

Policy Title:	CSS Safeguarding, Child Protection and Student Welfare Policy
Function:	For information and guidance and incorporating the School's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for. This is supported by the Safer Recruitment Policy.
Status:	Statutory
Audience:	Students, Parents, Councillors, Principal, Teachers, Support Staff, LA
Ownership / Implementation:	The Principal and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Implementation Date:	January 2013
Review period:	Annually
Last reviewed:	May 2017

1. Introduction and aims

- **The School believes that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.**
- The School recognises that because School staff are in regular and frequent contact with children, they are particularly well placed to safeguard and promote the welfare of students. **The School is aware of the responsibilities that all staff have with regard to the welfare of students.**
- **This policy applies to all staff** (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school.
- Compass School Southwark is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. At Compass School Southwark we adopt a child-centred and co-ordinated approach to safeguarding.
- **The safer recruitment policy explains how students will be safeguarded through the School's recruitment and selection procedures.**
- The policy is available to parents on request and is published on the School's website. It applies wherever staff or volunteers are working with students even where this is away from the School, for example at an activity centre or on an educational visit.
- This policy is reviewed annually by the governing body and Senior Leadership team.
- This policy combines Safeguarding and Child Protection policies

2. Purpose

The purpose of this Policy is to:

- Make clear support systems to safeguard and promote the welfare of students.
- Support students, parent/carers and staff in dealing with students' welfare.
- Ensure the provision of regular, quality INSET training for all adults.
- Develop access to support services that support students, parents/carers and staff in dealing with Child Protection matters, ensuring that contact details are readily and easily available to all.
- Take all practicable steps to ensure that School premises are as secure as circumstances permit
- Set out procedures to avoid accusations of staff misconduct.
- Follow the local inter-agency procedures of the Southwark Safeguarding Children Board
- Inform all members of staff, parents, volunteers and governors about the schools responsibilities for safeguarding children and their responsibilities therein.
- **Ensure that every student feels safe and protected from any form of abuse which includes any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.**

3. Definitions

- Safeguarding is *“the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully”* (Working Together to Safeguard Children, March 2015)
- Section 175 of the Education Act 2002 introduced a duty on governing bodies to have arrangements to ensure that they exercise their functions with a view to safeguard and promote the welfare of children. This requires schools to review policies and procedures annually.

4. Relevant policies and guidance

This Safeguarding and Student Welfare Policy forms one part of the school's safeguarding responsibilities and should be **read in conjunction with the Behaviour Policy, Attendance Policy and Child Protection Policy.**

This policy and all action relating to it, is in line with the following guidance:

- Keeping Children safe in Education (September 2016)
- Working Together to Safeguard Children (March 2015)
- Counter-Terrorism and Security Act (2015)
- What to do if a Child is being abused (March 2015)
- PREVENT and Channel duty guidance (June 2015)

5. Guidelines and Procedures

It is the responsibility of everyone in the School community to be vigilant about safeguarding and student welfare. All members of staff (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect, or any other kind of actual or suspected harm, to the designated Safeguarding Lead.

The School has appointed a senior member of staff with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to child protection and welfare.

The DSL and the DDSL have undertaken basic child protection training and training in inter-agency working and will attend refresher training at two yearly intervals.

The Designated Safeguarding Leads (DSL) for the 2016-17 academic year are:

- **Designated Safeguarding Lead**, David Collins, Director of School
- **Deputy Designated Safeguarding Lead**, Sarah-Kay Hill, Senior Leader of Achievement
- **Teacher in Charge of LAC**, David Collins, Director of School.
- **Safeguarding Governor:** Leon de Costa

The Principal will:

- Ensure that everyone knows what safeguarding is and that it is taken seriously.
- Ensure regular and appropriate safeguarding and child protection training takes place for all staff.
- Ensure that the Director of School, **David Collins (2016-17)**, is designated as the Teacher in charge of Looked After Children (LAC) and receives appropriate training.
- Encourage students and parents to inform the School of any concerns.
- Ensure that the development of the use of new and existing media technologies do not expose students to any potential harm.
- Work with all Teachers to ensure safeguarding when using digital media and education of students in safe use of the Internet.
- Ensure that the School has access to the external and internal resources to offer extensive support.
- Monitor the processes for promoting student welfare and safeguarding to ensure that adequate resources are given to it.
- Work with the Governors to put mechanisms in place to ensure that children requiring safeguarding measures are monitored in relation to their situation and progress with their learning. .
- Ensure that there is effective induction in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff.

