



DULWICH PREP LONDON
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SAFEGUARDING (CHILD PROTECTION) POLICY

This is a whole school policy which applies to all sections of the school, including Early Years, Out of School Care and Clubs.



Person responsible for this policy:

Sarah Brownsdon
Designated Safeguarding Lead

Date of Policy Review:

Updated Sept 2018

Next Review Due:

on going - July 2019

SAFEGUARDING (CHILD PROTECTION) POLICY

Dulwich Prep London is committed to providing a safe and secure environment for pupils, staff and visitors and promoting a climate where pupils and adults 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 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.

Dulwich Prep London's Child Protection 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 and Inspections Act 2006 and the guidance contained in 'Working Together to Safeguard Children' (revised July 2018), the Department for Education's (DfE's) statutory guidance 'Keeping Children Safe in Education' (revised Sept 2018), 'Prevent Duty Guidance: for England and Wales' (revised 2016), Ofsted Guidance and the procedures produced by the London Safeguarding Children Board (LSCB) and the Southwark Safeguarding Children Board (SSCB). The school is also guided by the standards for Independent Schools as set out in The Education (Independent Schools Standards) (England) Regulations 2014 (ISSRs). 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 Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children: Anti-Bullying Policy, Behaviour and Sanctions Policy, E-Safety, ICT and Acceptable Use Policy, Educational Visits Policy, Attendance Policy.

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this school (including visiting staff and volunteers) must ensure they are aware of the system in place to support safeguarding and if they have any concerns, they must raise them with the Designated Safeguarding Lead, who is a member of the Safeguarding Team, or a Deputy Designated Safeguarding Lead.

Designated Safeguarding Lead (also lead for Early Years Foundation Stage EYFS):

Sarah Brownsdon, Senior Deputy Head (020 8766 5533)

Deputy Designated Safeguarding Leads:

Ruth Burtonshaw, Head of Early Years (020 8766 5531)

Clare Leach, School Sister (020 8766 5512)

Catherine Solomon, Head of Upper School (020 8766 5500)

Karen Tuckwell, Head of Lower School (020 8766 5509)

Phil Topham, Head of Middle School (020 8766 5500)

Kate Warren, School Sister (020 8766 5512)

Shelley Whitehead, Head of Pre-Prep (020 8766 5505)

The Designated Safeguarding Lead is the first point of contact for external agencies, including for children within the EYFS, who are pursuing Child Protection (CP) investigations and co-ordinates the School's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences).

Procedure for Staff members who have concerns

If a member of staff has concerns or is made aware of an allegation of abuse, or if knowledge of a possible abuse comes to their attention, it is their duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, questioning should be limited to the minimum necessary for clarification. Leading questions should be avoided. No guarantees of confidentiality should be given; rather the informant should be told that the matter will be referred in confidence to the appropriate people to ensure proper action is taken. Staff must also take steps to protect the informing pupil or adult from any retaliation or unnecessary stress resulting from a disclosure.

Members of staff should remember that pupils may perpetrate abuse as well as adults. A bullying incident should be treated as a safeguarding concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm (see the Anti-Bullying Policy). In severe cases of pupil-on-pupil abuse a referral would be made to an external safeguarding agency.

The member of staff should enter information into CPOMS (Child Protection Online Management System). This is an online system for recording and disseminating information to staff responsible for safeguarding welfare. The Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead should be notified **immediately** and are responsible for deciding 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 Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Leads, the Headmaster, the Local Authority Strategic Lead Officer for safeguarding in education services, or the Early Help

Service (EHS) Duty Manager. 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. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead will be informed, as soon as possible, that a referral has been made. Allegations of abuse against a member of staff or a volunteer should be reported to the Headmaster (see separate section below).

Information about types of child abuse and neglect is contained in Appendix D below.

Safeguarding children involves more than protecting children from abuse, and the school recognises its responsibilities to respond to all concerns about children, whether of a safeguarding nature or not. The school's pastoral team will be informed of any concerns that are not judged to indicate that a child is 'at risk' or 'in need', to ensure that the needs of the child can be met.

