



Southwark Community Education Charity

SAFEGUARDING (CHILD PROTECTION) POLICY

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This policy applies to the Saturday Schools run by the Southwark Community Education Charity (SCEC) at Dulwich College, Albyn's School and James Allen's Girls School. The policy applies to all activities undertaken by pupils whilst they are the responsibility of the SCEC.

Everyone who comes into contact with children has a role to protect them from neglect and abuse – this document is an essential read for all adults employed by SCEC. SCEC is committed to providing a safe and secure environment for pupils, staff and visitors and has measures to deliver this, which include (but not exhaustively): designated safeguarding leads; careful governance; use of the curriculum; safer recruitment procedures; processes for disclosure and referral; codes of conduct for staff and pupils; first aid and medical plans; and training. This policy sets out these and other areas in detail.



CONTENTS

1. Policy Aims	3
2. Sources.....	3
3. Safeguarding	3
4. Abuse and Neglect – types and signs.....	3
5. Preventing Radicalisation – PREVENT	8
6. Sexual violence and sexual harassment between children in schools and colleges	9
7. The Role of the SCEC and its Staff in Safeguarding Children.....	10
8. SCEC approach	10
9. Designated Safeguarding Leads and Safeguarding Officers.....	11
10. The Role of the Trustees	12
11. Recruitment (Staff, Volunteers and Contractors)	12
12. Staff Duty to Report Concerns	13
13. Early Help	13
14. Curriculum	14
15. Vulnerable Pupils	14
16. Children’s Services Referrals	15
16. Notifying Parents of Injury	15
17. Physical Restraint.....	15
18. Chastisement	16
19. First Aid and Medical Plans	16
20. I C T Facilities.....	16
21. Security	16
22. Doors.....	16
23. Allegations against Staff (including Volunteers)	16
24. Low Level Concerns.....	17
25. Training	17
26. Records	18
27. Complaints	18
28. Whistleblowing Policy.....	18
29. Review of this Policy	19
30. Prospective Parents Awareness of Safeguarding.....	19
31. Volunteers.....	19
31. Staff Code of Conduct	19
Appendices	20



1. Policy Aims

The purpose of this policy is to:

- Describe what should be done if anyone employed by or connected to the Saturday Schools has a concern about the safety and welfare of a pupil who attends the Saturday School
- Identify the particular attention that should be paid to those pupils who fall into a category that might be deemed “vulnerable”
- Clarify how pupils will be kept safe through activities of the Saturday Schools
- Identify the names of responsible persons in the Saturday Schools and Southwark Community Education Charity and explain the purpose of their roles
- Set out expectations in respect of training
- Set out expectations regarding record keeping
- Outline how the implementation of this policy will be monitored

2. Sources

This Policy and its related procedures has been prepared in compliance with and having regard to the Education Acts; the Children Act 2004; the Education (Independent School Standards) Regulation 2014; “Working Together to Safeguard Children 2018”; “Keeping Children Safe in Education 2020”; “Protecting children from radicalisation: the prevent duty 2015”; Ofsted guidance; and procedures produced by the London Safeguarding Children Board (LSCB) and the Southwark Safeguarding Children Board (SSCB). Staff are required to confirm that they have read Part 1 of *‘Keeping Children Safe in Education’* and each of the schools’ H R departments keep a record of this and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

3. Safeguarding

Safeguarding and promoting the welfare of children involves:

- protecting children from maltreatment (including abuse and neglect);
- preventing impairment of children’s mental and physical health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

4. Abuse and Neglect – types and signs

4.1 Staff should be aware of the indicators of abuse and neglect so that they can identify children who may be in need of help or protection:

- **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.
- **Physical abuse:** a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what

they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **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.
- Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between 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.
- **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. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.
- FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 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.
- We note a new duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report 'known' cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim). 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](#)".
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Serious Violence:** All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent 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 a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.
- All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for staff is provided in the Home Office's [Preventing youth](#)



violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

- **Contextualised safeguarding:** Safeguarding incidents and/or behaviours can be associated with factors outside the Saturday Schools and/or can occur between children outside their school and the Saturday schools. All staff, but especially tutors and the safeguarding team, should be considering the context within which such incidents and/or behaviours occur. 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. Children's social care assessments should consider such factors so it is important that schools and the scheme could provide as much information as possible as part of the referral process. This will allow any assessments to consider all the available evidence and the full context of any abuse.