The Designated Safeguarding Lead (and Deputy) will;

- Refer cases of suspected abuse to the LA MASH team (via CAF or otherwise) as required
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases where a person is dismissed/left due to risk/harm to a child to the DBS as required
- Refer cases where a crime may have been committed to the Police as required
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- During term time always be available (during school hours) for to discuss any safeguarding concerns (on email/telephone where necessary).

The Senior Leadership Team will:

- Be visible around the site and alert to issues of student welfare and safeguarding
- Ensure that all staff are confident in how to deal with students and refer on any issue concerning safeguarding (including the use of the Nagging Doubt form).
- Ensure that all the School processes consider the issues of safeguarding and student welfare as they are being developed.
- Develop links with extended services that could be used to support students and staff.
- Identify students in need of support and ensure that such support is allocated.
- Publicise all support services to students, ensuring that all such information is readily and easily accessible.
- Develop systems for student voice to be heard – as individuals and groups of students.
- Ensure that assemblies, the 'Relating' curriculum and citizenship programmes develop the School ethos of care, support and helping others.

- Help children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship, and SMSC elements of the curriculum.
- Ensure that the School site is secure, with all visitors being monitored and CP checks for regular site users.
- Ensure that all educational visits (residential and non-residential), and use of off-site provision, consider all aspects of safeguarding and student welfare. The Off-site and Residential Activities guidelines and CSS's Trips and Visits Policy develop this further.
- Ensure that all publicity materials and requests for information are dealt with appropriately, taking the issue of safeguarding into account.

Staff must:

- Understand their obligation, as part of the Teacher Standards Professional Duties, to safeguard children's wellbeing and maintain public trust in the teaching profession.
- Always be aware of the needs of young people, and be vigilant for any possible signs of abuse.
- **Complete a 'nagging doubt' form for any concern, regardless of its perceived importance - what may seem like a small matter, could be a small part of a larger puzzle.**
- Not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff present or informed of the meeting.
- Not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the child and the purpose of the contact should be made clear. Staff/student sports events should be considered carefully and agreed with SLT before it takes place.
- Understand that physical contact should only be made to restrain youngsters in danger of hurting either themselves or someone else.
- Not take young people alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents or carers, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability.
- Not contact or meet with young people socially or outside organised activities, unless it is with the knowledge and consent of parents and someone in charge of the activity.
- Ensure that their personal relationships do not affect the young people around them.
- Remember that on rare occasions, young people themselves can be responsible for abusing their peers.
- **Always check with the Principal or another member of SLT if they are unsure on anything related to Safeguarding.**
- Follow guidance provided in 'Using Technology Safely Policy'

Staff should never:

- Engage in sexually provocative or rough physical games.
- Allow children to use inappropriate language unchallenged (e.g. racist, sexist or homophobic comments).
- Make sexually suggestive comments in front of, about, or to a young person, even in fun.
- Use sarcasm.
- Let allegations made by a young person go without being addressed and recorded. (This is dealt with more fully in the Complaints Procedures Policy or the Complaints Students Guide).
- Deter young people from making allegations through fear of not being believed.
- Jump to conclusions without checking facts.
- Rely on their own good name to protect them (i.e. everyone regardless of position should adhere to these guidelines.).
- 'friend' on Facebook, follow on twitter or in any way engage in any other forms of social networking including instant messaging, Blackberry Messaging or other forms of social communication with young people who are students of Compass School Southwark other than through official school ICT channels where it is sanctioned by the Principal for example in the use of official School Twitter feeds and the like (**Check if you are unsure! Do not leave yourself open to allegations of misconduct**). Please see 'Using Technology Safely' policy for more details.

