

Safeguarding (Child Protection) Policy & Guidance

Based on guidance issued by the London Borough of Southwark Safeguarding Children Partnership, the latest of which is *Keeping Children Safe in Education*, September 2025.

This policy was last updated in September 2025 by Debbie Sycamore, HR Manager (Designated Safeguarding Lead) following guidance from Southwark Safeguarding Board.

This policy should be considered in conjunction with our policies detailed on page 4.

Key Contacts

Designated Safeguarding Lead:
(Headteacher) (LAC)

Lesley Craggs
lesley@cavendish-school.net
Egress Secure Email
Mobile: 07949192797

Designated Safeguarding Lead:
HR Manager / Filtering & Monitoring Systems)

Debbie Sycamore
debbie.s@cavendish-school.net
Egress Secure Email
Mobile: 07885 761412
Mobile: 07738 545839

Deputy Designated Safeguarding Lead:
(Filtering & Monitoring Systems)

Desmond Lewis
desmond@cavendish-school.net
Egress Secure Email
Mobile: 07943 823273

Deputy Designated Safeguarding Lead:

Jason Dornelly
jason@cavendish-school.net
Egress Secure Email
Mobile: 07939 108178

Deputy Designated Safeguarding Lead:
(Proprietor)

Cheryl Stepton
cheryl@cavendish-school.net
Egress Secure Email
Mobile: 07729 906794

Deputy Designated Safeguarding Lead:
(SENDco Admin, Admissions, CP Records)

Paula Weekes
paula@cavendish-school.net
Egress Secure Email

The above are contactable via the main school number during term time on 020 7394 0088 or on the mobile numbers and email address detailed above.

Southwark Local Authority Designated Officer
(LADO)

Eva Simcock
gau.safeguarding@southwark.gov.uk
0207 525 0689

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INTRODUCTION

Cavendish School is committed to providing a safe and secure environment for children, staff and visitors and promoting a culture of openness, trust and transparency where children, staff and visitors will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's Safeguarding policy and guidance draws upon the duties conferred by the Children Acts 1989 and 2004, The Education and Inspections Act 2006, The Serious Crimes Act (2015), The Children and Families Act 2014, The Children and Social Work Act 2017, S175 of the 2002 Education Act (as amended), The Education (Independent School Standards) Regulations 2014 (for independent schools), The Non-Maintained Special Schools (English) Regulations 2015 (for non-Maintained special Schools), the Apprenticeships, Skills, Children and Learning Act 2009 (as amended), the Education and Training (Welfare of Children) Act 2021, The Mental Capacity Act 2005, The Care Act 2014, and the guidance contained in "[Working Together to Safeguard Children](#)", the DfE's statutory guidance "[Keeping children safe in education](#)", Ofsted Guidance and procedures produced by the London Safeguarding Children Partnership ([LSCP](#)) and the Southwark Safeguarding Children Partnership ([SSCP](#)) including Southwark's [Neglect Strategy](#) and [Neglect Toolkit](#). We also have regard to the advice contained in DfE's "[What to do if you're worried a child is being abused](#)" and "[Information Sharing-Advice for practitioners](#)".

This policy is applicable to all the on and off-site and online activities undertaken by pupils whilst they are the responsibility of the school, including pupils who might be placed in Alternative Provision.

All staff must be clear about their own role and that of others in providing a caring and safe environment for all children and must know how they should respond to any concerns about an individual child that may arise. In this regards all staff and visitors to Cavendish school will be informed that **Lesley Craggs is our Designated Safeguarding Lead (DSL)** and has designated overall responsibility for safeguarding and child protection and that she is supported in this role by **Debbie Sycamore, HR Manager**, who is also named as Designated Safeguarding Lead. All staff working directly and indirectly with our children must have also read the latest version of and signed to acknowledge their understanding of, [Keeping children safe in education, Part One, upon their return after the summer holidays or during their induction](#). At Cavendish School, we will ensure mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as outlined in Part one (or Annex A if appropriate) of the guidance.

POLICY AIMS

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role.
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school.
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable".
- Set out expectations in respect of training.
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff.
- Set out expectations of how to ensure children are safeguarded when there is a potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how allegations against/concerns raised in relation to staff will be handled.
- Set out expectations regarding record keeping.
- Clarify how children will be kept safe through the everyday life of the school.

- Outline how the implementation of this policy will be monitored.
- Clarify how children will be kept safe through the everyday life of the school.
- Describe how the schools' filtering and monitoring systems and curriculum will respond to emerging online safety issues, such as generative artificial intelligence (AI), disinformation, misinformation and conspiracy theories.

This policy is consistent with all other policies adopted by the Senior Management Team and should in particular be read in conjunction with the following relevant to the safety and welfare of children:

- Absconding Policy
- Admissions Policy
- Administering of Prescribed Medication
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Complaints Policy
- Critical Incident Policy
- General Data and Protection Regulations
- Disability Equality Policy
- Disciplinary and Grievance Procedures
- Equal Opportunities Policy
- On Line E-Safety and Acceptable Use Policy
- Off-Site Activity Policy
- First Aid Policy
- Gender Policy
- Health and Safety Policy
- Induction (Staff) Policy
- Looked After Child Policy
- Positive Handling / Restraint Policy
- Safer Working Policy
- Safer Recruitment
- School Development Plan
- Special Educational Needs Policy
- Staff Code of Conduct
- Visitors / Contractors Policy
- Weapons Policy
- Whistleblowing Policy
- Work Related Learning Policy

Appendix 1 offers access to guidance material for staff and parents.

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

Safeguarding and promoting the welfare of children is defined in the [*Working Together to Safeguard Children*](#) guidance as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes;
- promoting the upbringing of children with their birth parents, or otherwise the family network through a kinship care arrangement, whenever possible and where this is in the

- best interests of the children;
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the [Children's Social Care National Framework](#).

RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding children in our school is the responsibility of the whole school community. All adults working at Cavendish School (including visitors, volunteers and students on placement) have a role to play in keeping students safe and are required to report instances of actual or suspected child abuse, neglect or exploitation to the Designated Safeguarding Lead or to a Deputy Designated Safeguarding Lead (DDSL).

