



Macaulay Primary School

Policy Consultation & Review

This policy is available on the school website and can be requested from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise our staff's expertise and we invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our **Staff Code of Conduct, Behaviour Policy** and the safeguarding response to those **pupils who are missing from education**. In addition, all staff are provided with Part One of the statutory guidance [Keeping Children Safe in Education](#), DfE (2024).

This policy will be reviewed in full by the Governing Body annually. This policy was last reviewed and agreed upon by the Governing Board on 24th October 2024. It is due for review in October 2025.



**Macaulay Primary School
Child Protection and Safeguarding Policy**

Date policy agreed: **October 2024**

Annual Review date: **October 2025**

Macaulay School Contacts

❖ The Designated Safeguarding Lead is: **Ciara Warde**

❖ In her absence the Deputy Designated Safeguarding Leads are:

Name (1): **Susan Eade**

Name (2): **Kelly-Anne Read**

Name (3): **Joanne Martin**

❖ Chair of Governors: **Sarah Thomas**

❖ Safeguarding Governor **Gill White**

Contact: **sthomas@macaulay.sch.uk**

talktogovernors@macaulay.lambeth.sch.uk

❖ The Designated Lead for Looked After Children is: **Kelly-Anne Read**

❖ The Mental Health Lead is: **Kelly-Anne Read**

Local Authority Contacts

- ❖ Lambeth Integrated Referral Hub telephone: **020 7926 3100**
(Out of hours: **020 7926 1000**)

- ❖ Local Authority Designated Officer (LADO): **Andrew Zachariades**
Telephone: **020 7926 4579** email: lado@lambeth.gcsx.gov.uk
Mobile: **07720 828700**

- ❖ Senior Safeguarding Manager for early years, primary schools, high schools and colleges:
Deborah Carter Telephone: **020 7926 4679**
email: dcarter@lambeth.gov.uk

- ❖ Education PREVENT Officer:
Lydia Nixon Telephone: **020 7926 3668** email: lnixon@lambeth.gov.uk
❖ Head of Inclusion (Education and Learning):
Stuart Boffin Telephone: **020 7926 0296** email: sboffin@lambeth.gov.uk

- ❖ CSE Co-ordinator Children's Services:
Claire McDonald Telephone: **020 7926 0296** email: cmcdonald@lambeth.gov.uk

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1. PURPOSE & AIMS

1.1 The purpose of Macaulay CE School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always seek to:

- provide help and support to meet the needs of children as soon as problems emerge
- protect children and young people at our school from maltreatment whether that is within or outside the home, including online
- prevent impairment of our children's and young people's mental and physical health or development
- ensure that pupils' at our school grow up in circumstances consistent with providing safe and effective care
- enable children at our school to have the best outcomes

1.2 This policy will give direction to all staff, including supply staff, volunteers, visitors, and parents, about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school recognises its role in to protecting children from harm and supporting and promoting good care of all pupils at our school. The elements of our policy are prevention, protection, and support.

1.4 We recognise that our safeguarding responsibilities are seeking to ensure that appropriate safeguarding responses are in place for children absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing, to identify the risk of abuse and neglect, including sexual abuse or exploitation, to ensure that appropriate safeguarding responses are put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to speak freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure pupils who talk to them that they are being taken seriously and will be supported and kept safe. Pupils will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

2.2 Everyone who meets children and their families has a role to play in safeguarding children. We recognise that staff at our school play a vital role as they can identify early concerns at an early stage and help prevent problems. **Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child. We are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment.

Adults in our school take welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. Staff should share concerns about a child with the Designated Safeguarding Lead . However, it should be remembered that sometimes children will not feel ready or know how to tell someone they are abused, exploited or neglected, and they may not do so if their experiences are harmful.

2.3 Where there is a safeguarding concern, the child's wishes and feelings are considered when determining what action to take and what services to provide. Our systems are well promoted, quickly understood and easily accessible for children to confidently report abuse confidently knowing their concerns will be treated seriously, and knowing they can express their views safely.

2.4 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, respond to a disclosure from a child and record and report this information. Children will know what procedures the adult will follow in relation to any information they have disclosed.

2.5 Children at Macaulay are taught how to keep themselves and others safe, including online. We present this information in an age-appropriate way. We are sensitive to individual children's specific needs and vulnerabilities, including children who are victims of abuse and children with special educational needs or disabilities.

Our Computing curriculum includes an online safety unit for each year group, covering this topic in an age and stage appropriate way. The school marks Safer Internet Day every year with workshops and sessions for each key stage focusing on how to stay safe online.

In addition, throughout our broad and balanced curriculum, we provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others and how to stay safe (this includes online). The Relationships and Sex Education and Health Education Policy covers relevant topics in an age and stage appropriate way, through a planned, developmental curriculum enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This provides further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources

Our Personal, Social, Health and Economic (PSHE) scheme of work uses the SCARF (Safety, Caring, Achievement, Resilience, Friendship) resources to cover the following topics each term:

- Me and My Relationships
- Valuing Difference

- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Further information can be found in the DfE guidance [‘Teaching online safety in school.’](#) and [‘Relationships Education, Relationships and Sex Education and Health Education.’](#)

2.6 The school assesses the wider community and the broader pupils' well-being and safety. As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a coordinated offer of early help when children's additional needs are identified.