Referrals

Referrals should be made to Southwark Multi Agency Safeguarding Hub (MASH) via a Common Assessment Framework (CAF) form and copied to the Local authority's (LA's) Schools Safeguarding Coordinator. Prior to any written CAF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on 020 7525 1921, to ensure that making a referral is an appropriate action. Referrals will normally be made by the Designated Safeguarding Lead, but anybody can make a referral (see information in Appendix C for more contact details for making referrals). The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example, alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral. Normal referral processes are also available where there are concerns about children being drawn into terrorism.

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

If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately to the LA. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration or refer themselves. Concerns should always lead to help for the child at some point.

School Responsibilities

All parents accepting a place at Dulwich Prep London are required to sign an acceptance of the school's Contract for Educational Services. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

Dulwich Prep London recognises the need to be alert to the risks posed by strangers or others (including the parents/carers of other pupils) who may wish to harm children either in school or whilst travelling to and from school, and will take all reasonable steps to lessen such risks.

Pupils are reminded in assemblies and in PSHE lessons to whom they are able to talk. That may be the Head of Year, Head of Section, their form tutor, P2B, the School Sisters, the Headmaster or Senior Deputy Head. They are encouraged to find a person they trust and to speak about issues worrying them.

Vulnerable Pupils

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

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 may have communication barriers and difficulties in overcoming these barriers.

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

The School also acknowledges the additional need for support and protection of children who are vulnerable by virtue of homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils

who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

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 and 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). 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 and sanctions 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. Occasionally an allegation may be of a peer on peer abuse nature, which may include physical abuse (violence, particularly pre-planned, forcing other children to use drugs or alcohol), emotional abuse (blackmail or extortion, threats and intimidation), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts). Any possible peer on peer abuse case will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures.

We will always ascertain the views and feelings of all children. 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.

When it comes to our notice that a child under the age of 13 years 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.

Action if a pupil is missing or absent

Dulwich Prep London has an attendance policy which should be followed in the event of a child's absence from school.

Staff Training

All staff are made aware of the safeguarding policy and receive training which includes signs to look out for and appropriate record keeping. Staff are required to enter all data concerning a child into CPOMS. Whole school in-service training on safeguarding issues from an external agency will be organised on at least a three yearly basis. Child Protection INSET training for all staff is held at the beginning of every Term. All new and temporary staff will be required to attend an induction session with the Designated Safeguarding Lead, their Deputy or the HR Manager (who has completed Level 3 Safeguarding Training) on their first day in the school. This induction session will include reading and understanding Part 1 of KCSIE, including Annex A, this Safeguarding Policy, the Staff Code of Conduct, the School's Whistleblowing Procedures and the identity of the Designated Safeguarding Lead and Deputies. 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 termly, 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 LA or Safeguarding Board training.

The Designated Safeguarding Lead and Deputies will attend appropriate child protection training and then refresher training at least every two years. Level 3 training is completed on a regular basis. The Safeguarding Team have carried out Channel online awareness training. In addition to this formal training, their knowledge and skills are kept up to date through (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 Southwark Safeguarding Children Board (SSCB).

Recruitment

Dulwich Prep London 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. All details of the school's written recruitment and selection policy and procedures are contained within the Safer Recruitment Policy. 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 Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks 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.

Dulwich Prep London 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 School on a permanent or temporary basis will be notified of the Safeguarding (Child Protection) Policy and will be given a copy of Dulwich Prep London's guidance on Safeguarding procedures. All staff are required to sign confirmation of understanding the Safeguarding (Child Protection) Policy and Procedures.

Assurance will be gained that staff of another organisation have been checked for suitability if they supervise the school's pupils on a site other than the school. The statutory checks will be carried out by the HR Manager.

Volunteers

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

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

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

barred list information). However, we may conduct a repeat DBS check (which will include barred list information) on any such volunteer should we have any concerns.