The Designated Safeguarding Lead is: Lesley Craggs and Debbie Sycamore
The Deputy Designated Safeguarding Leads are: Desmond Lewis, Jason Dornelly, Cheryl, Stepton, Paula Weekes. Please refer to page one for specific areas of responsibilities in relation to their DSL/DDSL role.

The Designated Safeguarding Lead, who is a senior member of the school's leadership team and takes lead responsibility for safeguarding and child protection (including online safety and understands the filtering and monitoring system and processes in place.) and works with the mental health leads where safeguarding concerns are linked to mental health, provides advice and support to other staff on child welfare and child protection matters, takes part in strategy discussions and inter-agency meetings, and / or supports other staff to do so, and contributes to the assessment of children in need, at risk of significant harm and those who may benefit from Early Help assessments. The DSL has a significant level of responsibility and our Proprietor will provide the DSL additional time, funding, training, resources and support needed to carry out the role effectively. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility should not be delegated. During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns, which may include availability via phone and / or other media in exceptional circumstances.

DSL is responsible for ensuring that filtering and monitoring systems and processes for the School's IT systems are in place and updated in accordance with the latest DfE guidance.

DSL is the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at CP conferences and Core Group meetings. is also the first point of contact for external agencies who are pursuing Child Protection investigations and co-ordinates the school's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Lead (DDSL) or the Local Authorities Strategic Lead Officer for Safeguarding in education services. If a child is in immediate danger or is at risk of harm, a referral must be made to Local Authority Multi Agency Safeguarding Hub ([MASH](#)) in which the child resides and /or the police immediately (see [when to call the police: guidance for schools and colleges](#)).

DSL will exercise their duty to challenge the actions or decisions of Children's Social Care or any other partner agency, in accordance with the Southwark Safeguarding Children Partnership (SSCP) [local escalation procedures](#) (or relevant LSCP's escalation procedures if the child resides in a different LA), where it is believed that an individual professional or agency might not be acting in the best interest of the child concerned.

All our staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as

harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Although all staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments, the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available e, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/ or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

DSL is also aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – [Police and Criminal Evidence Act \(PACE\) Code C 2019](#).

PROPRIETOR'S RESPONSIBILITIES

The proprietor will do all that they reasonably can to limit children's exposure to the risks from the school's IT system. As part of this process, our proprietor will ensure that the school has appropriate filters and monitoring systems in place and regularly review their effectiveness. The proprietor will ensure that the senior management team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our proprietor will consider the age range of our children, the number of children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

In accordance with the DfE's [filtering and monitoring standards](#) the proprietor has assigned two senior leader (Debbie Sycamore) and (Desmond Lewis) to ensure that these standards are being met. They will identify and assign roles and responsibilities to manage filtering and monitoring systems; review filtering and monitoring provision at least annually; block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet their safeguarding needs. We note the DfE's 'plan technology for your [plan technology for your school](#) service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them and the [Generative AI: product safety expectations](#) guidance to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

The Proprietor will ensure that the school contributes to inter-agency working in accordance with statutory guidance "[Working Together to Safeguard Children](#)" and that the school's safeguarding arrangements take into account procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Southwark Safeguarding Children Partnership (SSCP).

Concerns about and allegations of abuse made against the Headteachers will be referred to the Proprietor and the Human Resources Manager who will liaise with the LA's designated officer (LADO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Headteacher.

As a good practice the Proprietor will have termly meetings with the Headteacher and Human Resources Manager to discuss any safeguarding issues that have arisen during the term and the outcome of any cases identified. The proprietor will have access to the schools CPOMS software package.

All DSL's and DDSL will meet twice a term to monitor the school's safeguarding arrangements and both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

LOCAL AUTHORITIES MULTI AGENCY SAFEGUARDING HUB INFORMATION

The following Local Authorities have pupils on roll at Cavendish School and for ease of reference contact details of the MASH teams are detailed below:

Southwark Multi Agency Safeguarding Hub (MASH) ([Southwark MASH referral Portal](#)) MASH Tel. 020 7525 1921 or, out of hours: 020 7525 5000, Email MASH@southwark.gov.uk

Greenwich Multi Agency Safeguarding Hub (MASH) ([Greenwich MASH Information and referral form access](#)) : 020 8921 3172 Email: mash-referrals@royalgreenwich.gov.uk.

Lambeth Safeguarding Board referral and Assessment team ([Lambeth Multi Agency Referral Portal](#)) 020 7926 3100 or, out of hours: 020 7926 5555.

Lewisham Multi Agency Safeguarding Hub (MASH) ([Lewisham MASH referral portal](#)) 020 8314 6660 or, out of hours: 020 8314 6000 mashagency@lewisham.gov.uk

Hackney Multi Agency Safeguarding Hub (MASH) ([Hackney MASH](#)) 020 8356 5500 or, out of hours: 020 8356 2710. Email: MASH@hackney.gov.uk

Tower Hamlets Multi Agency Support Team (MAST) ([Tower Hamlets MAST](#)) MAST Tel. 020 7364 5006 (option 3), extension 5606/5601/5358/7796 or, 24 hours: 020 7364 4079. Email: MASH@towerhamlets.gov.uk

Islington Children's Services Contact Team (CSCT), Children's Social Care ([Islington CSCT referral portal](#)) CSCT Tel. 020 7527 7400 or, 24 hours: 020 7527 0992. Email: csctreferrals@islington.gov.uk

Wandsworth Multi Agency Safeguarding Hub ([Wandsworth MASH](#)): 020 8871 7899 or out of hours and weekends 020 8871 6000. Email:

Metropolitan Police CAIT (Child Abuse and Investigation Team) – Southwark: 020 7230 3700

Channel referrals or for more information contact the Prevent Team at Southwark prevent@southwark.gov.uk.

