

**MARVELS LANE PRIMARY
SCHOOL**

**CHILD PROTECTION AND
SAFEGUARDING
POLICY**

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INTRODUCTION

At Marvels Lane we have a primary responsibility for the care, welfare and safety of our pupils. We aim to provide a caring, supportive and safe environment in which all children can be the best that they can be in all that they do.

We are committed to providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, harm and abuse whether that is within or outside the home, including online.

Marvels Lane staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

We encourage a culture in which all staff believe safeguarding to be of the highest importance and understand that their vigilance is critical. We want all staff to feel confident to discuss their concerns with designated staff/Governors and have clear lines of protocol in place for how to do this.

At Marvels Lane we explicitly teach pupils about safeguarding themselves in and outside of school, including online, through a broad and balanced curriculum. We establish and maintain a culture in which children feel secure, are encouraged to talk and are listened to.

This Safeguarding Policy applies to all staff, governors and volunteers working in school.

Rationale

This policy has been developed in accordance with the principles established by the Children Act, 1989, the Education Act, 2002 and the statutory guidance: Keeping Children Safe in Education, 2024

At Marvels Lane we believe that the needs of the child are paramount. All children deserve the opportunity to achieve their full potential; they have the right to be protected from harm and exploitation whatever their race, religion, first language or ethnicity, gender or sexuality, age, health or disability, political or immigration status.

All staff accept their fundamental responsibility to keep pupils safe, promoting children's social, physical, emotional and moral development. All staff are trained to identify signs of abuse and exploitation, and work to identify, assess, and support those children who are suffering harm. Staff will help to equip children with the skills needed to keep them safe.

There are three main elements to the child protection and safeguarding policy:

PREVENTION - through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROTECTION - by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people.

SUPPORT - to victims of abuse and to staff in identifying signs and symptoms of abuse.

Aims:

- To provide a caring environment in which children and young people feel safe, secure, valued and respected.
- To instil confidence so that pupils can trust adults and know how to approach staff if they are in difficulty.
- To raise awareness among all staff, both teaching and non-teaching, of the need to safeguard children through identification and prompt reporting of all possible cases of abuse.

- To ensure that rigorous systems of identification, reporting and monitoring are in place to protect all children from harm.
- To establish clear and effective channels of communication between staff, and to develop effective working relationships with all other agencies involved in safeguarding children including Children Social Care services, the police and health services.
- To ensure that all adults have appropriate checks and relevant safeguarding training completed before working with children.

At Marvels Lane, we fully recognise our responsibilities for child protection and strive to achieve an environment where children feel secure, supported and valued within and beyond the school gate. We acknowledge that children can be subject to significant harm and/or abuse physically, emotionally, sexually or through neglect. Staff at school, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need.

All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

The responsibility for child safeguarding falls on everybody who is employed at Marvels Lane. All adults who work at Marvels Lane are expected to support the Child Protection and Safeguarding Policy, with overall responsibility falling on the Headteacher. All staff, including volunteers have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a child or if a child discloses abuse or allegations of abuse.

Types of abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Actual or likely physical injury to a child or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and fabricated or induced illness.

This 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 of a child.

Emotional abuse

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. This category should be used where it is the sole or main form of abuse.

This form of 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 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 over protection 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.

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.

Neglect

The persistent or severe neglect of a child, or the failure to protect the child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in a 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 or shelter (including exclusion from home or abandonment); protect a child from physical harm 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.

Other forms of abuse

In addition, there are other particular forms of potential abuse or harm which staff are made aware of, so that they may be vigilant in identifying the signs. These include:

Adultification

Staff have been made aware of 'Adultification bias' as a form of racial prejudice where children of minority groups, typically black children, can be treated by adults as being more mature than they actually are. Actions committed by these children that would be deemed normal for child development are more likely to be treated as opportunities for discipline and children are more likely to be seen as having malicious intentions. A clear example of this bias in action is when a black child is assumed to be older than their actual age.

These perceptions could in turn perpetuate the maturity of black children and the assumptions of adults can lead to these students experiencing harm and can lead to black children not receiving the safeguarding responses they need.

This can also inadvertently send a clear message in terms of worth and value to children as to who is and is not perceived as worthy of support. This can then impact on how black children view themselves and what they then identify and understand to be harmful.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. See school Anti-Bullying Policy.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- In exchange for something the victim needs or wants, and/or
- The financial or other advantage of the perpetrator or facilitator and/or
- Through violence or the threat of violence

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

If colleagues have concerns regarding any students at risk of CCE, they should ensure that their concerns are passed promptly on to the DSL.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. This means that they are unlikely to report the abuse so police and partners must be alert to the signs of CSE and actively look for victims. CSE can also occur through the use of technology without the child's immediate recognition; for example, being persuaded to post images on the internet/ mobile phones without immediate payment or gain.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- 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.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Children Missing from Education (CME)

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. Marvels Lane staff follow recommended 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.

