Hub ([MASH](#)) about whether there is a need to notify the council, can be obtained in Southwark by calling **07539 346808** or sending an email to privatefosteringadvice@southwark.gov.uk or in Lambeth by calling 020 7926 7081

Children Missing From Education (CME)

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

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

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

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

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

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

Young Carers:

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

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

The designated safeguarding lead will consider the concerns for either an 'Early Help' intervention or a referral to Lambeth Social Care if appropriate.