Southwark Private Fostering: Tel: 020 7525 1921 Mobile: 07539 346808, email: privatefosteringadvice@southwark.gov.uk

RESPONDING TO CONCERNS ABOUT INDIVIDUAL CHILDREN

All children at Cavendish School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

All staff must:

- **Listen to what the child is saying without interruption** and **without asking leading questions**
- Respect the child's right to privacy but not promise confidentiality
- **Reassure** the child that he/she has **done the right thing in sharing**
- **Explain** to the child that in order to keep him/her safe from harm the information that has

been shared must be passed on

- **Report** what has been disclosed to the Designated Safeguarding Lead as soon as possible, or in their absence, a Deputy Designated Safeguarding Lead
- **Record**, as soon as practicable but within one working day, what was said using the **child's actual words** on the **CPOMS** system visitors can use the schools cause for concern form located in the reception office and on the staff floor.
- **Remember** that if there is a **risk of immediate serious harm to a child** a referral can and should be made to children's social care in which the child resides. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

If the child discloses sexual abuse or sexual abuse is suspected, the child must not be questioned and the parents must not be informed until local social care services and the police child abuse investigation team have been informed and advice given.

Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss allegations with the child, family members or colleagues.

Abuse exists where children under the age of eighteen years have been physically or emotionally abused or severely neglected. Abuse of children who are over five years of age is likely to be noticed by the school staff and professional agencies working within the school. It is essential, therefore that all those whose work, brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

Types of Child abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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

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

Sexual Abuse: involves 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 masturbations, 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 have 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 failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding incidents and/or behaviour can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSs will be considering whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious young violence. This is known as [Contextual Safeguarding](#), which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Mental Health

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

Child Criminal Exploitation (CCE)

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the indicators of CCE are: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who are

regularly absent from school or education or do not take part in education. Any possible CCE case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; being regularly absent from 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 transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualized behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or an offence for a person to have a sexual relationship with a 16- or 17-year-old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18. Further information on signs of child's involvement in sexual exploitation is available in Home office guidance: [Child sexual exploitation: guide for practitioners.](#)

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between ages of 13 and 15, an individual risk assessment will be conducted in accordance with the [London Safeguarding Children Procedures](#). This will determine how and when information will be shared with parents and the investigating agencies.

The 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.

(Taken from Association of Chief Police Officers CSE Report 2013)

'Push' Factors

Neglect	Gang association
Disruption	Loss and bereavement
Violence	Care System
Sexual abuse	School issues
Substance misuse (parents)	Forced marriage
Mental Health (Parents)	Conflict

"Pull" Factors

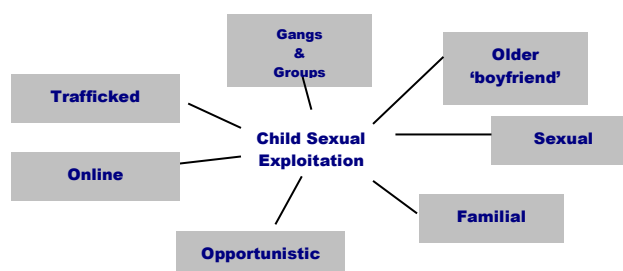
Street Life – dis-association from family and education
'Safety' of adults
Gang activity
Peers already involved
Economic
Criminal activity
Blackmail

Safeguard

Sexual health and behaviour concerns

Absent from school or repeatedly running away
 Familial abuse and / or problems at home
 Emotional and physical condition
 Gangs, older age groups and involvement in crime
 Use of technology and sexual bullying
 Alcohol and drugs misuse
 Receipt of unexplained gifts or money
 Distrust of authority figures

Models of CSE



CSE Protocol:

Raising a concern
 All referrals to MASH
 Risk assessment
 Multi Agency Strategy Meeting (MASE)

Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, also known as sexting or youth produced sexual imagery

Creating and sharing nudes and semi-nude photos and videos of under-18s is illegal. Sharing nudes and semi-nude photos and videos covers the incidents where:

- A person under the age of 18 creates and shares nudes and semi-nude images of themselves with someone they believe to be under the age of 18.
- A person under the age of 18 shares nudes and semi-nude images created by another person under the age of 18 with a peer under the age of 18.
- A person under the age of 18 is in possession of nude and semi-nudes images created by another person under the age of 18.

When such an incident involving nudes and semi-nudes comes to a member of staff's attention comes, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced nudes and semi-nudes is available in the non-statutory guidance produced by the UK Council for Internet Safety (UKCIS) '[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)'. We also note the DfE's [Searching Screening and Confiscation Advice for Schools](#).

Serious violence

All staff will be made aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. We are aware that there is a range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. We are also aware that fear and a need for self-

protection is a key motivation for children to carry a weapon – it affords a child a feeling of power. Neighbourhoods with high levels of deprivation and social exclusion generally have the highest rates of gun and knife crime. Children are more likely to carry knives and other weapons than guns. All staff will be aware of the associated risks and will share any concerns about or knowledge of such children immediately with the DSL. Further advice on these is available in the Home Office documents [*Advice to schools and colleges on gangs and youth violence*](#) and [*Criminal exploitation of children and vulnerable adults: county lines*](#).

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Some specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who: go missing from school or home and are subsequently found in areas away from their home; have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime); are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs; are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection; are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity; owe a ‘debt bond’ to their exploiters; have their bank accounts used to facilitate drug dealing.

Child on child abuse

Children are capable of abusing other children. This can happen both inside and outside of school and on line and take different forms, such as bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children; physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, which may include an online element that facilitates, threatens and/or encourages physical abuse; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation) sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts) and upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence. Although it is more likely that girls will be victims and boys perpetrators, all child-on-child abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as “banter”, “just having a laugh” or “part of growing up”.

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and child on child abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school’s behaviour policy. As a school, we will minimise the risk of allegations

against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. It is important that all our staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. Any possible child on child abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on [Preventing and Tackling Bullying](#).