Students should:

- Understand the need to keep individuals and themselves safe and the impact upon others of their behaviour.
- Be aware of other people's feelings and sensitivities.
- Understand that some 'jokes' are not commonly understood or appreciated and may cause offence.
- Follow e-learning and online safety guidance provided by the school as part of the curriculum and assembly programme
- Encourage each other to report any concerns or issues as soon as possible.
- Know who to see if they have any concerns or issues.
- Be prepared to accept that people make mistakes and can learn from them.
- Be tolerant and respectful of other people's 'differences'.

6. Nagging Doubts

Compass School Southwark has a unique 'Nagging Doubt' form which is available for any staff member to complete if they are concerned about any matter associated with a child. **No concern is too small, and staff are encouraged to report all concerns.** This supports the 'it could happen here' culture described in Keeping Children Safe in Education (September 2016).

All nagging doubts are logged electronically in the school Management Information System.

- Where the threshold for further action is met, the appropriate additional safeguarding is put into place.
- Where the threshold for an individual nagging doubt is not met, but where a number of nagging doubts have been reported for a particular child, appropriate additional safeguarding is put into place.

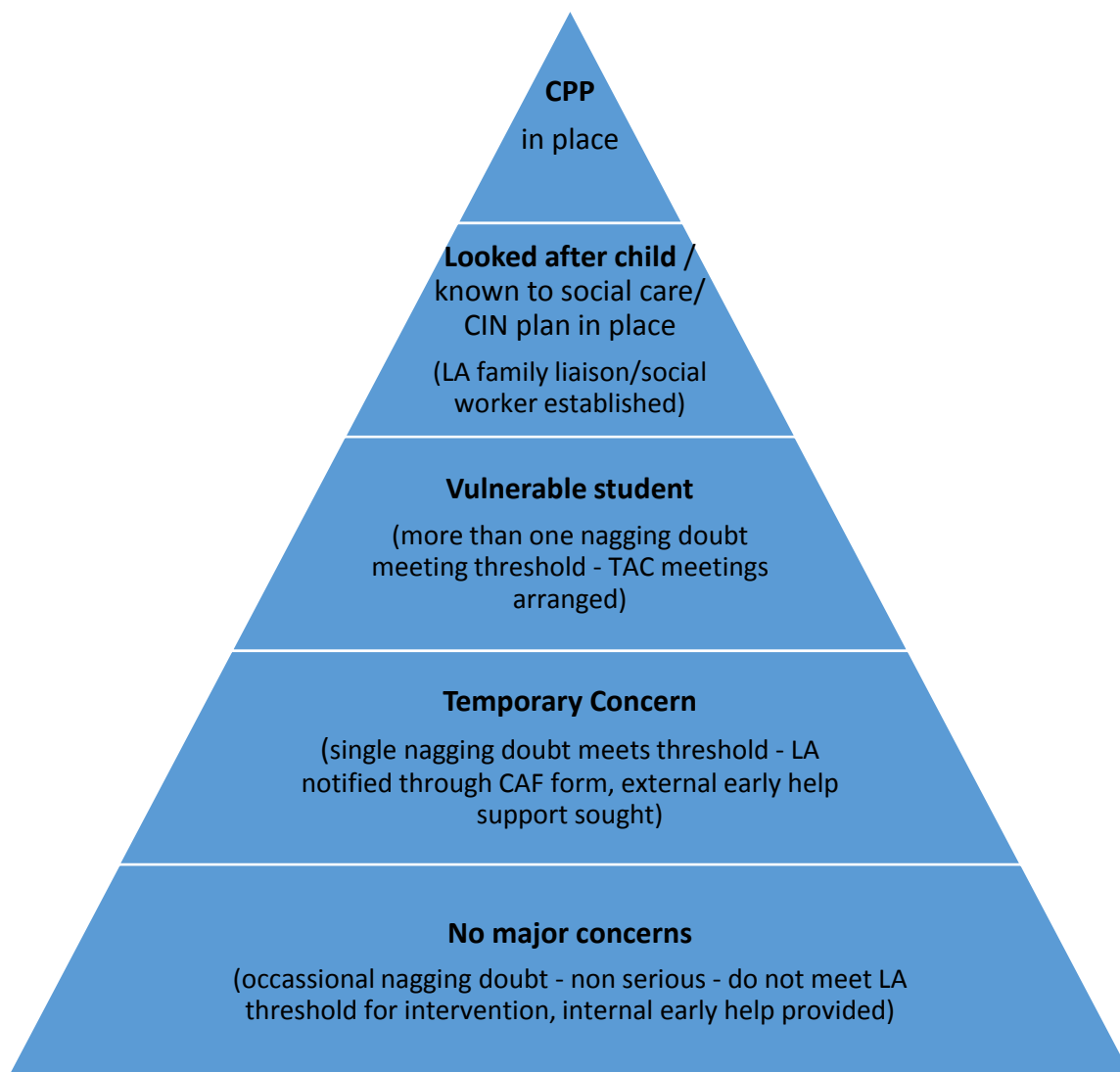


Figure 1: Illustration of escalation of nagging doubt concerns internally

7. Types of Abuse

Abuse can be:

- physical abuse, for example beating or punching
- emotional abuse, for example rejection and denial of affection
- sexual abuse, for example sexual assault or encouraging a child to view pornographic material
- neglect, for example failure to provide appropriate care including warmth or medical attention

Signs of abuse

Possible signs of abuse include (but are not limited to):

- the student says s/he has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a student's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the student's behaviour;
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the student's development is delayed;
- the student loses or gains weight;
- the student appears neglected, e.g. dirty, hungry, inadequately clothed;
- the student is reluctant to go home, or has been openly rejected by his / her parents or carers.

8. Specific Safeguarding Issues

In addition to the types of abuse set out above, there are a number of specific safeguarding issues which all staff are required to be aware of. These are described below, along with the school's response to such issues if they occur.

Children Missing from Education (CME)

A student missing from education for eight sessions or more is a potential indicator of abuse and neglect. **Should a student go missing from school (education) the Attendance officer will inform the Designated Lead and contact the LA Educational Welfare service (in this case Southwark Early Help); the Designated Lead will consider further actions/support should it be required.** We will inform the LA of any student removed from our roll so that the LA can identify and safeguard children missing from education.

