

Child Protection (Safeguarding) Policy 2021-2022

Author (s):	S Varcoe – Head of Governance and Compliance
Functional area:	Safeguarding
Scope:	Trust wide
Reviewer (s):	Designated Safeguarding Leads
Approver (s):	Trust Board
Version:	001
Effective date	01/09/21
Next review due:	01/09/22

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Introduction

The Charter Schools Educational Trust (the ‘Trust’) is committed across all our schools to providing a safe and secure environment for children, staff and visitors and to promoting a culture in which everyone feels confident about sharing any and all concerns they may have about their own safety and well-being or the safety and well-being of others.

The Trust aims 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 robust action to enable all children to have the best outcomes possible.

The Trust’s Child Protection Policy (CPP) draws on duties conferred by a wide range of legislation, including specifically: the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools),

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 Board ([LSCB](#)) and the Southwark Safeguarding Children Partnership ([SSCP](#)). We also have regard to the advice contained in DfE’s “[What to do if you’re worried a child is being abused](#)” and “[Information Sharing – Advice for practitioners](#)”.

The CPP is applicable to all on- and off-site activities undertaken by children while they are the responsibility of the Trust and its schools.

The Trust will ensure that those staff who work directly with children read at least Part one and those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of DfE guidance “[Keeping children safe in education](#)”. This will depend on the assessment of which guidance will be most effective for the staff to safeguard and promote the welfare of children. We will also ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of the guidance.

1. POLICY AIMS

The purpose of the CPP is to:

- Identify the responsible individuals in the Trust or individual school and explain the purpose of their roles
- Outline the role of the Trust Board and the Local Governing Body of each respective school
- Describe the procedures to be followed if anyone in the Trust has a concern about the safety and welfare of a child who attends any school or other service or activity provided by the Trust
- Identify the particular attention that should be paid to those children who might be deemed vulnerable, including any child (as defined by the DfE statutory guidance) who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is at risk of modern slavery, trafficking or exploitation;
 - is at risk of being radicalised or exploited;
 - 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;
 - has returned home to their family from care; and
 - is a privately fostered child.
- Set out our policy on training for staff
- Ensure that those responsible for recruitment understand how to apply safeguarding principles when employing new staff
- Set out expectations of how to ensure children are safeguarded when there is contact with non-school staff, e.g. volunteers, contractors, etc.
- Outline how safeguarding complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of our schools
- Outline the role of the Trust board and the local governing bodies
- Outline how the implementation of this policy will be monitored.

This safeguarding policy is consistent with all other policies adopted by the Trustees and the Local Governing Bodies (LGBs) each of the Trust's schools and in particular should be read in conjunction with those policies relevant to the safety and welfare of children, including

- Staff Code of Conduct
- Special Educational Needs and Disability Policy
- Anti-bullying Policy (includes our approaches to address bullying in all its forms)
- E-Safety policy – including online safety
- Data protection policy
- Health & Safety
- All policies and procedures relating to off-site activities
- Whistle blowing policy
- Recruitment policy
- Pupils with Medical Needs policy

2. COVID-19

We note the DfE's updated contingency framework [Managing coronavirus \(COVID-19\) in education and childcare settings](#), which includes the new thresholds at which we might consider seeking public health advice and taking further action to reinforce measures already in place, updates to the circumstances in which local health protection teams or directors of public health might recommend us introduce some additional measures, and annexed guidance for managing cases. We note in particular the sections of the Guidance on 'Safeguarding and designated safeguarding leads' and 'Vulnerable children and young people' under 'Other considerations where attendance has been restricted'. We also note the Government's updated [Actions for schools during the coronavirus outbreak](#) / [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#).

We are aware that pupils may continue to experience a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. All staff members and volunteers will be vigilant about the possible impacts of the pandemic on pupils' mental wellbeing and act immediately on any safeguarding concerns, including new concerns where children are returning from any periods of self-isolation and/or illness, and share their concerns with designated and deputy designated safeguarding leads. We will put in place appropriate support systems for pupils and parents/carers, including working with and/or referral to relevant outside agencies. We note the [Government's COVID-19: guidance on supporting children and young people's mental health and wellbeing](#). We are aware of the continued importance for our staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners during the pandemic.