At all times, we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2018) and the [Lambeth Safeguarding Children Partnership](#)

Children can be 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 injuries, including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

These may include if a child:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health, and care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or home
- is misusing drugs or alcohol
- is at risk of modern slavery, trafficking, or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and neglect
- is at risk of being radicalised or exploited
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- has a family member in prison or is affected by parental offending
- is persistently absent from education, including persistent absences for part of the school day

3. ROLES AND RESPONSIBILITIES

3.1 It is the responsibility of every member of staff, volunteer, and regular visitor to our school to ensure that they carry out the requirements of this policy and always work in a way that will safeguard and promote the welfare of all the pupils at this school. This includes providing a safe environment in which children can learn.

The Governing Body

3.2 The Governing Body of Macaulay is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility for safeguarding and promoting the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will seek to ensure that:

- the safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Lambeth Safeguarding Children Partnership policies and procedures
- the school contributes to inter-agency working in line with Working Together to Safeguard Children 2024
- a senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL).
- all staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education, as detailed in section 3
- all staff undertake appropriate child protection training that is updated annually and online safety training
- procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance
- safer recruitment practices are followed in line with the requirements of [Keeping Children Safe in Education](#) DfE 2024
- it remedies any weakness regarding our safeguarding arrangements brought to their attention without delay
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3.4 The Governing Body will receive a safeguarding report at each meeting, that will record the training that has taken place, the number of staff attending and any special training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 The Headteacher is responsible for:

- identifying alternative staff members to act as the Designated Safeguarding Lead (DSL) to ensure there is always cover for this position
- ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- ensuring all staff and volunteers can raise concerns about poor or unsafe practices and that such problems are addressed sensitively in line with the whistle-blowing procedures
- liaise with the LADO in the event of an allegation of abuse against a staff member or volunteer

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is responsible for safeguarding and child protection at Macaulay CE School. The role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or from outside the school
- work with external agencies and professionals on matters of safety and safeguarding
- undertake training
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote good educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teachers and leadership team. The DSL will carry out their role having regard to the responsibilities outlined in Annex C of [Keeping Children Safe in Education](#). Any concern for a child's safety or interest will be recorded in writing and given to the DSL.

3.7 During term time, if the DSL is unavailable a Deputy DSL will always be available for staff to discuss safeguarding concerns.

3.8 The DSL will represent the school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience, the DSL will liaise with Children's Services and other agencies where necessary, make referrals of suspected abuse to Children's Services, participate in strategy discussions and other interagency meetings, and contribute to the assessment of children.

3.9 The DSL will maintain records and child protection files, ensuring they are kept confidential and stored securely (see section 7 for more information.)

3.10 The DSL is responsible for ensuring that all staff members and volunteers know our policy and the procedure they need to follow. They will ensure that all staff, volunteers, and regular visitors have received appropriate child protection information during induction and have been trained within the school.

3.11 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

3.12 The DSL will work with the senior leaders (who are all Deputy DSLs), taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced and identifying the impact that these issues might be having on children's attendance, engagement, and achievement.

3.13 This will include understanding their academic progress and attainment, maintaining a high aspirations culture and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

3.14 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm and educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will take account of information about a child with a social worker to make decisions in the best interests of the child's safety and welfare and help promote good educational outcomes. The DSL will ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort, supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to support these children most effectively.

3.15 If the DSL is unavailable, staff should speak to the deputy DSL, a member of the SLT, and/or take advice from local children's social care (KCSIE, 2024)

4 TRAINING & INDUCTION

The critical training elements are:

Induction Training – this is mandatory and should include.

- the child protection policy
- the behaviour policy
- the staff behaviour policy (sometimes called Code of Conduct)
- the safeguarding response to children who go missing from education
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies). (See KCSIE (2024))

DSLs attend training every two years and, in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff will receive regular safeguarding and child protection updates as required, but at least annually.

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and

procedures in place in schools and colleges are effective.’ This training is regularly updated. (See KCSIE (2024)).

Safer Recruitment training is available to all relevant staff and governors involved in the recruitment process.

4.1 When new staff join our school, they will be informed of the safeguarding arrangements. They will be given a copy of our school’s safeguarding policy and the staff code of conduct, Part one of *‘Keeping Children Safe in Education* and who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school’s response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these documents. They will also be provided with details of our Concern Slips and CPOMS logins.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within the first month of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring the child that they are being taken seriously and that they will be supported and kept safe, how to keep records, the processes for referral to Children’s Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing concerning concerns about another adult’s behaviour and suitability to work with children. Staff will also receive online safety training.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in Part one of *‘Keeping Children Safe in Education’*. To achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, and staff meetings), as required, but at least annually
- The staff noticeboard displays relevant safeguarding information and concern slips
- Concerns slips are available in communal places around the school

4.4 All regular visitors, temporary staff and volunteers will be made aware of our school safeguarding procedures; they will be informed of our DSL and alternate staff members and the recording and reporting system. (See Appendix 2). All visitors also read and sign a copy of the staff code of conduct when they enter school.

4.5 The DSL, the alternates and any other senior member of the team who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Lambeth School Services and the Lambeth Safeguarding Partnership at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, the DSL will ensure that they update their knowledge and skills regularly but at least annually and keep up with any developments relevant to their role by attending Lambeth’s DSL forums.

4.6 Members of our Governing Body will also undertake appropriate training to ensure they can carry out their duty to safeguard all the children at our school. Training for governors to support them in their safeguarding role is available from Lambeth School Services.