If a pupil is withdrawn from the Academy 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 and CP records are sent without

delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Early Help Service either through the EHS Duty Officer or through the local team manager in order that they might make further enquiries. If this Academy receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department.

A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Team Manager in the Early Help Service.

All additions to or deletions from the school roll will trigger the completion of a Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system with particular regard to pupils leaving the school with unknown destination.

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

Child Sexual Exploitation (CSE)

All staff at Compass School receive annual training as part of the whole school CPD linked to Modern British Values, in consultation with Southwark Safeguarding team.

Inclusion staff receive higher levels of awareness training from school nursing service and are regularly kept up to date with both national and borough frameworks.

All staff should be looking for the following signs as laid out in the S.A.F.E.G.U.A.R.D mnemonic in *Pan London Child Sexual Exploitation Operating Protocol, Metropolitan Police, 2013*

Below is an example of an aide memoire for practitioners to assess whether a child is experiencing child sexual exploitation.

S	Sexual health and behaviour Evidence of sexually transmitted infections, pregnancy and termination; inappropriate sexualised behaviour
A	Absent from school or repeatedly running away Evidence of truancy or periods of being missing from home or care
F	Familial abuse and/or problems at home Familial sexual abuse, physical abuse, emotional abuse, neglect, as well as risk of forced marriage or honour based violence; domestic violence; substance misuse; parental mental health concerns; parental criminality; experience of homelessness; living in a care home or temporary accommodation.
E	Emotional and physical condition Thoughts of, or attempted, suicide or self-harming; low self-esteem or self- confidence; problems relating to sexual orientation; learning difficulties or poor mental health; unexplained injuries or changes in physical appearance.
G	Gangs, older age groups and involvement in crime

	Involvement in crime; direct involvement with gang members or living in a gang afflicted community; involvement with older individuals or lacking friends from the same age group; contact with other individuals who are sexually exploited.
U	Use of technology and sexual bullying Evidence of 'sexting', sexualised communication on line or problematic use of the internet and social networking sites.
A	Alcohol and drug misuse Problematic substance use
R	Receipt of unexplained gifts or money Unexplained finances, including phone credit, clothes and money.
D	Distrust of authority figures Resistance to communicating with parents, carers, teacher, social services, health, police and others.