We will continue to ensure that arrangements are in place to keep children not physically attending the school safe, especially online. Where we identify a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person. Details of this plan will be recorded appropriately as will a record of contact. The communication plans can include remote contact, phone contact, doorstep visits. Other individualised contact methods will be considered and recorded. All our staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per this policy and where appropriate, referrals will continue to be made to relevant agencies. In

relation to any child receiving remote education, we note the [DfE's guidance on safeguarding and remote education during coronavirus \(COVID-19\)](#) in terms of keeping children as well as staff members safe online.

3. RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding and promoting the welfare of children is in the responsibility of the whole Trust community. All adults working in Trust schools and other organisations (including visiting staff, volunteers, students on placement, agency workers, commissioned services, etc.) must report any instances of actual or suspected child abuse or neglect to the respective Designated Safeguarding Lead (DSL) at the school. The DSL is a senior leader at the respective school. In the absence of the DSL these must be reported to a Deputy Designated Safeguarding Lead (DDSL)

Named personnel with designated responsibility for safeguarding across the Trust **(NB: The full list of designated safeguarding staff contacts for each respective school can be found in APPENDIX 1):**

DSL	Link Trustees/Governors
The Charter Schools Educational Trust Cassie Buchanan – CEO	Karen Robinson
The Charter School North Dulwich Ade Haastrup – Acting Deputy Headteacher/Designated Safeguarding Lead	Lucy Hamer
The Charter School East Dulwich Nathaniel Wilson, Deputy Head of School (Designated Safeguarding Lead)	Celia Johnson
Charles Dickens Primary School Michael Eggleton, Headteacher (Designated Safeguarding Lead)	TBC
The Belham Primary School Liz Cohen, Headteacher (Designated Safeguarding Lead) Sharon Baxendale, Assistant Headteacher (Designated Safeguarding Lead)	Juliane Caillouette Noble
Dulwich Hamlet Junior School Claire Purcell, Headteacher (Designated Safeguarding Lead)	Tom Forster
Lyndhurst Primary School Jola Nowakowska, Co-Headteacher (Designated Safeguarding Lead) Nick Hammill, Co-Headteacher (Designated Safeguarding Lead)	Alison Miln and Oliver Morley

The DSLs

- have lead responsibility for safeguarding and child protection (including online safety) and works with the mental health leads where safeguarding concerns are linked to mental health.
- provide advice and support to other staff, volunteers and visitors on child welfare and child protection matters,
- take part in strategy discussions and inter-agency meetings, and/or support other staff to do so, and contribute to the assessment of children
- are the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinate the individual school's representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences).

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.

When an individual concern/incident is brought to the notice of the DSL, they are responsible for deciding upon whether or not this should be reported as a safeguarding issue. If a child is in immediate danger or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

All staff and volunteers should have received appropriate training and be aware of the process for making referrals to local authority 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. However, the DSL (and any deputies) are most likely to have a complete safeguarding picture and will usually 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.

In exceptional circumstances, if the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should speak to another member of the appropriate senior leadership team within the relevant school 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.

Where there is any doubt as to the seriousness of this concern, or disagreement between the DSL and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Lead (DDSL) or the local authority's Strategic Lead Officer for safeguarding in education services. If a child is in immediate danger or is at risk of harm, a referral will be made to 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.

4. THE ROLE OF THE TRUST BOARD AND THE LOCAL GOVERNING BOARD

The Trust Board is ultimately responsible for safeguarding in the Trust's schools but the day to day monitoring of safeguarding standards within each individual school is delegated to the Local Governing Body (LGB). The Trust Board have the strategic leadership responsibility for their schools' safeguarding arrangements and will ensure that they comply with their statutory duties and ensure that the policies, procedures and training in the schools are effective and comply with the law.