Contextual Safeguarding

We are aware that the young people in our school may face additional risks outside of the home context.

These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines;
- trafficking;
- online abuse;
- sexual harassment and/or exploitation
- the influences of extremism leading to radicalisation.

Through conversation, assemblies, questionnaires and training, we aim to identify any particular places / contexts within the children's environment, in or beyond the school, where children are potentially at greater risk. Any concerns identified are referred to the Safeguarding and Senior Leadership Teams and responded to as appropriate.

On-line safety is also addressed during On-line safety week and throughout the year, through the curriculum and extra-curricular events (e.g. Parent Workshops). See also E-Safety Policy.

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations.

Staff should be aware of some of the key indicators of children who are involved in county lines, including:

- 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 county lines;
- Having older friends
- Mood swings or changes in emotional wellbeing; and
- Drug and/or alcohol misuse

If colleagues have concerns about any students at risk of county lines, they should ensure that their concerns are passed promptly to the DSL so that a referral is made to the Concerns Hub. Any school can complete the referral form by sending a request to PLMailbox-ConcernHub@met.police.uk

Culture, Faith and Belief based abuse

There are some practices that may take place that may be deemed acceptable as a result of a person/family/community's culture, faith or belief. For example: physical admonishment, using stress positions for punishment, exorcism.

If something causes harm to a child it is not acceptable. Culture, faith or belief are not accepted as justification for harm or abuse.

The NSPCC website has particularly helpful guidance regarding this.

Domestic Violence (DV)

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial, emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm.

Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Witnessing domestic abuse is child abuse. Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse/
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Where potential cases of Domestic Violence are identified, the school may conduct an assessment using the Domestic Abuse Stalking and Harassment (DASH) Risk Indicator Checklist. If a case causes enough concern following this assessment, the Designated Safeguarding Lead (DSL), will make the necessary referral(s) on to other appropriate agencies.

The school is now part of the London -wide initiative, Operation Encompass, to further ensure effective information sharing with the police and other agencies.

E-Safety

The E-Safety Policy has several purposes:

- Set out the key principles expected of all members of the school community at Marvels Lane Primary School with respect to the use of IT-based technologies.
- Safeguard and protect the children and staff.
- Assist school staff working with children to work safely and responsibly with the Internet and other IT and communication technologies, including Social Media and to monitor their own

standards and practice.

- Set clear expectations of behaviour and/or codes of practice relevant to responsible use of the Internet for educational, personal or recreational use for the whole school community.
- Have clear structures to deal with online abuse such as online bullying.
- Ensure that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Minimise the risk of misplaced or malicious allegations made against adults who work with students.

The policy details the main areas of risk for the school community; the roles and responsibilities for all members of the school community; how incidents will be handled; how e-safety is incorporated into the computing curriculum; training that will be available for staff; specific workshops and training made available for parents; how the school network is to be managed; how data will be kept secure and how mobile devices and digital content is to be managed. It also includes copies of the acceptable use agreements.

Staff are made aware that technology can be a major component in safeguarding and welfare issues. Children are at risk of abuse online from other children and adults.

In line with DfE guidance, the governing body ensures that robust filtering and monitoring systems are in place to limit children's exposure to harmful and inappropriate content through the school's IT systems. These systems are reviewed regularly to ensure their effectiveness, and updates are made in response to new risks, changing technology, or emerging guidance.

The leadership team and relevant staff are expected to:

- Be aware of the filtering and monitoring systems in place.
- Understand how these systems function and how to manage them effectively.
- Know how to escalate any concerns arising from online activity.

The school follows the Department for Education's Filtering and Monitoring Standards, which recommend that schools:

- Clearly identify and assign roles and responsibilities for managing filtering and monitoring.
- Review the systems and provisions at least annually.
- Block harmful and inappropriate content without unnecessarily restricting access to learning resources.
- Implement effective monitoring strategies that are appropriate to the school's safeguarding needs.

Extremism and Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. As part of our safeguarding ethos, we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation, and to stamp out extremism if it arises. We will always take allegations and concerns of radicalisation and/or terrorism seriously. We will help pupils channel their desire for excitement and adventure into suitable and healthy activities. Radicalisation and extremism can be wider than religious beliefs and linked affiliations and can include radicalisation around far right groups and also by criminal groups connected with gang activity.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised in any way, they should discuss this with the DSL.

Any information that we are given we will address by passing on to the appropriate persons. See also, NSPCC Summary of Government Guidance and LBL Prevent Resource Catalogue.