Sexual harassment, online sexual abuse and sexual violence

Sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable in our school and we have appropriate sanctions in place. We understand that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports. We work actively to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum, which specifically addresses sexual harassment, online abuse, sexual violence and issues of consent. We will ensure that children are taught about safeguarding risks, including online risks and will support pupils to understand what constitutes a healthy relationship, both online and offline. Our staff members have been made aware and have appropriate knowledge of 'Part 5: Child on child sexual violence and sexual harassment' of DfE guidance ["Keeping children safe in education"](#). All pupils are supported to report concerns about harmful sexual behaviour freely. We will take concerns seriously and deal with them swiftly and appropriately and will ensure pupils are confident that this is the case. We will be alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children). We will identify and address any barriers that can prevent a pupil from making a disclosure, for example communication needs. Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. We will keep comprehensive records of all allegations.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. We will handle reports of sexual violence and harassment between children, both on and outside school premises, in accordance with 'Part 5: Child on child sexual violence and sexual harassment' of DfE guidance ["Keeping children safe in education"](#) and train our staff members accordingly (including teachers delivering relationship, sex and health education). Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. Further information is available in 'Part 5: Child on child sexual violence and sexual harassment' of DfE guidance ["Keeping children safe in education"](#).

On one hand, we need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and

implement any disciplinary sanctions. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will take advice, as appropriate, from children's social care, specialist sexual violence services and the police. If the alleged perpetrator moves to another educational institution (for any reason), we will make the new educational institution aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

Harmful sexual behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face to face and can also occur simultaneously between the two. We consider HSB in a child protection context. When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviours between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. We aim to have a good understanding of HSB, which will aid in planning preventative education, implementing preventative measures and incorporating the approach to sexual violence and sexual harassment into the whole school approach to safeguarding. HSB can, in some cases progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experience their own abuse and trauma. We will work with appropriate agencies to address HSB and to support children displaying HSB.

Children who are lesbian, gay, bisexual, or gender questioning

We note that a child or a young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm. However, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. Risks can be compounded where children lack trusted adults with whom they can be open. Our staff will endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. Lesbian, gay, or bisexual inclusion is part of the statutory [*Relationships Education, Relationship and Sex Education and Health Education*](#) curriculum. We will work with appropriate agencies to counter homophobic, biphobic and transphobic bullying and abuse and to provide support to lesbian, gay, or bisexual children.

We will have regard to appropriate DfE guidance concerning gender questioning children.

Domestic abuse

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. If members of staff have a concern about or knowledge of any domestic abuse incidents, they will share it immediately with the DSL

with a view to referring to appropriate agencies. Information is available about [Domestic abuse and how to get help in Southwark](#).

Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of “honour”; domestic abuse; female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

So-called ‘honour-based’ violence (HBV) (including Female Genital Mutilation and Forced Marriage)

HBV includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If members of staff have a concern about or knowledge of a child that might be at risk of HBV or who has suffered from HBV, they will share it immediately with the DSL with a view to referring to appropriate agencies.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

FGM is a deeply embedded social norm, practiced by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103, women aged 15-49 and approximately 24,000 women aged 60 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

We note a new duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or person who are employed or engaged to carry out teaching work in schools and other institutions to report “known” cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out ‘teaching work’, whether or

not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known cases' (i.e. those which are visually identified or disclosed to a professional by the victim). It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). [*"Mandatory Reporting of Female Genital Mutilation - Procedural information"*](#) A useful summary of the FGM mandatory reporting duty is available in [*FGM Fact Sheet*](#).

Teachers in our school will personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they will still discuss any such case with the designated safeguarding lead (or deputy) with a view to involving children's social care as appropriate.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales and the law forbids formal or informal marriages involving anyone under the age of 18. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. We note The Forced Marriage Unit's statutory guidance [*The right to choose: government guidance on forced marriage*](#) and especially Chapter 8 of the [*Multi-agency guidelines*](#) which is specifically aimed at teachers, lecturers and other members of staff within schools, colleges and universities.

We note that, in addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing force marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Any possible forced marriage case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Preventing Radicalisation

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

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

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day to day behavior becoming increasingly centered around an extremist ideology group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm toward others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. We see the Prevent duty as part of our school's wider safeguarding obligations and note the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 141-210.

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

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub ([MASH](#)). The MASH will share the referral details of new referrals with the Prevent Lead Police Officer and LA Prevent Coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent Police Officer will be carrying out initial screening checks. The Prevent Police officer will make a referral to the Channel Practitioner if there are sufficient concerns. The individual referred will be discussed at the Channel panel to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from our school will attend the Channel panel if and when we are asked to help with the assessment.

See page 7 and 8 for LA contact information.

Private Fostering

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

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

If we become aware of child in a private fostering arrangement, we will notify the Local Authorities Multi Agency Safeguarding Hub (MASH) by emailing MASH@southwark.gov.uk or calling 020 7525 1921. We will always refer and seek advice from the local authority in which the child resides in. See pages 7 and 8 for list of the MASH team in local authorities contact details.

Alternative Provision

If we need to place a pupil off-site with an alternative provision provider, we will continue to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that we would otherwise perform on our own staff). We will ensure that we always know where a child is based during school hours and will have systems in place to constantly monitor the child's attendance at the placement. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements we make. We note the DfE's two pieces of statutory guidance to which commissioner of Alternative Provision should have regard: [Alternative Provision](#) and [Education for children with health needs who cannot attend school](#).

REFERRING TO LOCAL AUTHORITIES EARLY HELP / MASH PROCEDURE

Where there is a safeguarding concern, we take into account the child's wishes and feelings when determining what action to take and what services to provide. We have systems in place for children to express their views and give feedback. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanor, school work or other children. Ultimately, all our systems and processes operate with the best interests of the child at heart.

Referrals to services regarding concerns about a child or family typically fall into three categories:

- Early Help services;
- Child in need – Section 17 (Children Act 1989) referrals;
- Child protection – Section 47 (Children Act 1989) referrals.