Trustees and governors will receive appropriate training on safeguarding at induction that is updated regularly. In addition, they will receive information (for example, via emails, e-bulletins and newsletters) on safeguarding

and child protection at least annually so that they can demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults.

The Trust Board and Local Governing Bodies will ensure that the schools contribute to inter-agency working in line with statutory guidance "[Working Together to Safeguard Children](#)" and that the schools' 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 Southwark Safeguarding Children Partnership (SSCP).

The Trust Board have 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 Trustee or the CEO.

The Trust Board has nominated Karen Robinson as the lead trustee to take leadership responsibility for the Trust's safeguarding arrangements. Each school LGB has a nominated safeguarding Link Governor who are listed in the table above and who will be responsible for monitoring the safeguarding arrangements in their school setting.

Concerns about and allegations of abuse made against a Headteacher will be referred to the CEO and the respective Chair of the school's LGB. They 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. In the case of an allegation against the CEO, the Chair of the Trust Board will be informed and be responsible for liaising with the LA's Designated Officer.

The Headteachers will provide termly reports to their LGB and to the CEO, outlining details of any safeguarding issues that have arisen during the term and the outcome of any cases identified. These reports will respect individual's confidentiality and will not therefore identify any person(s) by name. The CEO will provide a termly report to the Trustees.

Also, as good practice, the nominated safeguarding links will meet on a regular basis with the appropriate DSL 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 respective school is meeting its duties in respect of safeguarding.

Further guidance can be found in section 6.8 of the "[Governance Handbook for Trustees of academies and multi academy Trusts and governors of maintained schools](#)" October 2020.

5. 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. A child may be abused by an adult or adults, or by another child or children. Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms – it should never be tolerated or passed off as "banter" or "part of growing up". The Trust's schools have a clear role for supporting victims of peer on peer abuse (see below).

Physical abuse: a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise deliberately 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 corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Peer on peer sexual abuse, such as 'sexting' (see below) will be dealt with swiftly at the Trust's schools and victims supported appropriately.

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 caregivers); 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 behaviours can be associated with factors outside the school or college 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 youth 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 appropriately 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 school 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 regularly miss school or education or do not take part in education. Any possible CCE case will be shared with the school 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; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour.

A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they 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 a 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 in our schools, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the [London Child Protection Procedures](#). This will determine how and when information will be shared with parents and the investigating agencies.

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

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal. Sharing nudes and semi-nudes covers the incidents where:

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18

- a person under the age of 18 shares nudes and semi-nudes 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 nudes and semi-nudes 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, 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 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.

Peer on peer abuse

Children are capable of abusing their peers. This can happen both inside and outside of school and online, and can take different forms, such as bullying (including cyber bullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; 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 peer on peer abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as "banter", "just having a laugh" or "part of growing up".

The Trust schools have a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the individual school's behaviour policy and in line with the Trust's Behaviour principles. The Trust schools 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. Any possible peer on peer abuse case will be shared with the school 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 the Trust and its schools and we have appropriate sanctions in place. We understand that sexual harassment, online sexual abuse and sexual violence are happening in and around our schools, even when there are no specific reports. We work actively in our schools to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes effective behaviour policies, pastoral support and carefully planned relationships, sex and health education curricula, 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 line 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 relationships, 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.

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.

Involvement in criminal activity and serious violence

All Trust 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. 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”](#).

Child criminal exploitation: 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 and are subsequently found in areas away from their home; have been the victim or 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.

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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children 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 school DSL with a view to referring to appropriate agencies. Information is available about [Domestic abuse and how to get help in Southwark](#). Southwark Council's support and service provider Solace (020 7593 1290, southwark@solacewomensaid.org) offer free and confidential support for women and men aged 16 or over who are survivors of domestic abuse.

Operation Encompass

Across the Trust, we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment. Further information is available via [Operation Encompass](#).

In order to achieve this, the Multi-Agency Safeguarding Hub ([MASH](#)) will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s). On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents, Trustees and governors, is detailed as part of the school Safeguarding Policies and published on our school websites.