Fabricated Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

FII is also known as 'Munchausen's syndrome by proxy' (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

If you suspect that a parent/carer may be fabricating or inducing illness in their child, you should not confront them directly. It's unlikely to make the person admit to wrongdoing, and it may give them the opportunity to dispose of any evidence of abuse. Report your concerns to the DSL, following the usual school procedures.

Female Genital Mutilation

Female Genital Mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the United Kingdom (UK) and carries a 14 year jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

At Marvels Lane Primary School, all staff and volunteers working in our school are:

- Vigilant to the risk of FGM being practised
- Alert to the signs of potential or actual abuse
- Aware of the guidance that is available in respect of FGM

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected of to be at risk or to have undergone FGM.

Forced Marriage

It is now a criminal offence for any person to cause a child to enter into marriage before their 18th Birthday, whether or not they used violence, threats or any other form of coercion or deception. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The reasons given by parents who force their children to marry include protecting their children, building stronger families, strengthening family links, protecting family honour (e.g. promiscuity or homosexuality), retaining or acquiring wealth, appeasement etc. Suspicions that a child may be forced into marriage may arise in a number of ways, including:

- A family history of older siblings leaving education early and marrying early;
- Depressive behaviour including self-harming and attempted suicide;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;
- A child going missing / running away;
- A child always being accompanied including to school and doctors' appointments;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad; or
- A child directly disclosing that they are worried he/she will be forced to marry.

Information about a forced marriage may come from one of the child's peer group, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic violence between parents.

Situations where a child fears being forced into marriage have similarities with both domestic violence and honour based violence. Forced marriage may involve the child being taken out of the country (trafficked) for the ceremony, is likely to involve non-consensual and/or underage sex, and refusal to go through with a forced marriage has sometimes been linked to so-called 'honour killing'. Professionals should respond in a similar way to forced marriage as with domestic violence and honour based violence (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 2017 that requires a different approach (see KSCIE Appendix A).

Mental Health and Self-Harm

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, including self-harm, and are often a direct response to what is happening in the young person's life.

Staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the DSL.

Organised Exploitation and Trafficking

Trafficking involves the recruitment, transportation and exploitation of women and children for the purposes of prostitution and domestic servitude across international borders and within countries.

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people. Modern slavery is also used to refer to all of the forms of human trafficking, slavery and servitude.

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

Our procedures for responding to concerns about students at risk of or victims of modern slavery are informed by the statutory DfE guidance 'Care of unaccompanied migrant child and child victims of modern slavery', published in November 2017. All concerns about students who may be being trafficked should be passed straight to the DSL on our standard concerns form.

Child on child abuse

Peer on peer abuse can take many forms including physical, sexual (e.g. inappropriate touching, 'upskirting', 'sexting') and emotional abuse (including bullying).

'Upskirting' 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. In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Child on child abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls

being touched or boys being involved in initiation activities). KCSIE 2018 is clear that this is abuse and should never be tolerated or passed off as ‘banter’ or part of ‘growing up’.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour and Anti-Bullying Policies where necessary. However, there will be occasions when a child’s behaviour warrants a response under child protection rather than anti-bullying procedures.

Child Protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. We will support the victims of peer on peer abuse by following DfE guidance ‘Sexual Violence and sexual harassment between children in schools and colleges’, December 2017.

Sexual Violence and Sexual Harassment between children in schools

Sexual violence and sexual harassment can occur between 2 children of any age and sex or through a group of children sexually assaulting or sexually harassing a single child or group of children. This might happen face to face (both physically and verbally) or online.

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of: Challenging inappropriate behaviours, making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the usual reporting procedures.

The Safeguarding Team uses the Brook Traffic Light Tool to help staff identify, understand and respond appropriately to sexual behaviours in children and young people. The tool supports staff to recognise and identify sexualised behaviours and differentiate between those which are part of healthy sexual development and those which are problematic or harmful. It helps us to understand what a behaviour may be communicating and why the child or young person may be exhibiting the behaviour enabling us to respond appropriately to sexualised behaviours, considering possible motivations, communications and severity.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

It is the member of staff's responsibility to *report* their concerns. It is not their responsibility to investigate the concerns or decide whether a child has been harmed or abused.

A child who is being harmed, abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- Unexplained fear, anxiety, depression, or aggression.
- Unexplained increase in social media activity, especially at odd hours
- Presence of an older boyfriend/girlfriend or adult friend.
- Evidence of expensive gifts, money, or possessions without clear explanation.
- Regularly missing school or unexplained changes in school performance.
- Extreme secrecy or privacy, especially regarding online activities
- Low self-esteem or self-worth.
- Self-harm or suicidal tendencies

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that concerns are reported – you do not need ‘absolute proof’ that the child is at risk.

ROLES, RESPONSIBILITIES AND PROCEDURES

All adults working with children have a responsibility to protect children.

At Marvels Lane, there are, however key people within school who have specific responsibilities.