4.7 We encourage all our staff to keep up to date with the most recent local and national safeguarding advice and guidance; Annex A of *'Keeping Children Safe in Education (2024)'* provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via [Lambeth Safeguarding Children Partnership](#)

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Macaulay CE School adheres to child protection procedures that have been agreed locally through the Lambeth Safeguarding Children Partnership.

5.2 Staff members, including volunteers, are advised to maintain an ***'it could happen here'*** attitude where safeguarding is concerned. When concerned about child welfare, staff members should always act in the best interests of the child concerned.

5.3 Staff should report concerns on CPOMS and are encouraged to report concerns and not view any concerns as insignificant. Staff should be aware that problems could accumulate over a period and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. Reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 School staff are not responsible for investigating welfare concerns or determining the truth about any disclosure or allegation. All staff, however, have a duty to recognise problems and inform the DSL about them.

5.5 The Designated Safeguarding Lead (DSL) should be the first point of contact for concerns and queries regarding safeguarding concerns. Any staff member or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior staff member available.

5.6 All concerns about a child or young person should be reported without delay on CPOMS or recorded in writing using the agreed system in the setting (see Appendix 1 for suggested template). Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up

- a note of any action taken, decisions reached and the outcome

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Lambeth Integrated Referral Hub as required. All information and actions undertaken, including the reasons for any decisions made, will be documented on CPOMS.

5.8 If there is a risk of immediate serious harm to a child, a referral should be made immediately to Lambeth Integrated Referral Hub. Anybody can make a referral in these circumstances.

5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Lambeth Children Services or the police if:

- the situation is an emergency and the Designated Safeguarding Lead , Deputy Safeguarding Leads and the Headteacher are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety

5.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Lambeth Children Services directly with their concerns.

Early help assessment

5.11 The DSL will lead on liaising with other agencies and setting up an inter-agency early help assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The school will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements. The DSL will keep the case under constant review and the school will consider a referral to Lambeth children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

5.12 Early Help Indicators

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer

- is showing signs of being drawn anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

Confidentiality

5.13 All staff understand that timely information sharing is essential to effective safeguarding. As set out in the Data Protection Act (DPA) 2018 and UK GDPR, the sharing of information for the purposes of keeping children safe is not limited. Staff understand that they should never promise a child that they will not tell anyone about a report of abuse. If a child does not consent to sharing information, staff may still lawfully share it if there is another legal basis under the UK GDPR that applies.

5.14 Parents or carers should be informed (unless this would put the victim at greater risk). If a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

5.15 Staff will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. We understand the impact of social media in facilitating the exposure of victims' identities and have procedures in place to protect children's identities. If staff are in any doubt about information that has been provided, they should speak to the DSL or Deputy DSL.

6. SPECIFIC SAGEGAURDING ISSUES

6.1 Abuse, neglect and exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may need help or protection.

6.1.2 All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

6.1.3. All staff, but especially the designated safeguarding lead (and deputies) should consider 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

6.1.4 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online. This can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography with those who do not want to receive such content.

6.1.5 In all cases, if staff are unsure, they should speak to the designated safeguarding lead or a deputy.

Categories of Abuse

All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. It is, however, essential that teachers and other staff share their concerns with the designated Child Protection person and that these are discussed in the light of what is known about the child and family and with those professionals with the responsibility for investigating abuse.

6.2 Definition of Child Abuse

Abuse is a form of maltreatment of a child. Inflicting harm or failure to act to prevent harm may be considered abuse or neglect. Children may be abused in a family or in an institutional or community setting by those known to them or by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Abuse comes in different forms.

6.2.1 Physical Abuse – where a parent (or somebody caring for the child) physically hurts, injures or kills a child. This can involve hitting, shaking, throwing, poisoning, scalding, drowning, suffocating, squeezing, burning, biting or otherwise causing physical harm. It also involves giving a child poisonous substances, inappropriate drugs and alcohol. It includes the use of excessive force when carrying out tasks like feeding or nappy changing. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

6.2.2 Emotional Abuse – Emotional abuse is 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 not valued. It may include not giving children 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 from 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 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 emotional abuse may occur alone.

6.2.3 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 nonpenetrative 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by adult males, females or other children. The sexual abuse of children by other children is a specific safeguarding issue in education

6.2.4 Domestic Abuse: domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Witnessing domestic abuse is child abuse. This can seriously harm children and young people.

Contextual Safeguarding

We recognise that safeguarding incidents and behaviours can be associated with factors outside the school environment and occur between children outside the school. This is known as contextual safeguarding and considers whether children are at risk of abuse or exploitation in situations outside their families. Through training, we will make staff and volunteers aware that extra-familial harms take various forms. Children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view. This will allow any assessment to take into account all the available evidence.

6.2.5 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) - Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or

wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual. As well as being physical, exploitation can be facilitated and/or take place online.

6.2.6 Neglect – where parents (or other carers) persistently fail to meet the basic physical and/or psychological needs of children and which is likely to result in the serious impairment of the child’s health or development. Neglect may also occur during pregnancy, for example, as a result of maternal substance abuse.

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)
- ensure access to appropriate medical care or treatment
- unresponsiveness to a child’s basic emotional needs

6.2.7 Honour-Based Abuse (HBA)

Honour-Based Abuse covers crimes, which are committed to protect or defend the family’s honour, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and if suspected or disclosed by a child the Designated Safeguarding Lead must be informed immediately. This includes illegal marriage before 18.