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 school DSL with a view to referring to appropriate agencies. We also note [Southwark's VAWG Strategy](#).

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

HBA 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 HBA or who has suffered from HBA, they will share it immediately with the appropriate 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, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries and is a deeply rooted practice, widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. While FGM is concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

The Trust notes that since 31 October 2015 teachers (including qualified teachers or persons who are employed or engaged to carry out teaching work in schools) must 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 that 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). Further information on this duty can be found in the document “[Mandatory Reporting of Female Genital Mutilation – procedural information](#)”. A useful summary of the FGM mandatory reporting duty is available in the [FGM Fact Sheet](#).

Teachers in our schools 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 school 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. 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](#) and especially Chapter 7 on page 32 of the [Multi-agency guidelines](#), which is specifically aimed at teachers, lecturers and other members of staff within schools, colleges and universities. Any possible forced marriage case will be shared with the school 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 (see "[The Prevent Duty](#)"). Young people can be exposed to extremist influences or prejudiced views, in particular via the internet and other social media. Schools can help to protect children from extremist and violent views in the same way that they help to safeguard children from drugs, gang violence or alcohol.

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

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

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. 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 57-76.

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.

All Trust staff should raise any concerns directly to the appropriate DSL, who will in turn refer concerns to the appropriate Headteacher. The Headteacher will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to the Multi Agency Safeguarding Hub ([MASH](#)). The MASH will share the referral details of new referrals with the Prevent lead police officer and local authority Prevent coordinator at the point the referral is received. The referral will be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will carry 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 this assessment.

Private Fostering

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

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

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

6. REFERRALS

Where there is a safeguarding concern, our staff take into account the child's wishes and feelings when determining what action to take and what services to provide. There are 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, demeanour, schoolwork 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

[The Southwark Safeguarding Board Multi Agency Threshold Guide](#) sets out the different levels of need and detailed guidance about how concerns within these different levels should be responded to by Southwark agencies.

Safeguarding referrals should be made to local authority's Multi Agency Safeguarding Hub ([MASH](#)) via the referral form and copied to the local authority's Schools Safeguarding Coordinator. Prior to any [referral form](#) being sent to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk (for Southwark this is on **020 7525 1921**), to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example, alleged or suspected child sexual abuse, Honour Based Abuse, 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 before of the referral and the reasons for the decision to progress without consent should be provided with the referral.

When the school makes a referral, the local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the school, as the referrer, know the outcome. The DSL will follow up if this information is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure that the concerns have been addressed and, most importantly, that the child's situation improves.

The [Early Help Referral 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.

Southwark's Family Early Help Service Duty number is 020 7525 1922, which will give four options:

- General enquiries and signposting
- Family Early Help Duty Manager for general advice including consultations 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

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

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

All parents applying for places at our schools will be informed of our safeguarding responsibilities and of this policy. Where a pupil sustains injury or is otherwise affected by an accident or incident whilst they are the responsibility of the school, their parents will be notified as soon as possible.

The Charter Schools Educational Trust and its schools recognise the need to be alert to the risks posed by strangers or others (including the parents or carers of other students) who may wish to harm children in school or travelling to and from school and will take all reasonable steps to lessen such risks.

7. VULNERABLE CHILDREN

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; copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care. The Schools' Designated Teachers for Looked-after and Previously Looked-after Children will work with the 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 in each school 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](#).

Local authorities should share with our schools/settings 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 schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing 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).

The Trust acknowledges 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 recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's 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 DfE's [SEND Code of Practice 0 to 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 appropriate DSL as a safeguarding issue.

The Trust also acknowledges the additional need for support and protection of children who are vulnerable by virtue of homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or through other children. The Trust has a strong commitment to anti-bullying and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a child protection context.