The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain a DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on an ongoing day to day basis by a person who is in regulated activity, but 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. Volunteers will be provided with the school’s safeguarding information and will be required to read and sign the Safeguarding Children form. Volunteers will not be given responsibility for the personal care of pupils. Voluntary sector groups that operate within Dulwich Prep London, provide off site services for our pupils or use school facilities will be expected to adhere to this safeguarding policy or operate a policy which is compliant with the procedures adopted by Southwark Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

Staff Code of Conduct

All staff (paid/voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families, which can be found in the school’s Employment Policies. 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 those detailed in the school’s Behaviour and Sanctions 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 Head of Section, Headmaster, DSL and parents. Any physical restraint used will comply with Dulwich Prep London School Policy, DfE and LA guidance.

Members of staff should avoid any gratuitous physical contact with pupils that may be misconstrued by a pupil, parent or observer. There will be occasions when physical contact is acceptable and, in general, these will fall into one of three categories:

- Action to prevent harm or injury to the pupil or to others: The use of minimum force and contact necessary to prevent harm or injury is acceptable and defensible. Such incidents should be recorded in writing and must always be reported to the Headmaster immediately.

- Comforting a pupil in distress: What is acceptable will depend on the circumstances – the age of the pupil, the extent and cause of the distress, and the alternative means of providing comfort – so professional judgement and discretion will need to be exercised in relation to these factors. Staff should consider how others might perceive the action. Particular care must be taken in instances which involve the same pupil over a period of time.
- Unavoidable contact, for example in PE, music teaching, drama and administration of First Aid. All staff should be alert to the possibilities of contact being misinterpreted and open to the scrutiny of colleagues and ensure that their behaviour does not make children feel uncomfortable or inadvertently lay them open to allegations of abuse.

Members of staff should ensure that children have appropriate privacy when changing clothes, using the toilet or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that poor behaviour does not occur. This supervision should be appropriate to the needs and age of the children and sensitive to the potential for embarrassment. With older children, staff should normally place themselves immediately outside the main changing area or toilet area. If staff need to enter to ensure the safety of the children, they should knock and announce that they are entering, and they should only stay in the area for as long as is necessary to ensure safety. Members of staff should not use pupils' toilets, and the time spent in shared public changing rooms or toilets should be kept to a minimum, with staff-pupil use of such facilities deliberately staggered so as not to coincide where possible. If a member of staff believes their actions in any of these areas could be misinterpreted, the DSL should be informed immediately.

Except in cases of emergency or minor cuts / scrapes in the playground, 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 close by. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be seen by the staff in the Medical Centre and appropriate care plans will be devised in agreement with the parents/carers.

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

School staff should also be alert to the possible risks that might arise from social contact with pupils outside the School. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headmaster. Visits/telephone calls by pupils to the homes of staff should only occur in exceptional circumstances and with the prior knowledge and approval of the Headmaster. Any unplanned contact of this nature or suspected infatuations will be reported to the Headmaster. Staff supervising off site activities or school trips will be provided with a school mobile telephone as a point of contact for parents/carers. Staff should not give their personal mobile phone numbers to pupils, nor communicate with them by text message or personal email. If it is necessary to speak to a pupil by telephone, they should use one of the School's telephones. Staff should not engage in communication with pupils via social media networks, such as Facebook. Likewise, unregulated internet 'chat rooms' for children (or similar on-line forums) should not be used and staff should be aware that it is impossible to determine the age of any participant in these environments.

Staff will only use the School's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Headmaster and Governing Body. Staff will only use the approved school email, school Learning Platform or other school approved communication systems with pupils or parents/carers and will not disclose their personal telephone numbers and email addresses to pupils. 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 Headmaster, or with the Designated Safeguarding Lead if the Headmaster is not available. Nothing should be said to the colleague involved. Any disclosures or concerns about the Headmaster should be shared with the Chair of Governors or with the Safeguarding Governor if she is not available.

Contractors

Contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this safeguarding policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractual organisations who work with or for the school will be sent a copy of this policy and the School's Code of Conduct for Staff, with a covering letter stating Dulwich Prep London's safeguarding responsibilities. They are required to sign and return a form in acknowledgement of their understanding and consent, and that they are willing to comply with the school's Safeguarding policy.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this safeguarding 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 a contractor in respect of whom no checks have been obtained be allowed 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.