Designated Safeguarding Lead - Edward Dove (Head Teacher)

Deputy Designated Safeguarding Leads - Jacqui Macnamara (Assistant Head & SENCO)

- Marie Hill (Pupil Parent Support Worker)

Safeguarding Team Support

- Dawn Worrell (Admin Officer, Attendance)

Designated Governor for Safeguarding - Christine Turner (Chair of Governors)

Designated Safeguarding Leads	Deputy Designated Safeguarding Leads	Designated Governor for Safeguarding
<p>To attend Lewisham child protection training every two years. (Minimum requirement). To access refresher Child Protection training every year. Deliver annual staff training according to the needs of the team and/or in response to current practices. Liaise with all relevant staff to provide support for the child in school. Liaise with agencies that support the child such as Social Care, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service and Educational Psychology service. Support or lead ‘team around the family’ (TAF) meetings and attend case conference reviews/ core group meetings. This may be delegated to DDSL, as appropriate. Ensure the child protection policy is reviewed, updated and enforced every year. To meet regularly with key staff to discuss ongoing CP concerns. Monitor the Single Central Record regularly. To meet half-termly with Safeguarding Team, including designated governor, to discuss and review individual cases and Safeguarding Action Plan.</p>	<p>To attend Lewisham Child Protection refresher training every two years. To access refresher Child Protection training every year. Monitor children on CP register and all ‘live’ concerns. Lead/ attend TAF meetings as necessary. To maintain good relations with the school community to ensure effective support and access to support. Ensure that relevant paperwork is copied and filed before being transferred to a pupil’s new school. To meet half-termly with Safeguarding Team, including designated governor, to discuss and review individual cases and Safeguarding Action Plan. Ensure all paperwork is filed and stored securely.</p>	<p>To access refresher Child Protection training every year. Report to the governing body the number of cases (without names or details) of child protection issues in the school. Ensure safeguarding policy is reviewed annually. To oversee procedures relating to allegations made against the Head Teacher. To meet half-termly with Safeguarding Team, including designated governor, to discuss and review individual cases and Safeguarding Action Plan. Monitor the Single Central Record regularly.</p>

The Head Teacher will:

- Ensure that all policies and procedures adopted by the Governing Body are fully implemented, and followed by the staff.
- Work towards establishing and maintaining a culture in school where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. These concerns will be treated sensitively and proactively in line with the school's Whistle-Blowing Policy.
- Ensure that all relevant training for all staff is up-to-date and reviewed annually.
- All members of the senior leadership team will attend annual safeguarding training provided by the local authority.
- Ensure that all staff and Governors have received Section 1 of Keeping Children Safe in Education and have signed to acknowledge they have read and understood its contents.
- The Head Teacher is the primary Designated Lead for Safeguarding with the Pupil Parent Support Worker as Deputy Designated Lead for Safeguarding. In their absence, the Deputy Head/Assistant Head.

The Designated Safeguarding Lead (DSL) will:

- Have received the appropriate official training, which will be undertaken every two years, and obtain access to resources and attend any relevant or refresher training courses.
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, including new and part time staff. The DSL should ensure the school's policies are known and used appropriately.
- Ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role and responsibility the school has in this.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments.
- Be able to keep detailed, accurate and secure written records of all concerns and referrals.
- Have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific needs of children in need, those with special educational needs/disability and young carers.
- Encourage a culture of listening to children among all staff.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, liaise with the appropriate agencies.
- Refer all cases of suspected or alleged abuse or harm by a member of the school staff, colleague or volunteer known to work with children to the local authority children's social care and the LA Designated Officer (LADO)
- Ensure the school's Safeguarding Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, working with the Governing Body regarding this.
- When pupils leave the school, ensure their safeguarding file is copied for any new school as soon as possible but transferred separately from the main pupil file and confirmation of receipt should be obtained. The DSL should ensure a copy of the file is kept for their own records. Ensure that safeguarding issues are regularly discussed at Governors, SLT and staff meetings.

The Governing Body will ensure that:

- The school has a Safeguarding Policy in place and that procedures are in accordance with statutory and Local Authority (LA) guidance.
- The Safeguarding Policy is made available to parents on the school website.
- Safer recruitment procedures are used at all times, and all appropriate checks are carried out on staff and volunteers who work with children.
- The Designated Safeguarding Lead (DSL) with responsibility for safeguarding is a member of the senior leadership team.
- All staff have undertaken the appropriate safeguarding training.
- A nominated governor will have responsibility for liaising with the DSL, the LA and partner agencies.
- Oversee procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the LA and locally agreed inter-agency procedures.
- Policies and procedures are reviewed annually, providing information to the LA about them and about how the above duties have been discharged.
- All members of the governing body will have a current DBS check.
- All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. Their training should be regularly updated.
- The Chair of Governors oversees appropriately anonymised LADO referral information as well as managing investigations into allegations made against the Head Teacher

Prevention

We aim to prevent children experiencing harm through creating a positive, caring environment in which all children feel safe. At any time children do not feel safe they should feel confident to speak to any member of staff in the knowledge that they will be listened to. Furthermore, that the appropriate person/people will make all reasonable efforts to investigate, solve and/or deal with the problem.