8. TRAINING

All staff members will receive appropriate safeguarding and child protection training, including online safety, which is regularly updated. Whole-school in-service training on safeguarding issues will be organised annually. All newly recruited staff (teaching and non-teaching), Trustees and Governors will be apprised of this policy and will be required to complete relevant Prevent and Safeguarding training as directed. All new staff and

temporary staff will be required to attend an induction session to cover all aspects of safeguarding including Prevent with the appropriate DSL or their Deputy on their first day in school. The DSLs (and their Deputies) will attend the Local Authority's dedicated induction course or another appropriate induction course and then refresher training at least every two years. Designated staff will be encouraged to attend appropriate network meetings and to participate in the [multi-agency training programme](#) organised by Southwark Safeguarding Children's Partnership. The DSLs will also undertake Prevent awareness training.

In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, termly Trust DSL meetings, meeting other designated safeguarding leads from other Trusts and schools, 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.

In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required to provide them with relevant skills and knowledge to safeguard children effectively.

9. RECRUITMENT

The Charter Schools Educational Trust is committed to becoming a Safe Recruitment Organisation. As part of that, we adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safer recruitment processes are followed, and all staff recruited to the Trust schools will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate Disclosure and Barring Service (DBS), criminal records, barred list 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](#)". We will also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare "[Disqualification under the Childcare Act 2006](#)", which also contains information about 'disqualification by association'.

Relevant members of staff, trustees and governors who are involved in recruitment will undertake the safer recruitment training. Each school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with the staffing regulations. The individual school Business Managers and the Trust Head of Governance and Compliance have an oversight of recruitment tools and processes such as our application forms and advertisements that are part of our attempts to deter potential abusers from applying for posts, etc.

The Trust schools will only use employment agencies that can demonstrate that they positively vet their supply staff and report the misconduct of temporary or agency staff to the agency concerned and to the LA. The evidence of vetting is solicited by and provided to the relevant school Business Manager. Staff joining the schools on a permanent or temporary basis are given a copy of this policy. Additionally, the Staff Handbook will confirm CP procedures within each school.

10. INDUCTION

A key part of safer recruitment is the induction process we provide for all new members of staff, evidenced by the safeguarding induction record which is completed and signed by new members of staff after their induction meeting with the DSL (or nominated DDSL). We highlight within this process our commitment to a 'safer culture' across the Trust, where safeguarding is a core part of everyone's role and not an add-on.

11. VOLUNTEERS

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

Under no circumstances will 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 provide personal care on a one-off basis in our school, are deemed to be in regulated activity. We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we may conduct a repeat DBS check (which will include barred list information) on any such volunteer should we have any concerns.

The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain DBS certificates for volunteers who are not in regulated activity and who are appropriately supervised, but we may undertake an enhanced DBS check without a barred list check following a risk assessment. Volunteers will be subject to the same Staff Code of Conduct as paid employees. Voluntary sector groups that operate within the schools to provide off-site services for children or use school facilities will be expected to adhere to this policy or operate a policy, which is compliant with the procedures adopted by the individual school's Safeguarding Children Partnership. Further information on checks on volunteers can be found in Part three of the DfE guidance "[Keeping children safe in education](#)".

Premises lettings and loans are subject to acceptance of this requirement.

12. STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a Code of Conduct in respect of their contact with children 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 as part of their professional duties. We will endeavour to create and embed a culture of openness, trust and transparency in which the Trust and individual school values and expected behaviours, which are set out in the staff code of conduct, are constantly lived, monitored and reinforced by all staff.

Children must be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the individual school's Behaviour (Positive Discipline) Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a child for their own protection or others' safety, this will be appropriately recorded and reported to the relevant Headteacher and the child's parents/carers. 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. If a child needs help with toileting, nappy changing 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/Care Plan that has been agreed with the parents/carers and health authority.

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

School staff should be alert to behaviours that may cause 'low-level' concerns such as being over friendly with children, having favourites, taking photographs of children on their mobile phone, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, using inappropriate sexualised, intimidating or offensive language (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 children outside of school (including the use of digital / social media such as 'friending' children/parents online, etc.). Home visits to children should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by children to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the relevant Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the relevant Headteacher. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents/carers. In circumstances where this is not possible, staff using their own mobile phone will switch off their Caller ID on their phones. Private tuition for students will be regarded as contrary to teaching staff's terms of employment and will not be authorised.