We note that Southwark's Multi Agency Safeguarding Hub ([MASH](#)) adopted the London Safeguarding Children Partnership (LSCP) [Threshold Document](#), which provides a framework for professionals who are working with children, young people and families and aims to help identify when a child may need safeguarding or need support to achieve their full potential. It introduces a continuum of help and support, provides information on the levels of need and gives examples of some of the factors that may indicate a child or young person needs additional support. We also note the LSCP's [The Continuum of Need Matrix](#) which is not an exhaustive list but provides examples that can be used as a tool to assist assessment, planning and decision making for professionals working to safeguard and promote the welfare of children. Safeguarding indicators will always be considered alongside a child's other needs. We will refer to LSCP's [Threshold Document](#) and [The Continuum of Need Matrix](#) when assessing the children's needs and making referrals to Southwark MASH.

When there is a clear concern that a child may need protection, according [The Continuum of Need Matrix](#), the safeguarding referrals will be made to the Local Authority Multi Agency Safeguarding Hub ([MASH](#)) or First Response Team, via the Referral Form ([Referral Form](#)) (see pages 7 and 8 for current list of Local Authorities) and copied to Southwark Schools Safeguarding Coordinator (Apo Cagirici). Prior to any written form being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the Local Authority duty desk (see pages 7 and 8 for Early Help / MASH contact details), to seek further guidance. The parent/carer will normally be contacted before a referral is made to obtain their consent. However, if the concern involves, for example alleged or suspected child sexual abuse, Honor Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member,

nothing should be said to the parent / carer ahead of the referral, but a rationale for the decision to progress without consent will be provided with the referral.

Within one working day of a referral being received, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. We will follow up if this information is not forthcoming.

If, after a referral, the child's situation appears not to be improving, we will consider following [local escalation procedures](#) to ensure that the concerns have been addressed and, most importantly, that the child's situation improves

Early help

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention. Our staff will be 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 (EHC) plan); is a young carer; is bereaved; is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime; is frequently missing/goes missing from care or from home; is at risk of modern slavery, trafficking, sexual and/or criminal exploitation; is at risk of being radicalised; is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online; 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 drugs or alcohol themselves; is suffering from mental ill health; has returned home to their family from care; is a privately fostered child; has a parent or carer in custody or is affected by parental offending; is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage; is missing education, or persistently absent from school, or not in receipt of fulltime education; has experienced multiple suspensions and is at risk of, or has been permanently excluded.

The Early Help form will be used to request additional early help for a family when the needs of a child are beyond the level of support that can be provided by universal services See pages 7 and 8 LA's referral portal/details

For Southwark's the [Family Early Help Service](#) number is 020 7525 1922, which will give four options:

- General enquiries and signposting
- Family Early Help Duty Manger for general advice including consultations and around potential and new referrals and current casework.
- Education, Inclusion and Attendance support and advice including all enforcement activity.
- Parenting support and advice and information on parenting course and group work programmes.

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

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

All parents / carers and Local Authorities applying for places at this School will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

Cavendish School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in School or pupils travelling to and from School and will take all reasonable steps to lessen such risks.

VULNERABLE PUPILS

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker and confirmed in writing. If the pupil in question is a Looked-After Child, this will also be brought to the notice of the Designated Safeguarding Lead with responsibility for children in public care. The School's Designated Teacher for Looked-after and Previously Looked-after children will work with the Local Authorities virtual school head, who manages pupil premium plus for looked after children, to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher will also work with the virtual school head to promote the educational achievement of previously looked after children. We note the DfE's statutory guidance [Designated teacher for looked-after and previously looked-after children](#). Where a child has an allocated social worker, we will liaise with the relevant LA's virtual school head who, in addition to their statutory duties, now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. We also note that the role of Virtual School Heads was further extended to include non-statutory responsibility to promote the educational achievement of all children in kinship care. The DfE's non-statutory guidance on [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension](#) contains further information on the roles and responsibilities of virtual school heads.

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

We acknowledge that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. We are aware that additional barriers can exist when recognizing abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration; these children being 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; and communication barriers and difficulties in managing or reporting these challenges. Further information can be found in the [SEND Code of Practice 0-25](#) and [Supporting Pupils at School with Medical Conditions](#).

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

The school also acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of

substance abuse within the family, those who are young carers, those children joining the school throughout the year and pupils who are excluded from school and students and where English is an additional language, using a translation service if necessary.

TRAINING

All school staff members will receive appropriate safeguarding and child protection training (including on line safety, which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction, which is regularly updated, normally in September. In addition, all staff will receive safeguarding and child protection updates via email, e-bulletins and staff meetings as required, to provide them with relevant skills and knowledge to safeguard children effectively. All newly recruited staff (teaching and non-teaching) will be appraised of this policy on the first day in school during their induction and will be required to complete on line safeguarding training during their first week of employment and if applicable attend relevant Southwark Safeguarding Children Partnership (SSCP) training. All newly appointed staff and volunteers will be required to attend an Induction with the Human Resources Manager (DSL) and in their absence the Headteacher on their first day in school, no staff member will be based in their appointed position until the induction process and all on line training has been completed. A mentor is assigned to all newly appointed staff and volunteers.

Arrangements are in place for all non-classroom-based support staff: including meals, cleaning and other contracted staff to receive relevant induction and ongoing safeguarding training.

The school has decided that all staff will participate in Prevent Training via Southwark Prevent Education Programme, Channel Programme training and on-line training.

The Designated Safeguarding Lead and deputies will attend the LA's dedicated induction course or another appropriate induction course and then refresher training at least every two years. In addition, safeguarding lead and deputies to this formal training, their knowledge and skills will be refreshed by attending safeguarding seminars, Southwark Safeguarding Coordinator emails and e-bulletins, meeting other designated safeguarding lead or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Designated staff will be encouraged to attend appropriate network meetings and to participate in the [Multi-agency training programme](#) organised by the Southwark Safeguarding Children Partnership (SSCP).

The Headteacher and HR Manager will be required to undertake Safer Recruitment training every five years. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any development relevant to their role.