6.2.8 Female Genital Mutilation – Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as described by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales to report to the police if they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Risk factors for FGM could include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elders from the country of origin
- being taken on an extended holiday to the country of origin

- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a particular procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at-risk' country (especially before the summer holidays), or parent wants to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK. Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and looking uncomfortable
- spending more time than usual normal in the bathroom or toilet due to difficulties urinating
- spending long periods away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- reluctance to undergo regular medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

6.2.9 Grooming -Grooming is building emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female.

6.2.10 Child on Child Sexual Abuse -This could include, but is not limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- up-skirting, 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
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

6.2.11 Child Trafficking – Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for a variety of reasons including for:

- child sexual exploitation
- benefit fraud

- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pick pocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft

Many children are trafficked into the UK from abroad; however, children can also be trafficked from one part of the UK to another

6.2.12 Harmful Sexual Behaviour - Harmful sexual behaviour includes:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults

Children and young people who develop harmful sexual behaviour harm themselves and others.

However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled (Rich, 2011 cited NSPCC).

6.2.13 Serious violence: - Indicators of serious violence include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of selfharm or a 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. If a child is suspected to be at risk of or involved in county lines, a referral to the Lambeth Integrated Referral Hub will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation

6.2.14 Initiation type violence and rituals – Initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

6.2.15. Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools must protect children from being drawn to terrorism. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or showing signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead . The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is a contact for staff with any concerns. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, indicating that they may need help or protection. The team should use their judgement in identifying children who might be at risk of radicalisation and act

proportionately, which may involve the Designated Safeguarding Lead (or deputy) making a Prevent referral. We are committed to ensuring that our pupils are offered a broad and balanced curriculum to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning whilst making a positive statement of a fair, just and civil society.

Children Absent from Education

Missing school can indicate abuse and neglect and may raise concerns about other safeguarding issues, including the criminal exploitation of children.

6.2.16 We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who have unexplainable and/or persistent absences from education:

- an attendance register is taken at the start of the first session of each school day and once during the second session
- we make every effort to contact parents and carers and follow up with emergency contacts
- we hold at least two emergency contact numbers for each pupil on our roll wherever possible
- staff will alert DSLs to any concerns regarding children absent from school
- the senior leadership team are all DSLs and regularly discuss children's attendance to ensure that each response is thorough and considers all the relevant information about individual children
- we will follow the procedures outlined in our attendance policy, including undertaking first-day day calling and monitoring data to ensure we intervene early in cases of poor attendance or unexplained absences
- when removing a child from the roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files
- every attempt to contact children who are absent is made; emergency contacts are used regularly and home visits are made where required

Elective Home Education (EHE)

6.2.17 Where a parent/carer has expressed their intention to remove a child from Macaulay Primary School with a view to educating at home, it is recommended that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

7. MENTAL HEALTH

Mental health problems can indicate that a child has suffered or is at risk of abuse, neglect or exploitation.

School staff are not expected to be trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy DSL . They should also speak with the *Senior Mental Health Lead, Kelly Anne Read*. Pastoral support will be put in place and our home liaison officer works closely with families.

7.1 Our staff are well placed to observe children daily and identify those whose behaviour suggests that they may be experiencing a mental health problem or at risk of developing one.

7.2 There are systems and processes for identifying possible mental health problems and working with other agencies as required to respond to these concerns. The Designated Safeguarding Lead refers to Mental Health and Behaviour in Schools' DfE guidance for further support .

8. ONLINE SAFETY

We seek to protect children, when using the internet, from inappropriate content by our filtering and monitoring systems through the LGfL (London Grid for Learning) web screen service. The IT technician monitors these systems every week and a record is kept and the DSLs take lead responsibility. Filtering and monitoring will block relevant content without unreasonably affecting learning.

8.1 All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that, in many cases, abuse will occur concurrently via online channels and in daily life. We know that children can also abuse their peers online. This abuse includes harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of offensive videos such as pornography.

8.2 As part of the requirement for staff to undergo regular training in respect of safeguarding training, online safety training is also delivered including in relation to filtering and monitoring. We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the Designated Safeguarding Lead and any parental engagement. We will ensure that staff are aware of any restrictions placed on them about the use of their mobile

phone and cameras, whereby staff are allowed to bring their personal phones to school for their own use but will not take pictures or recordings of pupils on their personal phones or cameras. We will educate parents/carers about online threats. We will share clear procedures with them so they know how to raise concerns about online safety

8.3 More details can be found in our **Acceptable Use of Digital Technology Policy**, which considers the 4Cs, content, contact, conduct and commerce.

8.4 At Macaulay CE School, we recognise that technology and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment.

8.5 Cybercrime is a criminal activity using computers and the Internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale at speed) or crimes that can be committed only by computer.

8.6 If there are concerns about a child in relation to this area, the Designated Safeguarding Lead will consider a referral to the [Cyber Choices programme](#), which aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to the more positive use of their skills and interests.

9. VULNERABLE CHILDREN

9.1 Particular vigilance will be exercised in respect of pupils who are on Child Protection Register, SEN pupils and Children who are Looked After in Care, Previous Looked After or Children In Need. Any incidents or concerns involving these children will be reported immediately to Social Services.

We provide extra pastoral support and attention for vulnerable children, along with ensuring any appropriate outside support.

9.2 We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges.

9.3 We also recognise that pupils who attend Alternative Provision will often have complex needs and because of this, we are aware of the additional risk of harm to which these children may be vulnerable. The school continues to be responsible for the safeguarding of

pupils in alternative setting and should be satisfied that the placement meets the pupil's needs to pupil concerned.