Staff will only use the schools' digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the relevant Headteacher and Local Governing Board and in line with the Trust [Acceptable use of Technology](#) Policy and the Trust [Data Protection](#) Policy. Staff will only use the approved school email, or other school approved communication systems with children or parents/carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to children or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of children or staff without permission and will not store images at home.

Staff should be aware of the [Trust's whistle-blowing policy and procedures](#) and share immediately any disclosure or concern that relates to a member of staff with the relevant Headteacher or the appropriate DSL if the Headteacher is not available. Nothing should be said directly to the colleague involved.

Any concern relating directly to a Headteacher should be shared with the appropriate Chair of Governors and the Trust CEO. Any concern relating to the CEO should be shared with the Chair of the Trust Board.

13. CONTRACTORS

Building contractors who are engaged by or on behalf of the Trust to undertake works on school sites will be made aware of this policy and the reasons for this by the member of staff commissioning them. Long-term contractors who work regularly in the schools 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 individual school's Leadership Team deem this to be appropriate. During major works, when large numbers of workers

and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to children in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the Trust Staff Code of Conduct.

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 (e.g. 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 have contact with children. Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity relating to children. We will determine the appropriate level of supervision depending on the circumstances. 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.

14. ALLEGATIONS MADE AGAINST/CONCERNS RAISED IN RELATION TO STAFF

The Trust takes seriously all allegations made against and complaints or concerns raised in relation to members of staff. 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/carers and staff to share any concern that they may have about the actions of any member staff, including supply teachers, volunteers or contractors. All such allegations or complaints must be brought immediately to the attention of the relevant Headteacher (or relevant DSL, 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 Trust CEO and the Chair of Governors of the relevant LGB in order that they may activate the appropriate procedures. If a complaint is made against the Trust CEO, the Chair of Trustees (chair@tcset.org.uk) will be informed and investigated in accordance with the procedures set out below.

There may be two levels of allegation/concern:

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

1. Allegations that may meet the harms threshold

These procedures 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 any of the Trust's schools and will be used in respect of all cases in which it is alleged that anyone working in any of the Trust schools 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 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.

The Local Authority Designated Officer (LADO) should be informed of all such allegations that come to a school's attention and appear to meet the above criteria. Contact can also be made with LA's Schools Safeguarding Coordinator who will liaise with the LADO. 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, the Trust will apply common sense and judgement; deal with allegations quickly, fairly and consistently; and provide effective protection for the child and support for 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 a Strategy Meeting or Discussion being held in accordance with the DfE guidance and London Safeguarding Children Partnership (LSCP) procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The Trust and its schools have a legal duty to refer to the DBS when an individual is removed from regulated activity (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 Secretary of State, as required by law.

2. Concerns that do not meet the harms threshold – known as 'low level concerns'

The term 'low-level' concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the 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 concern seems to be 'low-level'.**

All 'low-level' 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 concern, they will be reported to the respective Chair of Governors (or Chair of the Trust Board in the case of the CEO).

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](#)".

Southwark Local Authority	
Designated Officer (LADO)	Eva Simcock – Tel: 020 7525 0689; Mob: 07943076608; Email: Eva.Simcock@southwark.gov.uk LADO can also be contacted via Qau.Safeguarding@southwark.gov.uk There is also a duty system and one of the CP Coordinators in Quality Assurance Unit (QAU) is on duty each day to deal with LADO issues when LADO is unavailable. Duty telephone number for enquiries/referrals is 020 7525 3297
Strategic Lead Officer for safeguarding in education services	Director of Education Nina Dohel 020 7525 3252
Schools Safeguarding Coordinator	Apo ÇAĞIRICI 020 7525 2715

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

15. RECORDS

Brief and accurate written notes will be kept by each DSL (or deputy, as appropriate) of all incidents and child protection or child in need concerns relating to individual children. 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 schools 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 respective DSL and separately from educational records. The Trust Filing and Record-Keeping Policy that must be adhered to in relation to the integrated filing system for vulnerable children known to the schools' integrated support team. They may only be accessed by the DSL, or their Deputies.