- **Any staff member who is concerned about any of the above, should complete a Nagging Doubt form and return this to the DSL.**
- Students are supported through their 'Relating curriculum' and Southwark PSHE framework, along with access to our school counsellor two days per week.
- Regular meetings take place with the schools PC officer to update school procedures in line with governmental changes. In 2016-17 the designated PC for Compass School Southwark is PC Michael Houlahan.

PREVENT

The designated Prevent Trained Lead is: Lauren Thorpe

Compass School Southwark will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002.) Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws on

- Counter-Terrorism and Security Act, July 2015
- Revised Prevent duty guidance: for England and Wales
- "Keeping Children Safe in Education", DfE, September 2016
- "London Child Protection Procedures" guidance
- DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and
- Peter Clarke's Report of July 2014.

When operating this policy we use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources –students, staff or governors, or external sources - school community, external agencies or individuals. **Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.**

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

We therefore provide a broad and balanced curriculum, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. **Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with.**

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Common language to be aware of for extremism (Home Office, Department for Education update June 2015)

- **Dawla/Dawlah** - A term used to describe ISIL by its supporters, an alternative to 'Islamic State.'
- **Caliphate** - A Caliphate (or Khilafah) is a form of government used by early Muslims, under a single leader, or Caliph;
- **ISIL** supporters describe the territory the group controls in Iraq and Syria as the 'Caliphate';

- **Jihad** - Literally meaning 'struggle,' jihad can also refer to violence. Extremists may claim that undertaking violent jihad is obligatory for Muslims;
- **Mujahid** - Someone who fights jihad, the plural of which is mujahideen;
- **Hijrah** - Referring originally to the journey made by the Prophet Muhammad and his followers from Mecca to Medina, today hijrah is used by many to mean moving from a non-Muslim country to a Muslim country;
- **ISIL** uses this term to reinforce the idea that there is a religious obligation to travel to their so called Caliphate;
- **Kaffir/kuffar** - A pejorative term used to describe non-Muslims, on the basis that they reject the tenets of Islam;
- **Rafidha** - The Arabic word for 'rejecters' or 'those who refuse', it is a term used to describe those believed to reject Islamic authority and leadership. **Rafidha** is often used by ISIL supporters as a pejorative or sectarian term against Shia Muslims.

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

Any staff member who is concerned about any of the above, should complete a Nagging Doubt form and return this to the DSL. In addition to a MASH referral, and a referral to the Metropolitan police PREVENT officer for schools, a referral will also be made to the LA Channel programme if there are significant concerns.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Female Genital Mutilation (FGM)

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding Policy. As stated in the policy, the principal and Governors expect Safeguarding to be everybody's responsibility and expect all staff to adhere to and follow these policies.

The school uses the World Health Organisation definition as written below.

Definition of FGM

'Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or non-therapeutic reasons.' (World Health Organisation – 1997)

In order to protect our children it is important that key information is known by all staff.

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday
- Spend long periods of time away from the class during the day

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM – especially if there are elderly women present
- In conversation a child may talk about FGM
- A child may express anxiety about a special ceremony
- The child may talk or have anxieties talking about forthcoming holidays to their country of origin
- Parent/Guardian requests permission for unauthorised absence for overseas travel or you are aware that absence is required for vaccinations
- If a women has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

We respond to concerns related to Female Genital Mutilation at Compass School via the following processes:

- Our attendance policy does not authorise holidays, extended or otherwise, unless in exceptional circumstances received by the Principal
- All staff receive training in the school year as part of our CPD programme to ensure that they are alert to the possible signs that a child has been subject to Female Genital Mutilation or is at risk.
- Information is shared through our community newsletter. Families from practicing communities are approached directly when concerns are raised, with support from the inclusion team and following advice from MASH.

If any member of the Compass School community has a concern related to this, they should complete a Nagging Doubt form and immediately share this with the DSL. This will then be referred immediately to the Southwark MASH team and the Principal notified.

Additional 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If any member of the Compass School community has a concern related to this, they should complete a Nagging Doubt form and immediately share this with the DSL. This will then be referred immediately to the Southwark MASH team and the Principal notified.

Forced Marriage

A forced marriage where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family).