4.2 The Charity recognises that all staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug-taking, alcohol abuse, deliberately missing education and sexting (known as youth produced sexual imagery) put children in danger. Safeguarding issues can manifest themselves via peer-on-peer abuse, and this is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse (such as hitting, kicking, shaking, biting, hair-pulling, or otherwise causing physical harm);
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, (now a criminal offence) which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttock to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiating or hazing-type violence and rituals.

'Sexting': Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sexting' covers the incidents where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery 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 youth produced sexual imagery is available in the non-statutory guidance produced by the UK [Council for Child Internet Safety](#).

4.3 The Charity recognises that children are capable of abusing their peers. Peer-on-peer abuse can take many forms and some types can be gender specific. It can include bullying (including



cyberbullying), gender based violence and assault and sexting. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

4.4 Staff who work directly with children are now to look out for the signs of specific forms of abuse and safeguarding issues, as listed in Annex A of Keeping Children Safe in Education (2018), especially:

Children missing from education: Charity staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

The secretary of the Saturday schemes (Chris Parsons – Partnerships Officer for Dulwich College) will ensure that registers are kept and that records of absences are passed onto each of the safeguarding officers. The Safeguarding officer will monitor those records and make a professional judgement which could be as a result of a safeguarding issue. In this case then action will be taken by informing the child’s primary school’s DSL.

Domestic abuse

The cross-government definition of 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*

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Peer-on-peer abuse (see **above**)

Preventing radicalisation (see **Prevent - below**)

Sexual violence and sexual harassment between children in schools and colleges (see **7**)

4.5 Mental Health

All staff should also be 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. Staff 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.



Staff should look out for withdrawal, changes in demeanour (uncommunicative, aggressive, heightened sensitivity), altered appearance (weight gain or loss, decline in personal hygiene, dishevelment), lack of appetite, fatigue and reduced concentration, decline (sudden or gradual) in academic performance, obsession with work or failure, display of interest in harmful or risky behaviour, lack of engagement in co-curricular activities, lateness or irregular attendance, risky behaviours (e.g. drug taking or alcohol misuse), lack of self-esteem or being overly negative, bullying of others, significant changes in friendships,

4.6 All staff should be aware of the signs of abuse and neglect so that they can identify children who may be in need of help or protection.

As well as obvious non-accidental injuries, injuries that are not consistent with the explanation given and incidents reported by the child or others, the following signs may be significant in the light of other concerns:

- **Physical harm:** bruising; scarring; bandages/plasters; rubbing part of the body; cigarette burns; abstains from physical activities and resists using the changing room at school.
- **Psychological abuse/harm:** Apathy; withdrawal from social contact; loss of enthusiasm/energy; seeming to be preoccupied; tearful; misses school or is frequently late.
- **Neglect:** socially withdrawn; untidy/unkept; poor time-keeping; infrequent mention of parents/family life; possibly slow to develop emotionally; overly self-reliant.
- **Sexual abuse:** Delayed or no learning progress, inappropriate sexual behaviour, low self-esteem, unease or unusual behaviour with adults, sexualised drawings, self-injury and distinct changes in behaviour.
- **Child sexual exploitation:** 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 girlfriends or boyfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. It is important that these factors should not be seen in isolation but considered within the overall context.

5. Preventing Radicalisation – PREVENT

5.1 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is also part of the College's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

The Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism (the 'Prevent Duty') and hate crimes. Young



people can be exposed to extremist influences or prejudiced views (in particular via the internet and other social media) and schools can help to protect children from them. The SCEC can support this work.