Safeguarding, child protection and safer recruitment procedures will be well publicised and followed which, along with school security arrangements will create a culture of safety and vigilance throughout the school.

Protection

We aim to protect children from harm by ensuring the following procedures are followed:

If any member of staff or other adult connected with the school has a concern, suspicion or evidence that a child might be being abused or experiencing harm they must complete and hand in a Purple Safeguarding Concern Sheet. All concerns, including reasons for concern and any resulting action, are recorded on an internal purple incident sheet. All sheets are read on the day they are received and acted upon in a suitable and timely manner. All sheets are then transferred onto 'My Concern' safeguarding software and analysed / reviewed by the Safeguarding Team at regular meetings every 2 to 3 weeks.

If it is felt that the child is at significant or immediate risk, the DSL (or other member of the safeguarding team) should be informed immediately, That person will then, with the help of further investigation and/or advice from the safeguarding team, determine what action is required, including a referral to the relevant Child Protection agency if necessary. In the case of any referrals to outside agencies, the child's parents will be informed unless it is felt that this will place the child at greater risk.

All staff are aware of these procedures as well as the different categories of abuse and be vigilant in looking out for possible signs thereof. If in doubt, they should discuss their concerns with any member of the safeguarding team or their line manager and record their concerns in line with school procedures. In the case of disclosures or observations of injury/harm, staff should follow the 'Basic Guidelines re Disclosures.....' (available in the Staffroom Safeguarding File). When recording information, staff should be careful to record facts and, wherever possible, the child's own words - they should make it very clear if they have paraphrased or included any of their own opinion. It is not a member of staff's responsibility to investigate any concern.

Throughout this process, confidentiality is an issue that needs to be understood by all those involved. Whilst all staff must be aware that they have a professional responsibility to observe confidentiality at all times but that they have a duty to share information with relevant professionals and other agencies in order to safeguard children. Consequently, staff should not promise total confidentiality to a child, rather the child should be reassured that only those that need to know will be informed. The Head Teacher or Deputy Designated Person for Safeguarding will disclose any information about a child or a young person to other members of staff on a need to know basis. Where safeguarding or child protection concerns are identified for a specific child this information will be held securely in a central record and a confidential pupil record kept within a locked cabinet. Safeguarding information will be stored and handled in line with GDPR principles.

Any child should be reassured that they are being taken seriously and that they will be supported and kept safe. No child should ever be given the impression that they are creating a problem or be made to feel ashamed by reporting abuse, sexual violence or sexual harassment.

Not all concern sheets will result in direct action, as they may be a small piece of information that forms part of a bigger picture, or an isolated incident. Decisions for further action will be made by the DSL and/or Safeguarding Team. All sheets are revisited and reviewed during the half-termly safeguarding team meetings. Further action may include:

- ~ a member of the safeguarding team discussing concerns with the parents, however, if the school believes that notifying the parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care (CSC).
- ~ a referral to an outside agency, such as Early Help or FFCP (Lewisham Family First Contact Point)
- ~ a phonecall to the FFCP / Early Help Consultation Service to discuss the concern (020 8314 6660)
- ~ a phonecall to the FFCP Education Officer to discuss the concern (020 8314 6289)
- ~ an initial Team Around the Family (TAF) meeting to discuss concerns and agree further action/support.

All decisions will be made with due regard to the Lewisham Children Safeguarding Board Continuum of Need.

In the case of referrals to outside agencies the Deputy DSL, or other member of the safeguarding team, will work in close cooperation with other professionals and/or members of the 'team around the child/family'. The current assessment form for the agency will be completed and other relevant information will be transferred. A member of the safeguarding team will attend all TAF meetings, Core Group meetings, Case Conferences and other relevant meetings whenever possible in the best interest of the child.

The safeguarding team will meet half termly. Its primary purpose is to review all concern sheets and identify any patterns, cross reference concerns with other information (e.g. attendance, attainment), review and evaluate any action, monitor previous/on-going cases and discuss/identify/make decisions on any further action that might be required. The team will also ensure the delivery of the Safeguarding Action Plan.

The DSL will report to the Link Governor for Child Protection and Safeguarding on a regular basis, at least termly.

Support

We also aim to support those children who may have experienced or witnessed harm or abuse. Such children may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in their lives. We also recognise that such children may at times exhibit challenging and defiant behaviour and careful note of the context of such behaviour will be taken.