Financial abuse (taking your wages or not giving you any money) can also be a factor. No faith supports the idea of forcing someone to marry without his/her consent. This should not be confused with arranged marriages between consenting adults.

If any member of the Compass School community has a concern related to this, they should complete a Nagging Doubt form and immediately share this with the DSL.

Self-Injury

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours. This figure is higher amongst specific populations, including young people with special educational needs. Compass staff can play an important role in preventing self-harm and also in supporting students, peers and parents/carers of students currently engaging in self-injury

Self-injury is a deliberate, non-suicidal behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. It can include:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose (without suicidal intent)
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

If any member of the Compass School community has a concern related to this, they should complete a Nagging Doubt form and immediately share this with the DSL.

Fabricated or induced illness (FII)/Munchausen's by proxy

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

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

If any member of the Compass School community has a concern related to this, they should complete a Nagging Doubt form and immediately share this with the DSL.

Domestic abuse/family violence

Domestic or Family Violence adversely affects children, whether or not it is significant enough to warrant action under safeguarding procedures. Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse (physiological, physical, sexual, financial or emotional) between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality falls under this category.

If any member of the Compass School community has a concern related to this, they should complete a Nagging Doubt form and immediately share this with the DSL.

Gangs and youth violence

In our context, we take seriously the risks posed by gang and youth violence to our school community. While students generally see school as a safe place, even low levels of youth violence can have a disproportionate impact on any educational establishment. Our approach is in line with the Home Office guidance on "Preventing youth violence and gang involvement" March 2015.

In order to tackle the influence of gangs and youth violence outside of our school gates but on the periphery of our school community we take the following approach:

- Use restorative approaches to conflict which occurs within school
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour through our behaviour policy
- Uphold a strong anti-bullying policy, supported by trained student anti-bullying ambassadors
- Provide mentoring and specialist programmes for students considered to be at risk from involvement in gangs and youth violence.
- understand risks for specific groups, including those that are gender-based, and target interventions for these groups (often delivered by external expert groups)
- safeguard, and specifically organise child protection, where students are considered to be at high risk
- carefully manage individual transitions between educational establishments, especially into Student Referral Units (PRUs) or alternative provision
- Carry out student searches where we believe there is a potential risk of prohibited items being brought onto the school site (including knives and weapons, alcohol, drugs, cigarettes, fireworks, stolen items, pornographic images, or any other banned item)
- Issue behaviour contracts to students, or issue parent contracts/orders relating to a student's behaviour both inside and outside of school
- work with local partners to prevent anti-social behaviour or crime, including school police liaison officers and other local schools

All staff should fully understand the main risk factors associated with gangs and youth violence as set out in the table below (while being aware that there may be other factors determining behaviour, and not all risk factors lead to youth violence or gang involvement).

Factor	Strong risk factors for youth violence	Strong risk factors for gang involvement
Child	<ul style="list-style-type: none"> • Troublesome • High daring • Previously committed offences • Involved in anti-social behaviour • Substance use • Aggression • Running away and truancy 	<ul style="list-style-type: none"> • Marijuana use
Child's family	<ul style="list-style-type: none"> • Disrupted family • Poor supervision 	
School		<ul style="list-style-type: none"> • Low academic achievement • Learning disability
Child's peer group	<ul style="list-style-type: none"> • Peers involved in crime and/or antisocial behaviour 	
Community		<ul style="list-style-type: none"> • Marijuana availability • Children and young people in the neighbourhood involved in crime and/or anti-social behaviour

If any member of the Compass School community has a concern related to gang or youth violence within our student (or wider) community, they should complete a Nagging Doubt form and immediately share this with the DSL.

9. Involvement of external agencies

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and in all proper circumstances will be referred to an external agency such as the social services department of the local authority (**SSD**), the child protection unit of the police (**CPU**) or the NSPCC. In each case, the matter should be referred to the **Local Authority Designated Officer (LADO)**, Southwark (duty number: 020 7525 3297, service manager: 020 7525 3297)

Whether or not the School decides to refer a particular complaint to the SSD or the police, the parents and student will be informed in writing of their right to make their own complaint or referral to the SSD or the CPU of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

Contact numbers

The telephone numbers of the LB Southwark Social Services Departments are as follows:

Southwark LADO	020 7525 3297
Southwark Safeguarding Children Board	020 7525 1921

The following telephone numbers may be useful for pupils:

Police Child Abuse Investigation Team	0845 456 7000
Childline	0800 1111
NSPCC	0808 800 5000

Other useful contact names and numbers:

Chair of Governors	Leon de Costa
Vice Chair of Governors (Safeguarding Lead)	Tom Lee
LADO is Eva Simcock	020 7525 0689

There is also a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with LADO issues when LADO is unavailable.