10. PRIVATE FOSTERING

10.1 A private fostering arrangement is made (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, grandparents, or cousins.

Parents and private foster carers have a legal duty to inform the relevant local authority at least six weeks before the arrangement starts; not doing so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools must report to the local authority where they know or suspect that a child is subject to a private fostering arrangement. Although schools have a responsibility to the local authority, there is no duty for anyone, including foster carers or social workers, to notify the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the child's family to ensure they know their duty to inform the LA. The school itself must also report fostering arrangements to the local authority.

On admission to the school, we will take steps to verify the adults' relationship to the child being registered.

11. RECORDS AND INFORMATION SHARING

If staff are concerned about the welfare or safety of any child at our school, they will report their concern to the DSL immediately. These concerns should also be recorded on the Concern Slip or directly on to CPOMS.

11.1 Any information recorded will be kept in a separate named file, in a secure cabinet if a paper system is used and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within a school,

based on a 'need to know basis' and on the understanding that it will remain strictly confidential.

11.2 Child protection information will be kept up to date. Each concern logged will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file, whether an electronic or paper system is used. All our safeguarding records will include a chronology and contents front cover and will record significant events in the child's life.

11.3 When a child leaves our school (including in-year transfers), the DSL will contact the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school. This will be within five days of an in-year transfer or in the first five days at the start of a new term. Not providing information in line with this the timescales can impact the child's safety, welfare and educational outcomes.

11.4 We will retain evidence to demonstrate how the file has been transferred; this may be in the form of written confirmation of receipt from the receiving school or proof of recorded delivery.

11.5 Before a child leaves, we will consider if it would be appropriate to share any additional information with the new school or college to help them put in place the appropriate support to safeguard this child.

11.6 Where a parent elects to remove their child from the school roll to home educate, the school will pass any safeguarding concerns to the Inclusion and Education Welfare Services Lambeth.

12. WORKING WITH PARENTS & CARERS

12.1 The school is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them in understanding our statutory responsibilities in this area.

12.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents and available on the school website. Parents and carers will be notified of our legal duty to assist our colleagues in other agencies

with child protection enquiries and what will happen if we have cause to contact the Lambeth Integrated Referral Hub.

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

12.4 We will seek to share with parents any concerns we may have about their child *unless* doing so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the school's concerns about a child will not prevent the DSL from making a referral to Lambeth IRH in those circumstances where it is appropriate to do so.

12.5 To keep children safe and provide appropriate care for them, the school requires parents to provide accurate up-to-date information regarding:

- full names and contact details of all adults with whom the child usually lives
- full names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- full details of any other adult authorised by the parent to collect the child from school (if different from the above)

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for them or where a parent has given permission for disclosure to another party.

12.6 We are working in partnership with Lambeth Met Police and Lambeth 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. Lambeth Multi-Agency Safeguarding Hub will share police information relating to all domestic incidents with the Designated Safeguarding Lead (s). The Designated Safeguarding Lead will decide on the child's appropriate support; this could be silent or overt. We will record and store this information.

13. CHILD PROTECTION CONFERENCES

We recognise that when a child has a social worker, this is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning behaviour and poor mental health.

We consider these needs when planning to support pupils with a social worker and these are identified through regular meetings with families.

13.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will occur once a child has been made the subject of a Child Protection Plan to monitor the child's safety and measures to reduce risk.

13.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school. Usually, the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up-to-date information about the child as possible; any staff member may be required to contribute to this process.

13.3 All reports for child protection conferences will be prepared in advance using the guidance provided by the Lambeth Safeguarding Children Partnership. The information will be shared with parents before the conference as appropriate. It will relate to the child's physical, emotional and intellectual development and presentation at school. To complete such reports, relevant information will be sought from staff working with the child in school.

13.4 Clearly, child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than is the case with another professions. We will work an open way with a parent whose child has been referred to Children's Services or is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children, and we aim to achieve this in partnership with parents.

14. SAFER RECRUITMENT

14.1 We will ensure that the Headteacher and at least one Governing Body member have completed appropriate safer recruitment training. The Headteacher and Governing Body will ensure that safer recruitment practices reflect the requirements of *'Keeping Children Safe in Education, DfE (2023)*.

14.2 We will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities.

14.3 We require details of a candidate's present (or last) employment and reason for leaving; entire employment history (since leaving school, including education, employment, and voluntary work), reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references before the interview. We will question the contents of the application forms. If we are unclear, the candidates will be asked to complete a self-declaration in respect of any criminal record or information that would make them unsuitable to work with children.

14.4 We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in *'Keeping Children Safe in Education'* to ensure we recruit and select the most suitable people to work with our children.

14.5 We will maintain a Single Central Register (SCR) of all safer recruitment checks in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

14.6 We recognise that safer recruitment is not just about carrying out the proper DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuing vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all these processes can be found in our Recruitment and Selection policy.

14.7 We require shortlisted candidates to complete a criminal record self-declaration form and inform candidate that an online check will be carried out during the recruitment process.

15. SAFER WORKING PRACTICE

15.1 All adults who meet our children have a duty of care to safeguard and promote their welfare. We have a legal obligation to ensure that all adults who work with or on behalf of our children are competent confident and safe.

15.2 All staff will receive a copy of our school's code of conduct at induction. They will be expected to know our school's code of conduct and policy for positive handling and carrying out their duties. There will be occasions when some form of physical contact is inevitable and there is policy in respect of safe restraint if a child has an accident, is hurt or is in a situation of danger to themselves or others.