We aim to support the child through a broad, irresistible curriculum that offers a range of opportunities for success within a caring and secure environment. Additional support, including counselling, can be offered within school with a specific aim to develop resilience and a sense of being valued. If necessary, we will also liaise with and access individual or family support from other agencies.

We also aim to support those members of staff who may have experienced or witnessed harm or abuse by signposting them to the appropriate outside agency.

Training

Staff and Governors will be supported to recognise the signs and symptoms of neglect, physical, emotional and sexual abuse. New/temporary staff will receive training as part of their induction process. Every member of staff will have access to a copy of this Safeguarding and Child Protection

Policy as well as the Staff Code of Conduct, Keeping Children Safe in Education (2018) – Part One and Annex A and will need to sign to confirm that they have read and understood the documents. All staff will receive child protection training at least annually with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse. In addition, staff will receive regular training updates about safeguarding related issues.

Safer Recruitment

It is vital that recruitment and selection procedures reflect a culture of vigilance and help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. We ensure that advertisements make clear the School's commitment to safeguarding and promoting the welfare of children.

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children. All person specifications include specific reference to suitability to work with children. We ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised and any concerns need to be resolved satisfactorily, before the appointment can be confirmed. We endeavour to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials. On receipt, references will be checked by the Head Teacher to ensure that all specific questions have been answered satisfactorily. The referee will be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate. Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post. We check his or her previous employment history and experience.

As part of the shortlisting process we may consider carrying out an online search for shortlisted candidates. This may help identify any incidents or issues that have happened, which are publicly available online which may be explored with the applicant at interview.

We conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks.

Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. This is done through the council's occupational health services;
- Verify professional qualifications, as appropriate.

Additional checks on individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

We will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website.

In Lewisham Local Authority, all new employees who declare that they have ever lived or worked outside the UK for more than 12 months either in total or continuously since the age of 18 years, will be risk assessed before making a decision as to whether further checks, including obtaining a certificate of good conduct, are appropriate in accordance with statutory guidance in Keeping Children Safe in Education 2018.

Whistleblowing or allegations against a member of staff

A child protection allegation involving a member of staff must be reported to the Headteacher immediately. An allegation can be made by a child or another member of staff as per the school's Whistle Blowing Policy. If the complaint involves the Headteacher then the Chair of Governors should be informed using the contact details below. Consultation with the LA Safeguarding Officer, an investigation will take place and a decision will be made as to further action. This may involve a multi-agency strategy meeting to look at the complaint in its widest context and/or the member of staff being removed from duties involving direct contact with children. The member of staff may also be suspended from all duties as a precautionary measure pending investigation by Social Services or the Police. Decisions resulting from any investigations will be made by the Headteacher and/or the Governors' Disciplinary Committee. All relevant parties will be kept informed, as appropriate, throughout the process.

Further guidance can also be obtained from the Statutory Guidance for Keeping Children Safe in Education 2023.

Allegations relating to an incident when an individual or organisation was using school premises for the purposes of running activities for children, schools should follow their safeguarding policies and procedures, including informing the LADO.

Single Central Record (SCR)

The School Designated Lead and School Business Manager will maintain a Single Central Record of all staff, governors, volunteers and other relevant personnel with due regard to the most up-to-date best practice.

The Link Governor and Headteacher will monitor this document half termly.

Visitors

We only use supply agencies that are able to provide full written vetting information about their staff prior to them starting work at the school. Vetting information is emailed to the school and, along with agencies' general letters of assurance, are kept centrally. Details of regular visiting staff, trainees or volunteers are also kept on the SCR.

All official visitors will be required to provide photo identification on arrival, they will be signed in and a lanyard provided. Any visitor for whom we don't have adequate vetting information or assurance will be supervised at all times.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised by a member of the Premises Team, if they will have contact with children.

If a self-employed contractor is working at the school and will have unsupervised contact with children, the school will obtain a DBS check.

Where Trainees are fee-funded, it is the responsibility of the Training Provider to carry out the necessary checks.

We will not request DBS checks and barred list checks, or ask to see DBS certificates, for general visitors, e.g. children's relatives attending events in the school, etc.

If a Volunteer is not engaging in regulated activity and is therefore supervised at all times, e.g. a parent accompanying their children on a school trip, the school will undertake a risk assessment and use their professional judgement and experience, when deciding whether to seek an enhanced DBS check. A barred list check is legally not allowed under these circumstances.

School Governors

All governors must have up to date enhanced DBS certificates. New governors are required to have enhanced DBS checks completed within 21 days of appointment. They will also be asked to declare their overseas history and complete a risk assessment where necessary.

GENERAL SAFEGUARDING

Alternative Provision

When our school places a pupil in an alternative provision, we maintain responsibility for the safeguarding of that pupil. We will ensure that the placement meets the pupil's needs and that their safety and well-being are prioritised.