Duty telephone number for enquiries/referrals 020 7525 3297

The LA's Strategic Lead Officer for safeguarding is Nina Dohel 020 7525 3252

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

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

The schools designated police officer is Micky Houlahan 07891 930555

EHS Duty Officer (Education): 020 7525 2714

10. Whistleblowing and escalation

All staff are required to report to the Principal or the Chairman of the Board of Governors, any concern or allegations about School practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

1. **Initial complaint:** A member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, that is, a question which suggests its own answer;
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken;

- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL.
2. **Preserving evidence:** All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.
 3. **Reporting:** All suspicion or complaints of abuse must be reported to the DSL (or Deputy), or if the complaint involves the DSL, to the Principal and Chair of Governors.
 4. **Action by the DSL:** The action to be taken will take into account:
 - the local inter-agency procedures of the local Safeguarding Children Board;
 - the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the SSD or the police without further investigation within the School;
 - the wishes of the student who has complained, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a student's wishes;
 - the wishes of the complainant's parents, provided they have no interest which is in conflict with the student's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the DSL is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose;
 - duties of confidentiality, so far as applicable;
 - the lawful rights and interests of the School community as a whole including its employees and its insurers;
 - if there is room for doubt as to whether a referral should be made, the DSL may consult with the LADO or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. If the initial referral is made by telephone, the DSL will confirm the referral in writing to SSD within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact SSD again.
 5. **Referral guidelines:** A referral to the SSD or police will not normally be made where:
 - the complaint does not involve a serious criminal offence; and
 - a referral would be contrary to the wishes of a student complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents; and
 - the case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.
 - However, if during the course of the internal procedures, it appears that the situation is more serious, the DSL will again consider whether a referral should be made.

6. ***Allegations against staff:*** The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the students or student concerned; and
- the need for a full and fair investigation.

Where an allegation or complaint is made against the DSL or any other member of staff or a volunteer, the matter should be reported immediately to the Principal.

Where an allegation or complaint is made against the Principal, the person receiving the allegation should immediately inform the Chairman of the Board of Governors, or in his absence the Vice Chair, without first notifying the Principal.

If the School ceases to use the services of a member of staff (or a director, Governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the School's Local Council without delay.

7. ***Allegations against students:*** A student against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from the LADO on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student or students accused of abuse. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the student's Education Guardian will be requested to provide support to the student and to accommodate him/her if it is necessary to suspend him/her during the investigation.
8. ***Suspected harm from outside the School:*** A member of staff who suspects that a student is suffering harm from outside the School should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the DSL.
9. ***Informing parents:*** Parents will normally be kept informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the LADO and/or the Principal before discussing details with parents.

11. Confidentiality and information sharing

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working Together to Safeguard Children*.

12. Safety in the School

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

Entry to Schools premises will be controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badges or be issued with School visitor badges and colour-coded lanyards. Unidentified visitors will be challenged by staff or reported to the Principal or School office. Carelessness in closing any controlled entrance will be challenged.

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

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

13. Curriculum

Compass School Southwark 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. It is expected that all curriculum co-ordinators 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 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 line with our e-Safety Policy.

14. Role of the Governors

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

The Governing Body will ensure that the School contributes to inter-agency working in line with statutory guidance '[Working Together to Safeguard Children](#)' and that the School's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the SSCB.

The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Principal.

The Governing Body has nominated **Leon de Costa** as a lead to take leadership responsibility for the School's safeguarding arrangements.

Concerns about and allegations of abuse made against the Principal will be referred to the chair of governors 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 Principal.

As a good practice, the Principal will provide termly/annual reports to the Governing Body outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the Designated Safeguarding Lead 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.

13. Monitoring, Evaluation and Review

The School Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.