5.2 The SCEC:

- Communicates and promotes the importance of the Prevent duty to staff
- Provides training to enable staff: (a) to recognise the engagement, intent and capability factors which indicate that a person may be vulnerable to being drawn into terrorism; (b) to challenge extremist ideas which can be used to legitimise terrorism; and (c) to know when and how to make a referral to the relevant agencies.
- Builds pupils' resilience to radicalisation by: (a) promoting their spiritual, moral, social and cultural development; (b) by promoting democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths; and (c) helping pupils to acquire the knowledge, skills and understanding that they need to play a full and active part in society.
- Teaches pupils about e-safety and the safe use of social media, manages internet access and ensures that there are suitable filtering arrangements in place.
- Provides a broad curriculum and ensures that pupils are offered a balanced presentation of opposing views in relation to political issues.
- Ensures that visiting speakers are suitable and that they are appropriately supervised when at the Saturday School.
- Assesses the risk of its pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- Works in partnership with the police, local authorities and other agencies involved with the implementation of the Prevent Strategy (including the London Safeguarding Children Board).
- Engages effectively with feeder schools
- Acknowledges its responsibility to act proportionately, which may include making a referral to the Channel programme.

6. Sexual violence and sexual harassment between children in schools and colleges

- 6.1 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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. The Charity recognises that some groups (e.g. children with SEND and LGBT children) are potentially more at risk.
- 6.2 Charity staff are aware of the importance of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and challenging behaviours (potentially criminal in nature). Dismissing or tolerating such behaviours risks normalising them.
- 6.3 Charity staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence relates to sexual offences under the Sexual Offences Act 2003 (rape, assault by penetration and sexual assault).
- 6.4 Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. Charity staff (and especially



designated safeguarding leads and their deputies) understand consent and pupils are taught about this explicitly in Wellbeing lessons.

- 6.5 Sexual harassment refers to ‘unwanted conduct of a sexual nature’ that can occur online and offline, and is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as: telling sexual stories, making lewd comments; making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting; physical behaviour, such as: deliberately brushing against someone; interfering with someone’s clothes; displaying pictures; photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.
- 6.6 If staff have a concern about a child or a child makes a report to them, they are expected to speak to their Designated Safeguarding Lead.
- 6.7 The initial response to a report of sexual violence or sexual harassment from a child is important, both for the victim and alleged perpetrator. The Designated Safeguarding Lead liaises with other agencies, including the police, as appropriate, at all stages after a claim of sexual violence or sexual harassment has been made (including in offering support to the relevant parties).

7. The Role of the SCEC and its Staff in Safeguarding Children

7.1 Everyone who comes into contact with children and their families has a role to play in safeguarding and welfare of children (including physical abuse, emotional abuse and sexual abuse) and neglect.

7.2 Safeguarding pupils in the Saturday Schools is the responsibility of the all those involved in the SCEC.

7.3 Staff are advised of the need to be alert for safeguarding issues that may arise in relation to staff pupil relationships and the potential for bullying and peer abuse.

8. SCEC approach

8.1 SCEC is committed to providing a safe and secure environment for pupils, staff and visitors and promoting a climate where pupils and adults will feel confident about sharing any concerns which they may have about their or another’s safety or well-being.

8.2 The SCEC works in partnership with parents, guardians or carers to secure the best outcomes for its pupils.

8.3 We provide guidance and training to staff regarding safeguarding matters and require them to comply with the Staff Code of Conduct.

8.4 We communicate as clearly as possible about the aims of the SCEC. We will use clear statements in our brochures and correspondence

8.5 We involve staff and pupils in the review of this policy and in the development of codes of conduct and behaviour policies and communicate these to parents

8.6 We liaise with agencies in the statutory, voluntary and community sectors that are active in supporting families.

8.7 Where a pupil needs additional support from one or more agencies, we will contact the pupil’s school and assist them and any agencies involved to conduct an inter-agency assessment using local processes (including the ‘Common Assessment Framework’ and ‘Team around the Child’ approaches).