The school will obtain written confirmation from all alternative providers that appropriate safeguarding checks have been completed for all individuals working with pupils equivalent to those that schools would undertake for their own staff.

This includes a commitment from the provider to inform the school of any changes that could pose a risk to pupils, such as new staff appointments, so the school can be assured appropriate vetting has occurred. The school will also maintain accurate records of each child's placement, including the address of the AP or subcontracted provision being accessed.

To ensure ongoing safety and suitability, placements will be reviewed at least half-termly, with checks on attendance, safeguarding practices, and the child's overall wellbeing. Where safeguarding concerns arise, the placement will be immediately reviewed and terminated, if necessary, unless or until those concerns are satisfactorily resolved.

Attendance

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. The school recognises that poor attendance can be an indicator that a child is experiencing abuse. The attendance officer and senior leadership team monitor attendance weekly and report concerns to the Attendance & Welfare Officer at regular meetings.

In line with the 2022 DfE Guidance, Working Together to Improve School Attendance, "schools and academy trusts have a crucial role in raising attendance for all their pupils. They also have a protective role in being best placed to spot early patterns of poor attendance for persistent absentees. Individual pupils' barriers to attendance, however, often go far beyond the school gates. Persistent absence is almost always a symptom of wider issues in a pupil's life, and barriers to attendance are often specific to local contexts"

As a minimum, local authorities are expected to rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance." As such, we share our attendance data with the Lewisham Local Authority through a system called Study Bugs on a daily basis and have a duty to follow up non-attendance as a potential safeguarding neglect issue.

- Children absent from education are on the school roll, but are regularly not attending
- Children missing education aren't on any school roll or being educated elsewhere
- These are vital warning signs of safeguarding risks to a child

Educational Visits

We have clear protocols in place to ensure the safety of children whilst on school trips set out in a separate document.

Exclusions

Decisions to exclude a child are not taken lightly and the final decision will always be made by the Headteacher and are made in line with the recent DfE statutory guidance, 'Exclusion from maintained schools, academies and pupil referral units in England', September 2017.

Extended School Provision and Lettings

Where extended school provision is offered directly under the supervision or management of school staff, for example an after school sports club led by a member of school staff, the school's safeguarding arrangements will apply.

Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Schools and colleges should have arrangements in place with extended school providers and contractors to make sure that anyone who will be coming onto the school site and working with children has been subject to the appropriate level of DBS check and safer recruitment processes.

Health and Safety

Our Health and Safety policy, set out in a separate document, is reviewed annually by the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Looked After Children (LAC)

The Head Teacher and the Inclusion Lead are responsible for Looked After Children and ensure that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. The Head Teacher and the Inclusion Leader also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Inclusion Lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated Governor for Looked After Children is Christine Turner.

Photography and Images

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example on our website or in newspapers and/or publications)
- Only use the school's equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that the children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

Parents that are taking photographs at school assemblies and other productions or school trips are instructed that these are to be for personal use only and are not to be shared on social media.

Physical Contact

Our policy on physical contact is set out in a separate document. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. Individual Risk Assessments are completed for particular pupils who have a higher likelihood of needing physical intervention and/or restraint and staff who work closely with these students are provided with additional Positive Handling training.

Private Fostering

A private fostering arrangement is one that is made privately (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. (Please refer to the Private Fostering Policy for more details).

A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do 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 have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

When referring a PF arrangement, the referral should be made to Children’s Social Care in writing using Lewisham’s referral form. The referral should have as much information as possible, including full details of all children concerned and their parents/carers/those with PR and any information about how these children came to be in their current situation. In some cases you may not have been provided with all the details so it is important that you discuss the referral with the carers in order to obtain them. However, if the information is not forthcoming, the referral should not be delayed. Referrals should be made online at: www.lewisham.gov.uk/MASH.

Once notified about a private fostering arrangement, the local authority is required to assess the home to ensure that is suitable. If it is happy with the arrangements, then it is required to arrange a visit once every six weeks for the first year and then at three-monthly intervals whilst the placement continues. Children’s Social Care will be appointing a dedicated worker to work with privately fostered children. Details will be provided as soon as possible. This worker will be available to offer advice and assistance if required.

Searching, Screening and Confiscation

The DfE advisory guidance, Searching, screening and confiscation guidance for headteachers, school staff and governing bodies' sets out the power schools have when searching pupils, both with or without consent, and their right to confiscate items found during the searches.

There are times that we routinely screen students for safeguarding reasons while on other occasions it may be necessary to conduct searches more randomly. Any such searches/screening will always be done in accordance with latest advisory guidance.