Complaints / Allegations made against Staff

Dulwich Prep London takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concerns that they might have about the actions of any staff member or volunteer. All such complaints will be brought immediately to the attention of the Headmaster (or the Designated Safeguarding Lead, if he is not available) and nothing should be said to the colleague involved. In cases where the allegation is against the DSL, the Headmaster should be informed and will not discuss the case with the DSL. The Headmaster should be kept informed of any allegations against staff.

In cases where the Headmaster is the subject of the allegation or concern, this will be reported to the Chair of Governors, or the Safeguarding Governor if she is not available, in order that she may activate the appropriate procedures. The Headmaster must not be informed of the allegation. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children

The Local Authority's Designated Officer(s) (LADO) should be informed of all allegations that come to a school's attention and appear to meet the criteria within one working day. Contact can also be made with LA's Schools Safeguarding Coordinator who will liaise with the LADO. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

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

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the 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'.

Where a teacher is dismissed (or would have been dismissed had he / she not resigned), separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made, with reference to the guidance given by the TRA.

The Chair of Governors is: Celia Randell (020 87665542)

The Safeguarding Governor is: Henrietta Deasy (020 8766 5542)

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

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

The LA's Strategic Lead Officer for safeguarding in education services is: Nina Dohel 0794 978 7911

The LA's Deputy is: the EHS Duty Manager 020 7525 3893

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

EHS Duty Officer (Education): 020 7525 2714

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

Records

Brief and accurate written notes must be kept of all incidents on CPOMS, child protection or child in need concerns relating to individual pupils. The notes stored in CPOMS 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

record. The School will take into account the views and wishes of the child who is the subject of the concern but staff must 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 in CPOMS. They may only be accessed by the Designated Safeguarding Lead, Deputy and Designated Safeguarding Leads.

If a pupil is withdrawn from Dulwich Prep London before Year 8 for any reason, all efforts will be made to identify any new home address and the school to which they are being admitted, so that their educational records can be sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Early Help Service either through the EHS Duty Officer or through the local team manager in order that they might make further enquiries. If Dulwich Prep London receives educational records concerning a child who is not registered with the school, the records must be returned promptly to the sending school accompanied with a letter advising them to refer to their LA's Children's Services Department. A pupil's name will only be removed from the School's Admission Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Team Manager in the Early Help Service.

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

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

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

Safety at Dulwich Prep London

Entry to the Dulwich Prep London site on Alleyn Park is controlled by doors that are secured physically or supervised by staff. Where parents are welcomed onto the school site for events, their interaction with children is supervised. Our Reception is staffed by receptionists during school opening hours during the school term. Visitors to the school will be asked to read 'Our Safeguarding Responsibilities' notice (see Appendix B), will be logged into and out of the premises, will be asked to wear School visitor badges and will be

accompanied. Unidentified visitors will be challenged by staff and reported to the Senior Deputy Head and/or School Office.

Entry to the Early Years department on Gallery Road is controlled by a buzzer operated by the receptionist and staff.

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 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.

The Use of Photographs and Videos

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 and not shared via social media or internet sharing sites. 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, they must express this view in writing. Their rights will be respected.

If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

Curriculum

Dulwich Prep London acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life. It is expected that all curriculum co-ordinators will consider the opportunities that exist within their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, to judge what kinds of physical contact are acceptable and unacceptable, to help pupils to keep safe and to know how to ask for help if their safety is threatened.

Sex and relationship education will be included in the curriculum in an age-appropriate manner, as will Online Safety education. Pupils will be taught how to stay safe online through regular assemblies and PSHE and computing lessons. In addition, an annual guest speaker presents to the pupils, staff and parents, this is usually the e-safety specialist Karl Hopwood.

All computer equipment and internet access within Dulwich Prep London will be subject to appropriate “parental controls” and Internet safety rules in line with Dulwich Prep London’s E-Safety and ICT Acceptable Use Policy. The Acceptable Use Policy is updated annually and presented to the pupils in form time.