RECRUITMENT

Cavendish School is committed to the principles of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. As part of this shortlisting process, we will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we may explore with the applicant at interview. We will inform shortlisted candidates that online searches may be done as part of due diligence checks. References will be verified and appropriate criminal records checks [Disclosure and Barring Services (DBS) checks], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE Guidance "[Keeping children safe in education](#)".

Cavendish School also has regard to the DfE's statutory guidance for school about the employment of staff disqualified from childcare ["Disqualification under the Childcare Act 2006"](#), which also contains information about 'disqualification by association'.

The Headteacher, HR Manager and a member of the SMT team will be required to undertake Safer Recruitment training every five years. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any development relevant to their role.

Cavendish School will ensure that at least one person on any appointment panel has undertaken safer recruitment training in accordance with staffing regulations.

Cavendish School will only use employment agencies which can demonstrate that they positively vet their supply staff. Any alleged misconduct of temporary or agency staff will be reported to the employer concerned and to the LA's Designated Officer (LADO). Staff joining the school on a permanent or temporary basis will undergo a full staff induction, where the school safeguarding procedures and the Staff Code of Conduct and allegations against staff procedures are discussed along with other associated information and procedures dictated by our induction programme. A copy of this policy and other associated policies will be issued. Staff will be directed to our staff shared drive where all policies and procedures are stored.

VOLUNTEERS

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

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

Volunteers who on an unsupervised basis teach or look after children regularly, or on a one-off basis in our school are deemed to be in regulated activity. We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be rechecked if they have already had a DBS check (which includes barred list information). However, we may conduct a repeat DBS check which will include a barred list information) on any such volunteer should we have any concerns.

The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly on ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. However, Cavendish school has stipulated that anyone working with our young people will be required to obtain an enhanced DBS certificate. The school will process and pay for the DBS certificate.

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

Volunteers will be subject to the same code of conduct as paid employees of the school and will go through the school's induction programme and will have a staff-based mentor.

PGCE students completing their SE1 or SE2 placement will be required to show their original DBS Certificate or provide DBS number so this can be checked on DBS up dating service, proof of address and ID (passport or driving license) is requested. All PGCE students will be supervised and mentored by the relevant subject teacher and will be subject to the same code of conduct as paid employees of the school and will go through the school's induction programme.

Voluntary and third sector groups that operate within this School or provide off-site services for our pupils will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by their Local Authority Safeguarding Children Partnerships (SSCP). We currently do not let the school building out.

If it comes to our attention that an allegation or complaint of mistreatment has been made against an employee or volunteer of such an organisation, this will be reported by the school to the Local Authority's Designated Officer (LADO).

Where services or activities are provided separately by another body, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with our school on these matters where appropriate. We will also ensure 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; and that failure to comply with this would lead to termination of agreement. Cavendish school doesn't not currently let the building out to third parties.

We note the DfE's non-statutory guidance for providers running out-of-school settings.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. The [Teachers' Standards](#) 2012 state that all teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession a part of their professional duties. We will endeavor to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE guidance "[Use of reasonable force in schools](#)".

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. Should a child need help with toileting or washing after soiling themselves another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents / carers at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example, during 1:1 teaching, coaching, counselling or meeting is taking place this should be in a room where CCTV is in situ. Where this is not possible, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. The school has 47 CCTV cameras in operation in classrooms, corridors and audio camera in the meeting room and these must not be obstructed at any time. Staff who mentor a child on a 1:1 must complete the 1:1 mentoring form and forward to the head teacher upon completion, in their absence the form should be forward to the lead tutor. The audio CCTV is on a different CCTV system and only the Proprietor, Headteacher and Human Resources Manager have access, to ensure confidentiality is adhered to.

School staff should be alert to behaviours that may cause 'low-level' concerns such as being over friendly with children, having favorites, taking photographs of children on their mobile phone contrary to school policy, engaging with a child on a one-to one basis in a secluded area or behind a close door, where CCTV is not present, humiliating pupils (see below about what a 'low-level' concern is and how to share these concerns).

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. The school does not allow visits/telephone calls by pupils to the homes of staff members should this occur the staff member must report this to the Headteacher straight away. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headteacher. Staff supervising off-site activities or school journeys will be provided with a school mobile as a point of contact for parents / carers and pupils. All conversations on school mobile phones with parents, carers and students must be recorded in the 'comms' section in scholar pack as soon as possible after the conversation has taken place, reception will also write conversations with parents, carers and pupils in the reception communications book for tutors to action.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed "reasonable" by the Headteacher and Senior Management Team. Staff will only use the approved school email and other school approved communication systems with pupils and parents / carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home. All staff are required to adhere to the Internet Acceptable Use and E-Safety Policy and sign the Acceptable Use declaration.

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

We note the non-statutory guidance for [*Guidance for Safer Working Practice for professionals working in education settings*](#) published by the [*Safer Recruitment Consortium*](#).

CONTRACTORS

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for it. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the senior management deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with, or provide services to, pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information). For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required. Contractors for whom an appropriate DBS check

has not been undertaken will be supervised if they will have contact with children. Under no circumstances will we allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity relating to children. If an individual working at our school is self-employed, we will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account. We will always check the identity of contractors and their staff on arrival at the school.

Individuals working for organisations delivering services to our children will be asked to provide a copy of their organisations Safeguarding policy.

SAFEGUARDING CONCERNS AND ALLEGATIONS MADE ABOUT STAFF, INCLUDING AGENCY TEACHERS AND TEACHING ASSISTANTS, SUPPORT STAFF, VOLUNTEERS AND CONTRACTORS

Cavendish School takes seriously all safeguarding concerns or allegations against those working in or on behalf of our school in a paid or unpaid capacity. We will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member of staff, including supply teachers, volunteers and contractors. All such allegations and concerns will be brought immediately to the attention of the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, they will be reported to the Managing Director, in order that they may activate the appropriate procedures.