15.3 If staff, visitors, volunteers, or parent helpers work with children alone, they will be visible to other staff members wherever possible. They will be expected to inform another member of staff about their whereabouts, who they are with and for how long. Doors ideally, should have a clear glass panel in them and be left open.

15.4 All staff and volunteers will receive guidance about acceptable conduct and safe practice during induction. These are steps that every adult should take in their daily professional conduct with children. This advice can be found in *'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'* (May 2019). All staff and volunteers are expected to carry out their work by following the guidance and will be made aware that failure could lead to disciplinary action.

15.5 Employees should avoid the use of unnecessary physical intervention. Physical contact which may be misconstrued by the child, parent or other observer should be avoided.

15.6 There may be occasions where staff need to restrain a child, to stop them harming themselves, another pupil or member of staff, or to stop them damaging property. This must be carried out in accordance with the guidelines of the restraint training (refer to the

school Restraint Policy) and should be for the minimum amount of time needed. And if necessary, staff specifically trained in restraint should be called upon. All incidents of restraint should be recorded.

Volunteers

15.7 We will ensure that we have obtained an enhanced DBS check with barred list information for all volunteers who are new to working in a regulated activity and never leave an unchecked volunteer unsupervised. We will carry out a risk assessment for volunteers that are not engaging in regulated activity.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

15.8 All governors will have an enhanced DBS check without barred list information. If working in a regulated activity, they will have an enhanced DBS check with barred list information. All governors will receive safeguarding training.

16. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

LOW-LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the school, whether as a teacher, supply teacher, other staff, volunteers or contractors.

16.1 We recognise that adults working in the school, including governors, volunteers, supply teachers and agency staff, may harm children. Any concerns about the conduct of other adults in the school should be reported to the headteacher without delay; any concerns about the headteacher should be reported to the Chair of Governors, who can be contacted **via the school office or by emailing sthomas@macaulay.lambeth.sch.uk**.

Concerns may arise from various sources, for example, a suspicion, complaint, or disclosure made by a child, parent, or another adult within or outside the organisation; or because vetting checks are undertaken.

The headteacher and DSL must decide whether the concern is an allegation or low-level anxiety. The term 'low-level' does not mean it is insignificant but that it does not meet the threshold for referral to the Local Authority Designated Officer (LADO). It could lead to a greater concern and is therefore documented.

Allegations

16.2 An allegation may be made that a person* has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school)

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation for the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school, or a combination of these.

Low-level Concerns

16.3 Concerns may be graded Low-level if the concern does not meet the criteria for an allegation and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate behaviour outside work. Examples include:

- being over-friendly with children
- having favourites
- taking photographs of children on their mobile phones
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language

If a concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern unless it has been raised anonymously.
- to the individual involved and any witnesses

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

16.4 Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others or, on reflection, they believe they have behaved in a way that falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns

- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous, then that should be respected as far as reasonably possible)

16.5 Records must be kept confidential, held securely, and comply with the Data Protection Act 2018. Schools should decide how long they retain such information, but it is recommended to keep it at least until the individual leaves their employment. Records should be reviewed to identify potential patterns of concerning, problematic or inappropriate behaviour. If a concerning pattern of behaviour is identified and meets the criteria for an allegation, then the matter should be referred to the LADO. The records review might identify broader cultural issues in the school that enabled the behaviour. This might mean that policies or processes should be revised or extra training delivered to minimise the risk of the behaviour recurring.

We recognise our responsibility to report/refer allegations or behaviours of concern and harm to children by adults in positions of trust, which the school does not employ, to the LADO service directly at <https://www.lambethsaferchildren.org.uk/lado-referrals>

These are adults such as those in the voluntary sector, taxi drivers, escorts and foster carers.

16.6 When concerns arise, we will ensure that the procedures outlined in Part 4 of *Keeping Children Safe in Education*, DfE (2023) are adhered to and seek appropriate advice. The first point of contact for schools regarding concerns and allegation issues (including for supply teachers) is via the Local Authority Designated Officer on 02079264679. Following the referral, the LADO referral form should be completed and sent to lado@lambeth.gov.uk

See Appendix 4 for further details.

16.7 If an allegation is made or information is received about any adult who works/volunteers in our setting, which indicates that they may be unsuitable to work/volunteer with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this should be reported to the Chair of Governors if neither the Headteacher nor the Chair of Governors is contactable on a particular day. In that case, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

16.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly via email at lado@lambeth.gcsx.gov.uk

16.9 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have a responsibility to ensure allegations are dealt with appropriately. To achieve this, we will liaise with relevant parties, including the LADO, to determine a suitable

procedure. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and or children's services, we recognise that the school will usually take the lead.

Whistleblowing

16.10 Where there are concerns about how safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the public, such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

16.11 Further information and guidance, forms, leaflets, and the Allegations Against Persons whom Work/Volunteer with Children Procedures are found on the [Lambeth Safeguarding Children Partnership Website](#). Further national guidance can be found at [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is open from 8:00 am to 8:00 pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

16.12 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of several listed offences, and who has been removed from working (paid or unpaid) in a regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. In that case, a referral will be made as soon as possible after the resignation or removal of the individual by advice from the LADO and HR. The school must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

Concerns that do not meet the harm threshold

The term 'low-level' concern does not mean it is insignificant; rather, it means that the behaviour towards a child does not meet the abovementioned thresholds. In Lambeth, the 'low level' concern process is to consult with the Senior Safeguarding Manager Deborah Carter on 020 7926 4679 or dcarter@lambeth.gov.uk. At Macaulay CE School, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

16.13 At Macaulay CE School we address unprofessional behaviour and support the individual to correct it early. This includes when staff self-refer where they have found themselves in a situation that could be misinterpreted and appear compromising to others.