8.8 We are alert to the needs of parents/carers who do not have English as their first language.

9. Designated Safeguarding Leads and Safeguarding Officers

9.1 The SCEC has a Trustee in charge of Safeguarding and a system of safeguarding officers and Designated Safeguarding Leads. Their names and contact details are set out in the Appendix to this Policy (which is updated annually). They are coordinated by Dr Toby Griffiths who is the Head of Dulwich College Junior School and is a Trustee of the SCEC. In short each Saturday School scheme will fall under the Safeguarding Procedures of the relevant host school and in the event of an immediate need then that school's procedures will be followed. Each scheme will have a member of staff who is trained to Level 2 standards as 'Safeguarding Officers' and will be the person that staff can contact with any concerns. They will then liaise with the DSL of their respective school where any follow up communication or process is required.

9.2 The Safeguarding Officers of each Saturday school scheme:

- ensures this policy is known and used appropriately within their school;
- ensures that all staff are aware of this policy, have read all necessary documentation. At the beginning of each academic year all staff will have to ensure that they have read the relevant documents (inc. KCSIE). The Safeguarding Officer for that school will check this has been done for their school;
- ensure that all staff have received all necessary training. This training will can be delivered by them or other qualified persons (e.g. Trustee in charge of Safeguarding or DSL from the Host School);
- ensures this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made;
- acts as a source of support, advice and expertise to staff on matters of safeguarding;
- liaises with pupil's school to highlight any non-urgent concerns which may require investigation or follow up at a later date;
- provides a termly report to the Safeguarding Trustee, outlining details of any safeguarding issues that have arisen during the term and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.
- can refer cases of suspected abuse to Southwark Children's Services and other external agencies (including the Disclosure & Barring Service and the Police), where appropriate;
- will monitor absence patterns of children and will judge if act is required under the missing child guidance (see section 13).
- will log any accidents or injuries that occur during any sessions and include these in the termly report.

9.3 Each of the Designated Safeguarding Leads (and their DDSLs) of each of the Foundation Schools:

- acts as a first line of support for Safeguarding Officers for any immediate and urgent support for Safeguarding Officers at each of the Schools;
- acts as a source of support, advice and expertise to staff on matters of safeguarding;
- refers cases of suspected abuse to Southwark Children's Services and other external agencies (including the Disclosure & Barring Service and the Police), where appropriate;
- is the first point of contact for external agencies pursuing Child Protection investigations and co-ordinates the SCEC's representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences);
- liaises with pupil's school's DSL to highlight any urgent concerns, which may require immediate investigation or follow up

10. The Role of the Trustees

10.1 The Trustees' role is to:

- comply with their safeguarding duties under legislation and ensure that the policies, procedures and training in the Saturday School are effective and comply with the law at all times;
- ensure that the SCEC contributes to inter-agency working in line with statutory guidance (including “*Working Together to Safeguard Children*” and “*Keeping Children Safe in Education*”);
- ensure that the SCEC’s safeguarding arrangements take into account the procedures and practice of Southwark as part of the inter-agency safeguarding procedures set up by the Southwark Safeguarding Children Board;
- ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made;
- have a standing item on each meeting’s agenda to discuss safeguarding matters;
- nominate a Safeguarding Trustee to act as the lead Trustee for child protection and safeguarding issues in the SCEC; and
- review this Policy and the effectiveness of its implementation annually.