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

Child Protection records will be sent to receiving schools separately from the main pupil file and under a confidential cover when pupils leave the school, 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 a 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 Trust schools receive child protection records from other schools, they will ensure key staff such as the DSL, DDSs and pastoral staff 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 the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Family Early Help Service, either through the School's Single Point of Contact (SPOC) or the Family EHS Duty Officer or through a Family EHS team manager, in order that they might make further enquiries. If a school receives educational records concerning a child who is not registered with it, 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 a Team Manager in the Family Early Help Service.

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

When a pupil ceases to be registered at one of the Trust schools 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 DfE's secure internet system called school2school.

The school will upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school to a searchable area of the school2school website commonly referred to as the 'Lost Pupil Database'. If a pupil arrives in one of our schools and the previous school is unknown, we will search the database for any record of the child. The school 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. We will hold more than one emergency contact number for each pupil or student to make contact with a responsible adult when a child missing 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](#) when pupils who ordinarily do not make their own way home are not collected by their parents/carers at the end of the school day or from after school clubs and activities and when any children with Special Educational Needs who are transported from school cannot be dropped-off at their home or meeting point due to the absence of the parent or carer.

16. SAFETY IN THE SCHOOL

No internal doors to classrooms will be locked whilst pupils are present (The only exception to this is as part of the school's Lockdown Procedure).

Entry to all Trust school premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Each 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. 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 had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks). They 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. Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near our schools or approaching children, 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 Southwark'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 children in Trust schools or on individual school-organised activities with the prior consent of the relevant 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/carers 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.

17. CURRICULUM

The Trust acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our children for the responsibilities of adult life and citizenship. Our schools 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 co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of children.

As appropriate, the schools' curriculums 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, children will be taught to e.g.

- 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
- 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 healthy 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.

Where necessary we will work with external agencies to support this work, for example via The Agencies Supporting Southwark Programme ([ASSP](#)), which is the quality assurance gateway for all organisations and individuals wishing to work with Southwark's children and young people.

All computer equipment and internet access within the Trust's schools will be subject to appropriate "parental controls" and Internet safety rules in line with the schools' E-safety Policies. 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.

18. HEALTHY SCHOOLS LONDON

The Trust schools will work with partners to promote a whole healthy school approach and achieving the "Healthy School London" status – including a focus on the curriculum with the aim of:

- Using the full capacity and flexibility of the curriculum to help pupils to be safe, healthy and happy

- Developing a school ethos, culture and environment as well as provision for spiritual, moral, social and cultural (SMSC) education that encourage a healthy lifestyle for all children and young people, including the disadvantaged and vulnerable
- Delivering the new mandatory Relationships & Sex Education (RSE) and Health Education (HE) and/or where delivered, through Personal, Social, Health and Economic (PSHE) & Wellbeing Education – including specifically consent, sexual harassment and sexual violence, including online
- Providing high quality Physical Education (PE) and sport to promote physical activity
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health
- Working in partnerships with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the most vulnerable and disadvantaged
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message.

19. WORKING IN PARTNERSHIP WITH PARENTS/CARERS

It is the Trust schools' policy to work in partnership with parents/carers to secure the best outcomes for our children. Each school will therefore communicate as clearly as possible about the aims of the respective school.

- Schools will use clear statements in their brochures and correspondence
- Schools will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families
- Schools will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary
- Schools will distribute the LA's leaflet for parents/carers, [Protecting Children in Education Settings](#) and will make available to any parent/carer who requests it a copy of the school version of this policy. The school version of this policy will also be available on the Trust and each individual schools' website
- Schools will keep parents/carers informed as and when appropriate.