16.14 We understand the importance of recording low-level concerns and the actions taken relating to them. The records are kept confidential and stored securely.

16.15 We recognise that low-level concerns may not need to be included in references. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated, it must be referred to in any reference.

17. USE OF PREMISES FOR NON-SCHOOL/COLLEGE ACTIVITIES

17.1 Where we hire or rent out our facilities/premises to organisations or individuals (for example, community groups, sports associations, and service providers to run community or extra-curricular activities), we ensure that appropriate arrangements are in place to keep children safe. A DSL will be present and all members will be aware of contextual safeguarding.

17.2 In the event of an allegation of an incident that happened when an individual or an organisation was using their school premises for the purpose of running activities for children, we will follow our safeguarding policies.

17.3 We will seek assurances that the body concerned has in place appropriate safeguarding and child protection policies and procedures (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement) as a condition of use and occupation of the premises. Failure to comply with this would lead to the termination of the contract.

18. RELEVANT POLICIES

18.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Equalities including LGBTQ
- School Child Absent in Education
- Low-Level Concerns
- Behaviour and Anti-Bullying which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Recruitment & Selection (which adheres to Part 3 of [Keeping Children Safe in Education 2024](#)).

- Whistleblowing
- Attendance
- Online Safety, Data Protection and GDPR
- Health and Safety, including site security
- Harassment and discrimination, including racial abuse
- Medical Needs
- Intimate Care
- First Aid
- Educational visits, including overnight stays
- RSHE

19. STATUTORY FRAMEWORK

The following legislation and guidance are reflected in this policy:

- [Working Together to Safeguard Children](#) DfE (July 2023)
- [Keeping Children Safe in Education](#) DfE (2024)
- [Guidance for Safer](https://saferrecruitmentconsortium.org/WorkingPracticesforAdultswhoworkwithChildrenandYoungPeopleinEducationSettings)[https://saferrecruitmentconsortium.org/ Working Practices for Adults who work with Children and Young People in Education Settings](https://saferrecruitmentconsortium.org/WorkingPracticesforAdultswhoworkwithChildrenandYoungPeopleinEducationSettings) (May 2019)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (May 2024)
- [The Prevent duty: Departmental guidance for schools and childcare providers](#) DfE (June 2015)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) DfE (June 2021)
- [Teaching online safety in school](#) DfE (June 2019)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: a toolkit for schools](#) DfE (September 2018)
- [Promoting the education of children with a social worker](#) (June 2022)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#)
- <https://www.lambethsaferchildren.org.uk/>

Appendix A – Responding to a disclosure of abuse

Responding to a disclosure

- Always stop and listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock or disbelief
 - Take the child seriously; assume that he/she is telling the truth
- Do not promise confidentiality; you have a duty to refer to the designated senior person in respect of child protection concerns
 - Do reassure and alleviate guilt

For example you could say;

“You are not to blame.”
“You have done the right thing to tell someone.”

- 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
- Do not ask the child to repeat the incident for another member of staff

The child may well have to tell the story again, and to do so repeatedly will cause undue stress

- End by summarising what has been said and what action has been agreed
 - Be clear about what you intend to do next
- Discuss your concern/disclosure with the Designated Safeguarding Lead
- Record carefully what has been said and what actions have been agreed



Appendix B– Safeguarding and Child Protection reporting form - the ‘Concern Slip’

CHILD CONCERN SLIP

Today’s date:	Your name:
Pupil Name:	Class:

Reason for referral (tick as many as needed):	
<input type="checkbox"/> Attendance	<input type="checkbox"/> Behaviour <input type="checkbox"/> Bullying incident <input type="checkbox"/> Child Protection <input type="checkbox"/> Health
<input type="checkbox"/> Home Issues	<input type="checkbox"/> Homophobic incident <input type="checkbox"/> Medical <input type="checkbox"/> Parental <input type="checkbox"/> Racial incident
<input type="checkbox"/> Underachievement	<input type="checkbox"/> Other
Date of incident:	Time of incident:
Please give brief details of your concerns:	
Signed: _____ (referrer)	
<p>This form MUST be handed to one of the following designated persons before you leave for the day.</p> <p>Please tick who you have handed the form to.</p>	
<input type="checkbox"/> Susan Eade	<input type="checkbox"/> Kelly Anne Read
<input type="checkbox"/> Ciara Warde	<input type="checkbox"/> Joanne Martin

Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.



Macaulay CE Primary School

We all have a statutory duty to safeguard and promote the welfare of children and we take this responsibility seriously.

If you have concerns about a child or young person in our school, you must share these concerns immediately with the Designated Safeguarding Lead (DSL) or one of the alternates.

Do not think your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather know about something that appears small than miss a worrying situation.

If you think the matter is grave and may be related to child protection, for example, physical, emotional, sexual abuse or neglect. You must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this document and others can be obtained from the school office. Please ensure you complete all sections as described.