10.2 The Trustee in charge of Safeguarding:

- ensures this policy is known and used appropriately throughout each of the schools
- ensures that all staff and trustees are aware of this policy, have read all necessary documentation and have received all necessary training (especially the Safeguarding Officers of each school);
- ensures this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made;
- acts as a source of support, advice and expertise to staff on matters of safeguarding;
- can refer cases of suspected abuse to Southwark Children’s Services and other external agencies (including the Disclosure & Barring Service and the Police), where appropriate;
- can be the first point of contact for external agencies pursuing Child Protection investigations and co-ordinates the SCEC’s representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences);
- links with the Southwark Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- ensures the SCEC discharges its obligations in relation to the Prevent Duty under the Counter-Terrorism and Security Act 2015, is the main point of contact for parents, pupils, staff and external agencies in all matters relating to Prevent and arranges suitable training for staff;
- keeps fully abreast of the guidance available for safeguarding;
- visits the Saturday Schools and their Safeguarding Officers to monitor the procedures;
- ensures this policy and its implementation is reviewed annually by Trustees;
- provides a termly report to the Board of Trustees and/or the Governors’ Safeguarding Committee, outlining details of any safeguarding issues that have arisen during the term and the outcome of any cases identified from the three schools. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

11. Recruitment (Staff, Volunteers and Contractors)

11.1 The SCEC is committed to principles of safer recruitment and has adopted procedures and processes (including its recruitment policy and safeguarding checks protocols) that are intended to help deter, reject and/or identify people who might abuse children.

11.2 The recruitment policy and safeguarding checks protocols are available to staff in the staff handbook.

11.3 We have regard to DfE's statutory guidance for schools and charities about the employment of staff disqualified from childcare "Disqualification under the Childcare Act 2006", which also contains information about 'disqualification by association'.

11.4 Each of the Foundation Schools' HR departments will be responsible for the process of DBS checks for all new staff. The cost of any checks will be borne by the Foundation Schools.

11.5 The HR departments for each school will hold details of all Saturday School staff on their Single Central Register. These records will be checked regularly by the Trustee responsible for Safeguarding.

11.6 No member of staff may start their work in a Saturday School until the full set of checks have been carried out. The respective HR department must have contacted the respective coordinator of the Saturday School to inform them that all the checks have been carried out and the new member of staff may commence their regulated activity with the children.

12. Staff Duty to Report Concerns

All staff are instructed that if they have any concerns about a child (including concerns regarding possible peer abuse) they must report the matter straight away to the DSL of the Host School or one of the other Host Schools, or the Safeguarding Trustee or direct to Southwark's Children Services (see the Appendix). 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. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead will be informed, as soon as possible, that a referral has been made (as set out in Appendix 3).

13. Early Help

The Charity recognises that all Charity staff should be prepared to identify children who may benefit from early help, which means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years, and that early information-sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Staff are reminded to be particularly alert to the potential need for early help for a child who is, for instance:

- showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- frequently going missing;
- misusing drugs or alcohol;
- in a family circumstance which presents challenges, such as substance abuse, adult mental health problems or domestic abuse;
- showing early signs of abuse and/or neglect; or
- at risk of being radicalised or exploited.

Safeguarding incidents and/or behaviours can be associated with factors outside the Saturday Schools and/or can occur between children outside the Saturday Schools. The context within which such incidents and/or behaviours occur is taken into account by staff so that it can be determined whether wider environmental factors present in a child's life that are a threat to their safety and/or welfare.



14. Curriculum

14.1 The SCEC acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship.

14.2 It is expected that all tutors will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. The curriculum includes teaching regarding Wellbeing and online safety.

14.3 As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

15. Vulnerable Pupils

15.1 Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these pupils will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to Southwark'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.

15.2 We acknowledge that children with special educational needs (SEN) and disabilities 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 disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

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

15.4 The SCEC 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. The Charity staff will not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. The Charity acknowledges children with SEN and disabilities can be disproportionately affected by problems such as bullying (without showing any outward signs) and they may have communication barriers and difficulties in overcoming them.

15.5 The Charity acknowledges that pupils who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or confiding in and/or behaviour towards other pupils.

15.6 The SCEC has a strong commitment to its anti-bullying policies and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context. This includes bullying (including cyber bullying), gender based violence/sexual assaults and sexting

15.7 If a pupil discloses that they have witnessed domestic violence and is therefore at risk or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue.

15.8 SCEC will ask each referring school to provide the SCEC with any information which could help identify any vulnerable pupils who may be attending the Saturday School scheme. That information will be passed onto Safeguarding Officers, Trustee in charge of Safeguarding and staff (where appropriate). This request for information will take place before the start of the scheme and in time for the induction process at the beginning of the year.