20. VOICE OF THE CHILD

Listening and responding appropriately to the voice of the child is a critical part of good safeguarding practice. This is highlighted to staff during the induction and on-going CPD activities provided by the school/centre. The Trust schools ascertain from their pupils the degree to which they feel safe in school through regularly surveying and responding to their views as well as providing open door access to the Headteachers and Deputy Headteachers. Student views on emotional well-being, bullying and mental health are sought and used as part of the implementation of the programmes.

21. MONITORING AND EVALUATION

This policy is reviewed regularly and formally once a year by the Trust's DSL Team and the individual schools' Senior Leadership Teams (SLTs). The SLTs monitor issues / incidents that fall within this policy scope within the Standing Item: Safeguarding on the SLT meeting agenda. The Local Governing Body and the Trust Board are kept informed of any updates / changes as a result of this monitoring through the nominated Link Governor meetings. The Local Governing Body will monitor the safeguarding arrangements in their respective school to ensure that these arrangements are having a positive impact on the safety and welfare of children. The Trust Board will regularly monitor, through the link Trustee and termly CEO reports, any safeguarding issues relating

to this policy and its associated procedures across the Trust, and any common themes or issues which may arise. 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 schools, 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.

All cases where there are concerns regarding child protection are monitored and followed up by the relevant DSL or the deputy who dealt with the original concern. All children subject to CP/CiN Plans have a named 'key contact' in school on their running record; the case management processes within the integrated support team (aka Child & Family Support Team) ensure such cases are regularly reviewed and closed where appropriate.

22. COMPLAINTS

All complaints arising from the operation of this policy will be considered under the [Trust's Complaints and Concerns Policy](#), with reference to the LA's Strategic Lead Officer for safeguarding in education services as necessary.

APPENDIX 1 – SAFEGUARDING CONTACT DETAILS

The Charter School North Dulwich

Designated Safeguarding Lead	Ade Haastrup (Acting DSL) AHaastrup@charternorthdulwich.org.uk
Deputy Designated Safeguarding Leads	Aaron James (Assistant Headteacher Years 7 and 8) AJames@charternorthdulwich.org.uk Hannah Coleridge (Assistant Headteacher Years 9 and 10) Hcoleridge@charternorthdulwich.org.uk Mike Snell (Assistant Headteacher Y11, Data, Assessment and Curriculum) Msnell@charternorthdulwich.org.uk Anna Fletcher (Assistant Headteacher KS5) AFletcher@charternorthdulwich.org.uk Rachael Howes (SEN) RHowes@charternorthdulwich.org.uk Dwayne Francis (Inclusion) DFrancis@charternorthdulwich.org.uk Susan Spence (Safeguarding Officer) SSpence@charternorthdulwich.org.uk
Chair of Governors	Thecla Schreuders chairofgovernors@northdulwich.org.uk
Nominated Safeguarding Governor	Lucy Hamer contact via the clerk: cfentum@tcset.org.uk
Trustee Responsible for Safeguarding	Karen Robinson contact via the Head of Governance: svarcoe@tcset.org.uk
Safeguarding Contacts	
(Name of School) Safeguarding Team contact details	The Charter School North Dulwich, Tel: 020 7346 6600
Southwark Safeguarding - MASH	020 7525 1921 020 7525 5000 (out of hours) mash@southwark.gov.uk
Southwark Schools Safeguarding Officer	Apo ÇAĞIRICI 020 7525 2715 Apo.cagirici@southwark.gov.uk
Local Authority Designated Officer (LADO)	Eva Simcock 020 7525 0689 Eva.simcock@southwark.gov.uk
Lambeth Safeguarding	helpandprotection@lambeth.gov.uk 020 7926 5555
Lewisham Safeguarding	mashagency@lewisham.gov.uk 020 8314 6660
Bromley Safeguarding - MASH	mash@bromley.gov.uk 020 8461 7373
Police – Southwark Safer Schools Team	020 7232 7273 Chris.D.Desbrow@met.police.uk