Any allegation concerning a staff member, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the LADO on 020 7926 4679. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is open from 8:00 am to 8:00 pm, Monday to Friday or via e-mail: help@nspcc.org.uk

The people you should talk to in school are:

Designated Safeguarding Lead (DSL): **Ciara Warde (Deputy Head)**

Location of office: **Next to Staff room**

Contact Number: **020 7622 1355**

Deputy Designated Lead: **Susan Eade (Headteacher)**

Location of office: **Next to the front office**

Contact Number: **020 7622 1355**

Deputy Designated Lead: **Kelly Anne Read (Inclusion Manager)**

Location of office: **Next to the photocopier**

Contact Number: **020 7622 1355**

Deputy Designated Lead: **Joanne Martin (Key Stage 2 Lead)**

Location of office: **Year 5 classroom**

Contact Number: **020 7622 1355**

Chair of Governing Body: **Sarah Thomas**

Contact Email:

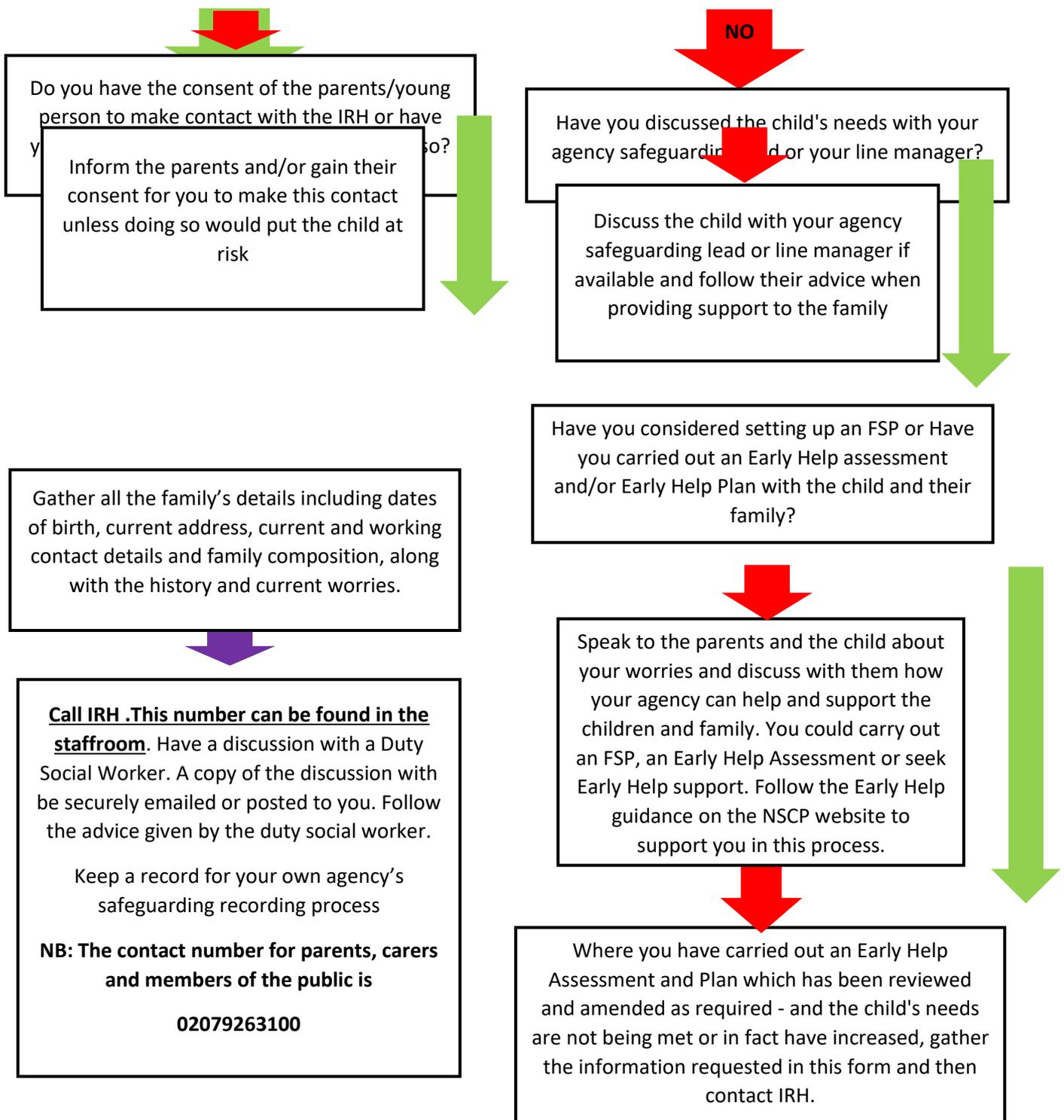
sthomas@macaulay.lambeth.sch.uk

Appendix 3: Local Safeguarding Procedures

Integrated Referral Hub

Before contacting the IRH, please answer the following questions and follow the advice provided:

Can you evidence that the child is experiencing or likely to suffer significant harm?



Appendix 4:

Advice for schools, colleges, and alternative education providers where there are concerns about an adult who works within the setting.

[Links and guidance](#)

How to make a referral

1. Discuss your referral with Lambeth's Designated Officer, Andrew Zachariades, on **020 7926 4679** or **07720 828 700**
2. Download the **Allegations Referral Form**
3. Complete the form with as much detail as possible
4. Email the completed form to **LADO@lambeth.gov.uk** and the Integrated Referral Hub on **helpandprotection@lambeth.gov.uk**

Links

Lambeth Designated Officer:
Andrew Zachariades

Call 020 7926 4679

Call 07720 828 700

Download Allegations Referral Form

LADO@lambeth.gov.uk

Integrated Referral Hub

Call 020 7926 3100

helpandprotection@lambeth.gov.uk

Appendix 5:

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