Special Educational Needs and Disabilities

For a variety of reasons, children with additional needs face an increased risk of abuse and neglect, therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

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

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

This policy is a working document and will be reviewed by governors and staff on a regular basis. All staff should be fully aware of the contents of this policy and other related policies including Physical Contact, Anti-Bullying, Behaviour, Complaints, First Aid, E-Safety, SEND and Whistleblowing.

September 2025

Safeguarding and Child Protection Structure at Marvels Lane

Headteacher	Edward Dove
Designated Safeguarding Lead	Edward Dove
Safeguarding Team	Jacqui Macnamara (DDSL, AHT, SENCO) Marie Hill (DDSL, Pupil Parent Support Worker) Dawn Worrell (Admin Officer, Attendance)
Designated Governor for Child Protection	Christine Turner
Chair of Governors	Christine Turner - cl1775@hotmail.com
Vice Chair of Governors	Caroline Banks - carolinembanks@gmail.com
Review Cycle	Annual
Governing Body Ratification	November 2025
Date shared with staff	September 2025
Review Date	September 2026

APPENDIX A - 2025/2026

This appendix should be read in conjunction with the school Child Protection and Safeguarding Policy. It is intended to keep the policy as up to date as possible by incorporating new and relevant information in between Policy reviews. It will be referred to in Staff Meetings and available on the staff shared network.

Updates from **September 2025 to July 2026**

APPENDIX B

Early Help and Family Thrive

The school follows Lewisham's multi-agency threshold guidance document which informs agencies in Lewisham on how to assess and identify a child's level of need and how to access the right level support.

The threshold guidance is divided into four levels:

- Tier 1 - No Additional Needs
- Tier 2 - Early Help / Early Support
- Tier 3 - Children with Complex Multiple Needs
- Tier 4 - Children in Acute Need

The thresholds for intervention in Lewisham are based upon the London Continuum of Need. The London Continuum of Need provides descriptors for four levels of need. When there are children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, this is the threshold for a multi-agency early help assessment to begin – Tier 2/Level 2, Early Help/Early Support which is provided by a Family Thrive practitioner.

Family Thrive is part of the wider Early Help offer within Lewisham, which includes a universal offer for all children, young people and families in Lewisham through children's centres, youth hubs and community and voluntary organisations.

Family Thrive is a consent based Targeted Early Help Service. Family Thrive provides intensive family support by working closely with partners to support the most vulnerable children, young people and families with complex needs who require additional and intensive support with a focus on delivering better outcomes. Family Thrive is delivered through a Hub model, organised by four areas with operational delivery managed by two Hub Managers.

If a family is allocated to work with a Family Practitioner, they will receive focused targeted support to improve outcomes, address challenges, reduce risks to children and enable families to sustain change. The Family practitioner will undertake an Early Help Assessment and contribute to outcome-focused plans in line with Signs of Safety and in a way that promotes holistic and family led planning. The Family Practitioner will be the lead professional and work alongside partner agencies as part of the multi-disciplinary Team Around the Family ensuring that each service is contributing to achieving the best outcomes for children, young people and families.

They will:

- Complete an Early Help Assessment with children, young people and families
- Chair a Team Around the Family meeting and develop an outcomes-focused family plan
- Provide targeted parenting support and undertake direct work with children and young people.

Parents/carers will always be contacted to discuss our concerns prior to making a referral for Early Help. However, if consent is not given and we maintain that there remain unmet needs of the child and there are safeguarding concerns of any nature, a TAF may still be held without the parent/carer consent.

During the TAF, an Early Help Assessment (EHA) will be made and this will enable us to make clear decisions about any help/support that may be needed and the next steps that should be taken. As part of the TAF process, the EHA will be revisited in six-weekly cycles as a very minimum, although if the needs change, this may happen sooner. At each meeting, a decision will be made as to the current needs for the child/family and how these are best met, including making decisions whether more intervention is needed or whether the current support can be stepped down.

3.10 Team around the School (TAS)

TAS is a local network consisting of schools and other family support services that meet on a regular basis (each term) to have a shared conversation about children and young people that we may be worried about and that early help and intervention may stop concerns escalating. Individuals from a range of different agencies working together to pool resources come together, to provide support to families that is outcome driven, focused on solutions and helps the family to become more resilient to prevent a child or young person requiring complex/acute support in the future.

Schools facilitate the TAS, identifying the children and young people and complete the TAS Referral form to facilitate discussion. Parents do not attend these meetings, however, need to consent to their information being shared. The TAS will ensure their views and wishes are expressed and considered in any discussion. During the TAS meeting, the school and partner agencies will explore how best to support the child, young person and family to achieve clear outcomes, sustainable change, and prevent them requiring complex and acute support in the future.

The focus is early intervention for children, young people and their families who have an unmet need but who don't require specialist services; ensuring that early help support is getting to families as early as possible.