16. Children's Services Referrals

16.1 Any person who has concerns regarding a child may make a referral to Children's Services (including any parent, pupil or member of staff). The contact details of the team at Southwark's Children's Services are set out in the Part 3 of the Appendix to this Policy.

16.2 When an individual concern/incident is brought to the notice of the Safeguarding Officer and the DSL and Trustee in charge of Safeguarding, he will decide whether or not this should be reported to Children's Services as a safeguarding issue. It is important to note however that anybody can make a referral to Children's Services. There must be an immediate referral to Children's Services whenever a child has suffered or is likely to suffer significant harm. After this the pathway of information flow (as set out in Appendix 3 should be followed).

16.3 In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the referral process should not delay the administration of first aid or emergency medical assistance.

16.4 If it is thought that a person may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that he or she would pose a risk of harm to children,

a referral must be made to Children's Services and/the police immediately.

16.5 Referrals to Southwark should be made to Southwark Multi Agency Safeguarding Hub (MASH) via a Common Assessment Framework (CAF) and copied to Southwark's Schools Safeguarding Coordinator. Prior to any written CAF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk 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 sexual abuse, Honour Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

16.6 In the case of abuse by one or more pupils against another pupil, there should be a referral to Children's Services where there is reasonable cause to suspect that a pupil is suffering or likely to suffer significant harm. In such cases, all the children involved (whether perpetrator or victim) should be treated as at risk.

16.7 Where it comes to the SCEC's notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services.

16. Notifying Parents of Injury

16.1 In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the SCEC, parents will be notified of this as soon as possible.

16.2 There should be a system of recording all accidents in a log that occurring during the Saturday School session. These should be submitted as part of the termly report to the trustees.

17. Physical Restraint

Any physical restraint used will comply with DfE and Southwark guidance. In the exceptional circumstances where it becomes necessary for staff physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the DSL and parents.



18. Chastisement

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 to the appropriate local authority.

19. First Aid and Medical Plans

19.1 Except in cases of emergency, first aid will only be administered by qualified First Aiders.

19.2 All first aid treatment will be recorded and, where significant, will be shared with parents/carers at the earliest opportunity.

19.3 If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present.

19.4 If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot.

19.5 All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

20. I C T Facilities

All computer equipment and internet access within the Saturday Schools will be subject to appropriate “parental controls” and internet safety rules of the host school.

21. Security

Entry to premises is controlled by doors and gates that are secured physically or by staff supervision or video surveillance.

22. Doors

All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

23. Allegations against Staff (including Volunteers)

23.1 The SCEC takes seriously all cases that involve allegations against staff.

23.2 When handling any such cases, the Saturday School follows the guidance given by the DfE in Part Four of “Keeping Children Safe in Education”.

23.3 Where it is alleged that a member of staff (including a Trustee, a volunteer or the Safeguarding Officer) has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates that he/she would pose a risk of harm if they work regularly or closely with children SCEC will immediately seek advice from the LADO. -Where a crime may have been committed or serious harm has been suffered, the matter will be reported to the police. SCEC will not undertake its own investigations without prior consultation with the LADO.

23.5 Temporary and visiting staff will be subject to the same procedures in relation to safeguarding complaints and allegations, as permanent staff.

23.6 It is a legal duty to make a report to the DBS, within one month of their leaving SCEC, concerning any person (whether employed, contracted, a volunteer or pupil) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier.



23.7 If the tutor is a qualified teacher consideration will be given to making a referral to the National College for Teaching and Leadership (NCTL) where a tutor has been dismissed for misconduct (or would have been dismissed had he/she not resigned first).

23.8 Staff who are formally disciplined for the mistreatment of pupils (or who resign before disciplinary action can be completed) will be notified to Children's Services and the DfE.

23.9 If an allegation against a member of staff is substantiated, the SCEC would work with the LADO to determine whether any improvement should be made to the SCEC's safeguarding procedures or practices.