There may be two levels of allegation/concern:

1. Allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold – known as 'low level concerns'

Allegations that may meet the harms threshold

The procedures, as contained in Part Four of [*Keeping children safe in education*](#), which should be read in conjunction with Core Procedure 7 of the London Safeguarding Procedures [*Allegations Against Staff or Volunteers \(People in Positions of Trust\), who Work with Children*](#) are for managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in the school and will be used in respect of all cases in which it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- Behaved in a way that has harmed a child, or may have harmed a child and / or;
- Possibly committed a criminal offence against or related to a child and / or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and / or
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children. This includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children, which is known as transferable risk.

We also note that [*London Safeguarding Children Procedures*](#) states that, in addition to the above, the procedures should be applied when there is an allegation that any person who works with children, in connection with their employment, voluntary activity or personal life:

- Behaves in a manner that discriminates against a child on the basis of one or more of their protected characteristics, as defined by the [*Equalities Act 2010*](#).

The Local Authority's Designated Officer (LADO) should be informed of all such allegations that come to a school's attention and appear to meet the above criteria. Where we identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact the Southwark Multi Agency Safeguarding Hub (MASH) or its equivalent in another LA if the child resides in a different LA) and or the police immediately as per the referral process contained in this policy.

When dealing with allegations, we will apply common sense and judgement; deal with allegations quickly, fairly and consistently; and provide effective protection for the child and support the person subject to the allegation.

Some rare allegations will be so serious they will require immediate intervention by children's social care services and / or police. In such cases, referral to the LADO will lead to an 'Allegations against Staff and Volunteers' (ASV) meeting / discussion being held in accordance with the DfE guidance and [Core Procedure 7 of the London Safeguarding Children Procedures](#). This process will agree upon the appropriate course of action and the time-scale for investigations.

The school has a legal duty to refer to the DBS when an individual is removed from regulated activity/work with children (or would have been removed had they not left), and we believe the individual has engaged in relevant conduct in relation to children and or / adults, satisfied the harm test in relation to children and / or vulnerable adults or been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person. Referrals will be made as soon as possible when an individual is removed from regulated activity.

Where we dismiss or cease 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, we will consider whether to refer the case to the Teaching Regulation Agency (TRA) as required by sections 141D and 141E of the [Education Act 2002](#). The Secretary of State may investigate the case, and if there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Concerns and/or allegations that do not meet the harms threshold – known as 'low level concerns' in KCSIE and 'concerns' in CP7 of the LSCP 2.9-2.13

The term 'low-level' concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the harm threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. **However, as a good practice, we will contact the LADO for consultation to ensure that we follow the appropriate and correct procedures even when the concerns seem to be 'low-level'.**

All 'low-level' concerns will be brought immediately to the attention of the Headteacher and Managing Director or one of the Designated Safeguarding Leads if the Headteachers is the subject of the concern, they will be reported to the Managing Director.

The full procedures about dealing with allegations of abuse made against / concerns raised in relation to teachers and other staff can be found in Part Four of the DfE guidance "[Keeping children safe in education](#)" and in Chapter 7 of the [London Safeguarding Children Procedures on Allegations Against Staff or Volunteers \(People in Positions of Trust\), who Work with Children](#).

The Managing Director (Proprietor) is: Cheryl STEPTON, Cavendish School, 58 Lady Gomm House, 58 Hawkstone Road, London SE16 2PA. 020 7394 0088 / 07729 906794

London Borough of Southwark main Safeguarding contacts:

London Borough of Southwark Local Authority Designated Officer “LADO” is Eva Simcock
Contact: telephone 020 7525 0689
email: Qau.Safeguarding@southwark.gov.uk.

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

The LA’s Strategic Lead Officer for Safeguarding in education services is the Director of Children’s Education Alasdair Smith 020 7525 0654.

The LA’s Safeguarding in Schools Lead is: Emma Geiringer 020 7525 5377
The LA’s Schools Safeguarding Coordinator is: Apo ÇAĞIRICI 020 7525 2715

RECORDS

Detailed and accurate written records will be kept of all incidents and child protection or child in need concerns, discussions and decisions made, and the rationale for those decisions, relating to individual pupils. This will include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program etc. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous “secrets”.

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

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

Child Protection records will be sent to receiving school separately from the main pupil file and under a confidential cover when pupils leave the school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, ensuring secure transit and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

When we receive child protection records from other schools, we will ensure key staff such as the DSL and SENCO are aware as required.

If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to that School. If the parent/carer fails to provide this information, an urgent referral will be made to the Family Early Help Service in order that they might make further enquiries. If Cavendish receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA: Children’s Services Department, in order that they might make further enquiries. If this School receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending School with a note, advising them to refer to their LA’s Child Services Department. **A child’s name will only be removed from the School’s Admissions Register in accordance with the DfE’s statutory guidance [Working together to improve school](#)**

attendance.

We will inform the Local Authority when we are about to add or delete a pupils name from the school admission register for any reason in accordance with Southwark's [Children Missing Education \(CME\) Protocol](#).

When a pupil ceases to be registered at this school and becomes a registered pupil at another school in England or Wales, we will send a Common Transfer file (CTF) to the new school via the DfE's secure data transfer website school to school (S2S) in accordance with the DfE's [School to school \(S2S\) guide](#).

When a pupil transfers from our school and we do not know the which school they have gone, we will generate CTF for each pupil using XXXXXXXX for school number to indicate the destination is unknown, as per paragraph 2.4.2 of the [CTF 25 specification](#). Given that schools cannot search the "lost pupils database", if a pupil arrives in our school and the previous school is not detailed in the Education Health Care Plan, we will contact the LA's Education Data Manager Natasha Sharmah (Natasha.Sharmah@southwark.gov.uk, 020 7525 2914), who will be able to search the database for a matching record using gender, names or former names and date of birth and forward it to our school.

The school will use CPOMS to transfer child protection data securely to the forwarding school if known and will request child protection files from previous school if they use this secure data transfer system.

The school will require documentary proof as to the identity of pupils presented for admission, normally by the Educational Health Care Plan. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. We will hold more than one emergency contact number for each pupil or student to make contact with a responsible adult when a child who is absent from education is also identified as a welfare and / or safeguarding concern. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

We will take actions according to Southwark's [Protocol for Children who are uncollected from school](#) from School when pupils who ordinarily do not make their own way home are not collected by their parents / carers or transport providers at the end of the school day. Pupils who are transported from school cannot be dropped-off at their home or meeting point due to the absence of the parent or carer.