The school does not allow the use of mobile phones in the school and all phones brought to school must be handed in before school and collected after school. All boys have individual iPads which do not have 3G or 4G access, but can access the school internet through a filtered Wi-Fi. Sanctions are in place for boys who do not hand in their mobile phones on arrival at the school. The use of electronic communication is highlighted in the school’s AUP.

Dulwich Prep London works to promote ‘Healthy School’ status through the curriculum with the aim of:

- Developing a school ethos through (SMSC) spiritual, moral, social and cultural provision and an 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;
- Providing high quality PSHE including sex and relationship education (SRE) as part of Personal Development
- Providing high quality Physical Education (PE) and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health;
- Working in partnerships with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the vulnerable.

Visiting speakers will be supervised at all times by a member of Dulwich Prep London staff and the content of their address will be requested in advance to ensure that they are not attempting to radicalise pupils.

Complaints

All complaints arising from the operation of this policy will be considered under Dulwich Prep London’s Complaints Procedure, with reference to the Local Authority’s Strategic Lead Officer for safeguarding in education services as necessary.

Working in Partnership with Parents

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of Dulwich Prep London. We will make available a copy of this policy to any parent who requests it. The policy will also be available through the school’s web site.

The Role of the Governing Body

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

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

The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Headteacher. The policy will be formally signed off by the Chair of Governors at least annually.

The Governing Body has nominated Celia Randell, Chair of Governors, to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headmaster and she attend any strategy meetings called in respect of such an allegation.

As a good practice, the Headmaster will provide a 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.

The governing body has also nominated a Safeguarding Governor, Henrietta Deasy, who will meet on a regular basis with the Designated Safeguarding Lead to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding. As a good practice, the Safeguarding Governor will carry out an audit of the school’s safeguarding practices and report back to the governing body on an annual basis. This is in addition to and does not replace the responsibility that rests with the Headmaster to monitor the work of the Designated Safeguarding Lead.

Chair of Governors:

Celia Randell (020 8766 5539)

Safeguarding Governor:

Henrietta Deasy (020 8766 5542)

Monitoring and Review

Dulwich Prep London’s governing body will review this Policy and consider safeguarding issues and their implications for the school on an annual basis. The Safeguarding Governor will carry out an annual audit of the school’s safeguarding practices and report back to the governing body. The Headmaster will report annually to the governing body on levels of child protection referrals made by Dulwich Prep London during the past year and training

undertaken by school staff and governors. Dulwich Prep London will ensure it has procedures in place to meet the required monitoring guidance. The safeguarding team shall ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay once identified.

The governing body will evaluate the safeguarding arrangements in the school 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 school or in the family or wider community outside
- the timeliness of response to any safeguarding concerns that are raised
- the quality of work to support multi-agency plans around a child of concern.

Any member of staff who has concerns that the duties of the Safeguarding Team are not being carried out correctly should use the school's Whistleblowing Policy to alert Senior Leadership Team of their concerns or make a referral to the Local Authority Children's Services (see Appendix C).

APPENDIX A: FORM SIGNED BY STAFF

Safeguarding Children at Dulwich Prep London

WHAT IS CHILD PROTECTION?

Protecting specific children who are suffering or who are at risk from significant harm.

WHAT IS SIGNIFICANT HARM?

- **Physical** harm
- **Neglect**
- **Emotional** abuse
- **Sexual** abuse

IF A CHILD DISCLOSES TO YOU

- Make sure the child is safe
- Listen and appear to have time
- Stay calm
- Take this seriously
- Reassure the child – tell them they are brave and it is not their fault

NEVER promise to keep secrets and don't ask leading questions

WHAT DO YOU DO?

Explain to the child that if you perceive they are in any danger of harm then you will have to seek advice because you have a duty to protect children and young people.

Record what you have seen, been told or noticed.

WHO DO YOU TELL?

Act quickly and share the information with the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads for Safeguarding at Dulwich Prep London.