24. Low Level Concerns

24.1 SCEC gives guidance to staff about their duty to report low level concerns, including concerns regarding the behaviour of a member of staff towards children (i.e. concerns that fall below the threshold for mandatory reporting to the local authority).

24.2 It is recognised by the SCEC that:

- The method of commencing abuse often includes the erosion of boundaries, slow progression to abuse, use of trust and authority, meeting the child's needs (including physical and emotional), and developing relationships with the child's family.
- There seems to be a 'slippery slope' of boundary violations towards abuse and that there are many stages on the slippery slope towards the breach of a boundary within a relationship. Sometimes initial infringements are part of a grooming process but at other times they are made innocently and with good intention. However, once boundaries are breached (e.g. inappropriate conversations or other communications, inappropriate physical contact, social contact outside school and favouritism) it then becomes more difficult to restore the relationship to one in which proper boundaries are respected.
- Serious case reviews in the sector repeatedly indicate that staff, parents and parents were often aware of individual incidents of inappropriate behaviour but that there was a failure to 'join the dots' and take appropriate action. Concerns were not voiced; incidents were viewed in isolation and as too low level to require reporting.
- A series of low level concerns may cumulatively meet the mandatory reporting threshold and need to be reported to the local authority as such.

24.3 The "low level concerns" guidance given by the SCEC informs staff that:

- Whilst the concern may seem very minor and one-off, the behaviour may form part of a pattern that is putting children at risk or (without intervention) may develop into such a pattern.
- The behaviour may have been innocent but the member of staff may need to be given guidance to understand why it was inappropriate and should not happen again.

24.4 The Safeguarding Officer should pass on any low level concerns to the feeder school and the DSL of the host school

25. Training

25.1 All staff (including volunteers and temporary staff) are trained in child protection regularly (at least once every three years). This training covers: (a) this Safeguarding Policy; (b) the SCEC's Code of Conduct; (c) the Staff Code of Conduct; (d) the identity of the SCEC's Designated Safeguarding Leads; and (e) Part 1 of Keeping Children Safe in Education. The SCEC consults with Southwark regarding training (including the appropriate renewal cycle). All staff will have been trained before the start of the 2018/19 academic year.

25.2 As part of their induction all staff (including temporary staff and volunteers) are trained regarding:



This Policy, and its Code of Conduct, the identity of the Designated Safeguarding Leads and Part 1 of Keeping Children Safe in Education

25.3 The Safeguarding Officers will attend the LA's dedicated induction course and then refresher training at least every two years. The designated safeguarding lead will also undertake Prevent awareness training. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Designated staff will be encouraged to attend appropriate network meetings and to participate in the [multi-agency training programme](#) organised by the Southwark Safeguarding Children Board (SSCB).

25.4 Designated Safeguarding Leads will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by the Southwark Safeguarding Children Board.

25.5 The H R Departments of each of the Saturday Schools maintain a record of staff child protection training.

25.6 The DSL's at each school will undertake the training each year and this will be coordinated and monitored by the Trustee in charge of safeguarding.

25.7 All staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All newly recruited staff (teaching and non-teaching) and Governors will be apprised of this policy and will be required to attend relevant LA or Safeguarding Board training. In addition, all new staff and temporary staff will be required to attend an induction session with the Designated Safeguarding Lead or their deputy on or before their first day of the scheme.

26. Records

26.1 Brief written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared with the pupil's schools and other agencies as appropriate. The SCEC 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".

26.2 All Child Protection records are kept securely by the Designated Safeguarding Leads. They may only be accessed by the Safeguarding Officers, Designated Safeguarding Leads, the Trustee in charge of Safeguarding.

26.3 The Secretary of the SCEC will ask all of the children's primary schools if there are or have been any safeguarding concerns about the child when obtaining their initial details. These will be passed onto the Safeguarding Trustee and the relevant Safeguarding Officer

27. Complaints

All complaints arising from the operation of this policy will be considered by the Trustees, with reference to Southwark's Strategic Lead Officer for education services as necessary.