SAFETY IN THE SCHOOL

Entry to School premises will be controlled by doors that are secured physically and by constant staff supervision or video surveillance. In the case of individuals visiting the school in a professional capacity e.g. educational psychologists, social workers etc., we will check their ID and be assured that the visitor has the appropriate DBS check (or the visitors' employers have confirmed that their staff have appropriate checks). They will be logged in and out of the premises and will be asked show their ID badges to reception and will be required to wear the school visitor badge. Unidentified visitors will be challenged by staff or reported to the Headteacher or HR Manager in her absence. Our Headteacher will use their professional judgement about the need to escort or supervise visitors such as children's relatives or other visitors attending a sports day or other organised activities involving parents/carers and visitors access. Carelessness in closing any controlled entrance will be challenged.

All visitors are required to read through and sign that they have read the School's Visitors Safeguarding procedures, prior to entering the main body of the school.

The presence of intruders and suspicious strangers seen loitering near the school or approaching

pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stop these individuals, they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator (Apo Cagirci) with a view to alerting other local schools in liaison with the police and through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the General Data Protection Regulations would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

CURRICULUM

Cavendish School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. We will ensure that children are taught about safeguarding, including online safety and will consider this as part of providing a broad and balanced curriculum. It is expected that all curriculum coordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to be aware of sexual harassment, online abuse, sexual violence and issues of consent and safeguarding risks, including online risks and what constitutes a health and relationship, both online and offline via a carefully planned relationships, sex and health education curriculum.
- to use assertiveness techniques to resist unhelpful pressure
- emotional literacy.

All computer equipment and internet access within the school will be subject to appropriate "parental controls" and Internet safety rules in accordance with our On-line Safety Policy, which amongst other things, will include appropriate filtering and monitoring on school devices and school networks. We will be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

We will deliver the mandatory [*Relationships & Sex Education \(RSE\) and Health Education*](#). We note that current [*Relationships Education, Relationships and Sex Education \(RSE\) and Health Education*](#) guidance for teaching until 31st August 2026. We also note the revised guidance on [*Relationships Education, Relationships and Sex Education \(RSE\) and Health Education*](#) which will come into force 1 September 2026. Staff will continue to challenge everyday sexism, misogyny, homophobia, 'toxic masculinity' and stereotypes and that pupils will learn in an age-appropriate way:

- How pornography can negatively influence sexual attitudes and behaviours;
- how sub-cultures, such as 'incels' might influence their understanding of sexual ethics;
- about the prevalence of AI-generated sexual imagery and 'deepfakes';
- the role of consent, and awareness of power dynamics;
- Who they might speak to about self-harming behaviours or suicidal ideations of their self

or another pupil.

Remote education

We understand the importance of keeping pupils, students and staff safe whilst learning remotely. We will reinforce in our contacts with parents and carers the importance of children being safe online. Parents and carers are likely to find it helpful to understand what systems our school uses to filter and monitor on line use. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they are asked to access and be clear who from our school (if anyone) their child is going to be interacting with online. We also note the DfE guidance [Safeguarding and remote education](#).

HEALTHY SCHOOLS and WELLBEING

Cavendish School will work with partners to promote a whole, healthy inclusive school approach and achieve the standards through the curriculum with the aim of:

- “Closing the gaps” and inequalities overtime, through using the full capacity and flexibility of the curriculum to help pupils to be safe, confident healthy, happy and active citizens;
- developing a school ethos, culture and environment as well as provision for spiritual, moral, social and cultural (SMSC) education that encourages a safe and healthy lifestyle for all children and young people, including the most disadvantaged and vulnerable;
- Providing high quality Physical Education (PE) and sport to promote physical activity and fitness;
- promoting an understanding of the full range of issues, attitudes and behaviours which impact upon a lifelong health and well-being, including emotional wellbeing, mental health and safety;
- working in partnerships with parents/carers, local communities, external agencies and volunteers to support the wellbeing, health and personal development of all students including the vulnerable;
- ensuring that food and drink that are available across the school day reinforce the healthy lifestyle message.

WORKING IN PARTNERSHIP WITH PARENTS

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this school;

- We will use clear statements in our brochures, correspondence and on our website;
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families;
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilize the translation services as necessary;
- We will contact parents at least twice a week to keep them informed of their child's progress.
- We will distribute the LA's leaflet for parents / carers, “[Protecting Children in Education Settings](#)”;
- We will distribute our main policies to parents upon enrollment of their child. Updated policies will be available for parents / carers to view on academic review day;
- This policy and other relevant school policies will also be available through the school's website.
- We will keep parents informed as and when appropriate.

MONITORING

The Designated Safeguarding Lead, HR Manager and Proprietor will monitor the safeguarding arrangements in the school to ensure that these arrangements are having a positive impact on the safety and welfare of children. This will be evaluated on the basis of evidence of:

- The extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life in the school, backed up by training at every level;
- The content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes;
- The quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting;
- The timeliness of response to any safeguarding concerns that are raised;
- The quality of work to support multi-agency plans around the child.
- Confirmation that all new staff have been recruited safely and that the single central register detailing the staff vetting checks are up to date and complete.

COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA's Strategic Lead Officer for Safeguarding in Education Services as necessary.

POLICY REVIEW

Date Reviewed: September 2025

Review Date: September 2026

Unless new legislation or procedures dictate an update

Senior Leadership Team

Cheryl Stepton
Proprietor
Designated Deputy Safeguarding Lead

Signature



Lesley Craggs
Headteacher
Designated Safeguarding Lead

Signature

Debbie Sycamore
HR Manager
Designated Safeguarding Lead Deputy

Signature



Appendix 1

Flow Chart for Raising Safeguarding Concerns About a Child

[Safeguarding Child Protection Flow Chart for Raising Concerns About a Child.docx](#)