It is your responsibility to alert one of the Safeguarding Team if you suspect, hear or observe any concerns or feel that something isn't right about a child.

The Safeguarding Team are:

Designated Safeguarding Lead: Sarah Brownsdon, Senior Deputy Head ext 204

Deputy Designated Safeguarding Leads:

Ruth Burtonshaw	Head of Early Years	ext 301
Clare Leach	Sister	ext 225
Catherine Solomon	Head of Upper School	ext 602
Karen Tuckwell	Head of Lower School	ext 501
Phil Topham	Head of Middle School	ext 623
Kate Warren	Sister	ext 225
Shelley Whitehead	Head of Pre-Prep	ext 401

Please sign below to confirm that you have read and understood the above

Name.....

Signature **Date**.....

Position **Dept**.....

APPENDIX B: FRONT OF HOUSE SAFEGUARDING NOTICE

TO ALL VISITORS

WELCOME TO DULWICH PREP LONDON

OUR SAFEGUARDING RESPONSIBILITIES

This applies to all sections of the school, including Early Years, Before or After School Care and Clubs

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

- providing a safe environment for children and young people to learn
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at Dulwich Prep London

If you have any concerns about a child's well-being during your visit, speak to the school's Designated Safeguarding Lead:

Sarah Brownsdon (Senior Deputy Head):

020 8766 5533

Dulwich Prep London's Safeguarding Policy contains more detailed information about our safeguarding responsibilities and can be accessed on the school website.

APPENDIX C: CONTACT DETAILS FOR LOCAL AUTHORITY CHILDREN'S SERVICES

As set out in this Safeguarding Policy, **any member of staff can and should make a referral** to Local Authority Children's Services if they feel that the Safeguarding Team is not taking appropriate action or in the case of an emergency. This Appendix sets out information to allow them to do this.

Although Dulwich Prep London is based in Southwark, our pupils come from many surrounding London boroughs and any referrals should be made to the borough in which the child resides. Staff can carry out an internet search using the child's postcode to find out which borough they live in.

It is worth noting that, where staff are uncertain, about which advice can be sought from Southwark Local Authority who will advise about how best to contact other agencies.

SOUTHWARK:

In hours: 020 7525 1921

Out of hours: 020 7525 5000

Schools' safeguarding coordinator (for advice): 020 7525 2715

CROYDON:

Safeguarding Consultation line – for advice about whether a referral is appropriate: 020 8726 6464

Croydon Contact Line – where there is an immediate need for a safeguarding response because a child is at imminent risk: 020 8726 6400

LEWISHAM:

In hours: 020 8314 6660

Out of hours: 020 8314 6000

LAMBETH:

In hours: 020 7926 5555

Out of hours: 020 7926 1000

WANDSWORTH:

Duty Team: 020 8871 6622

Out of hours: 020 8871 6000

CONCERNS ABOUT EXTREMISM:

As well as referral through the normal safeguarding channels, support and advice about extremism can be sought from:

Local Police: 020 7378 1212

DfE Counter-Extremism Service: 020 7340 7264 or counter-extremism@education.gsi.gov.uk

MANDATORY REPORTING DUTY - FGM (for details see Appendix D):

Local Police: 020 7378 1212

APPENDIX D: TYPES AND SIGNS OF CHILD ABUSE AND NEGLECT

Information taken from KCSIE and the NSPCC. See www.nspcc.org.uk for more information on signs and symptoms of abuse.

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.

Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls. There isn't one sign or symptom to look out for that will say a child is definitely being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

Children who are physically abused may have:

Bruises

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object.

Burns or scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds.

Bite marks

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.

Fractures or broken bones

- multiple fractures or breaks at different stages of healing

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

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions. Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

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.

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

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.

Children who are neglected may have:

Poor appearance and hygiene. They may:

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money

They may have health and development problems:

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues, further information about which is available in Annex A of KCSIE:

Children Missing From Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of the pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

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.

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. These are 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 the 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). 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](#)".

Preventing Radicalisation

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

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

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

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

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

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

Private Fostering

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

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

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