28. Whistleblowing Policy

Staff should be aware that there is a whistle-blowing procedure (see NSPCC whistleblowing procedure) and should share immediately any disclosure or concern that relates to a member of staff with the Safeguarding Officer or one of the Designated Safeguarding Leads if the Safeguarding Officer is not available and nothing should be said to the colleague involved. It should be shared with the DSL or Trustee in charge of Safeguarding if it relates to the Safeguarding Officer.



All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Charity's safeguarding regime, and know that such concerns will be taken seriously by the Trustees. In the event of concerns then staff can contact the Safeguarding Trustee or the Chair of the Charity (details available below).

29. Review of this Policy

29.1 The Safeguarding Policy is reviewed each year and updated as necessary.

29.2 Safeguarding is on the agenda for Trustees meetings each term. It is the duty of the Safeguarding Trustee to provide all necessary information and to make a report at such meetings.

29.3 The Trustees have formally adopted this policy and review its contents annually or sooner if any legislative or regulatory changes.

30. Prospective Parents Awareness of Safeguarding

This policy is made available to prospective parents on request (and is available on the SCEC website).

31. Volunteers

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

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

30.3 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.

30.4 The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Further information on checks on volunteers can be found in Part three of the DfE guidance "*Keeping children safe in education*". Volunteers will be subject to the same code of conduct as paid employees of the schemes.

31. Staff Code of Conduct

31.1 All staff (paid and voluntary) are expected to adhere to the code of conduct in respect of their contact with children and their families. The tutors will be expected to behave in the same way that teachers would in any school. 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. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the scheme's code of conduct. 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 pupil for their own protection or others' safety, this will be



appropriately recorded and reported to the Safeguarding Officer and parents. Any physical restraint used will comply with DfE guidance "[Use of reasonable force in schools](#)".

31.2 For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; 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.

31.3 The staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils, telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Trustees. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Trustees.

31.4 Staff will only use the scheme's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Trustees. Staff will only use the approved email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate Saturday 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.

Dr Toby Griffiths

Trustee in charge of Safeguarding

October 2020

Review and update in August 2021

Appendices

[Appendix 1](#)

Local Authority Contact details

Multi Agency Safeguarding Hub (MASH) - 020 7525 1921

Prior to any written referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on 020 7525 1921, to ensure that making a referral is an appropriate action. Referrals to Southwark should be made to Southwark Multi Agency Safeguarding Hub (MASH) via a CAF

The LA's Designated Officer (DO) is: 020 7525 0689

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

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

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



SCEC Safeguarding Guidelines – Appendix to Safeguarding policy.

Remote Learning Guidelines

SCEC and their Saturday Schools' **Code of Conduct** expects all pupils to:

- be helpful, tolerant and respectful towards everyone in the sessions;
- behave with courtesy and in a manner which reflects well on themselves, their parents, their schools and the SCEC;
- avoid behaviour or comments which could lead to any distress;
- make sure that our appearance does credit to us
- be punctual;
- show consistency and common sense in observing the particular rules.

These expectations, apply equally to normal sessions as well as remote learning. To get the maximum benefit from this, pupils and their parents are also required to follow the specific guidelines below.

- A parent or guardian should be present to acknowledge the beginning of the call and can be called upon (e.g. in another room) if there is a problem. After the beginning they should then leave the student to attend the session independently.
- When taking part in 'live' remote learning, make sure: pupils and anybody else in the home is wearing suitable clothing;
- The computer is located in an appropriate place (e.g. not in a bathroom), which is quiet and with a plain background.
- Pupils or parents should never photograph or record the screen whilst remote learning is taking place.
- The camera and microphone should be switched off unless the tutor directs you to use them.
- Make sure that pupils 'attend' punctually, and that they have the required materials before the start of the session.
- Any online communication, including with other pupils, should be courteous (and, remember, is permanent).



Reporting Procedure – Urgent Concern / Non-Urgent Concern

