

LONDON NAUTICAL SCHOOL



Safeguarding Policy

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Code of Conduct for all Adults in School

At the London Nautical School we recognise and value each individual and strive to apply the values of respect, justice and tolerance in our daily interaction with children, colleagues and visitors to the school.

In order to achieve this we have a code of conduct to which we aspire, in order to fulfil our daily mission in maintaining a happy, harmonious and successful learning community.

Overview

The London Nautical School seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for students in their care. Our values are set out in the 'Statement of Values'.

This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided.

If a member of staff does not follow this code of conduct this may lead to disciplinary procedures and ultimate dismissal.

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action already taken or proposed.

Expectations of the Adults;

- Be a positive role-model for children, colleagues and parents.
- Listen to and value each individual.
- Acknowledge the feelings and anxieties of others.
- Listen and respect the opinions of others during meetings and discussions.
- Maintain confidentiality at all times, including out of school hours.
- Never enter into discussion about individual children in public. Observe school protocol and refer any concerns to the appropriate member of staff.
- All complaints should be dealt with in the appropriate manner, either in private or within a formal meeting. Avoid public displays of negative attitudes or behaviour, particularly in front of children.
- Praise and encourage children for their behaviour, efforts and achievements.
- Discussions about school matters should be conducted appropriately, in private, never in front of children or other adults.
- The school operates a 'whistle-blowing' policy to ensure consistency of practice in behaviour management, safeguarding all pupils, and preserving the positive well-being of staff.
- All adults are expected to maintain confidentiality and demonstrate sensitivity and respect for others at all times.
- Respect the right of every child to privacy.

Core Principles

- The welfare of students is paramount.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.
- Staff should apply the same professional standards in keeping with the School's Equality Policy.
- All staff should know the name of their designated person for child protection be familiar with child protection arrangements and understand their responsibilities to safeguard and protect students.
- Staff should be aware that breaches of the law and other professional guidelines could result in **criminal or disciplinary** action being taken against them.

This means that this Policy;

- Applies to **all** adults working in education settings whatever their position, roles, or responsibilities.
- Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect students from discrimination and avoidable harm.
- All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and students and behaviour by staff that demonstrates integrity, maturity and good judgement.
- There are legitimate high expectations about the nature of the professional involvement of staff in the lives of students. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.
- Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices.

This means that staff should;

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached.
- always act, and be seen to act, in the child's best interests.
- avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- take responsibility for their own actions and behaviour.

Exercise of Professional Judgement

This Policy cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the students which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists staff should;

- discuss the circumstances that informed their actions, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted always discuss any misunderstanding, accidents or threats with a senior leader
- always record discussions and actions taken with their justifications.

Communication with Parents

Parents can be assured that school staff will listen courteously, investigate and address any issues promptly, or refer the matter to the Headteacher. In discussing issues or concerns with staff in school, it is expected that parents are in agreement with the school ethos of respecting the dignity of other adults and children. The school operates a zero tolerance regarding any form of negative behaviour towards school staff, other adults or children. Serious matters involving confrontation, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school governors, who reserve the right to ban those responsible from the school premises. Please report any incidents immediately to the Headteacher.

The school follows requests from the Local Authority to record and forward all incidents of racism, occurring on the school premises. Any incidents involving threatening behaviour or aggression towards members of staff are formally recorded and forwarded to the Local Authority and Chair of Governors.

Power and Positions of Trust

All adults working with students in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. Where a person aged 18 or over is in a position of

trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of contract.

This means that staff should not:

- use their position to gain access to information for their own advantage and/or a students' or family's detriment.
- use their power to intimidate, threaten, coerce or undermine students.
- use their status and standing to form or promote a relationship with a student which is of a sexual nature.
- attempt to initiate a relationship with a recent ex-pupil, which is of a sexual nature.

Confidentiality

Members of staff may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

This means that staff;

- are expected to treat information they receive about students in a discreet and confidential manner
- in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff
- need to be cautious when passing information to others about a student
- need to know to whom any concerns or allegations should be reported
- all staff should have signed the school confidentiality agreement.

Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, students and the public in general.

This means that staff should not;

- Behave in a manner which would lead any reasonable person to question their suitability to work with students or act as a role model.

There may be exceptional circumstances where a member of staff may be personal friends with a parent which means that normal social life will bring the student into social contact with a member of staff. However, generally, if a member of staff finds themselves in a pub or other meeting place in which current pupils are socialising the member of staff should not join the pupils and may need to draw the attention of bar staff to the age of the pupils if appropriate.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting so it is important to exercise due care and attention when outside of the school environment.

Staff must;

- Be aware that their behaviour in their personal lives may impact upon their work with students

Dress and Appearance

The appearance of all staff should conform to the expectations of the school. The school is a professional organisation and dress should reflect this. Dress should be appropriate to the staff role. Dress and general appearance should not incite, intimidate, break Health & Safety regulations or impede the ability to carry out our professional roles

Staff should consider the manner of dress and appearance appropriate to their professional role. As we require students to be smart in their uniforms, smart and professional appearance is expected at all times for staff. Clothing for all staff members whilst in the workplace or representing school should be not reasonably be viewed as offensive, revealing, or sexually provocative and not distract, cause embarrassment or give rise to misunderstanding from other stakeholders or members of the public.

Those who dress or appear in a manner which could be considered as inappropriate (which may include tattoos or piercings) could render themselves vulnerable to criticism or allegation. Appropriate personal presentation is expected of all staff. Jewellery should not be ostentatious; a maximum of two pairs of plain small stud or fine sleeper earrings will be acceptable.

This means that staff should ensure their appearance and clothing;

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding.

All staff are role models to all of our students. As such we should “*demonstrate the positive values, attitudes and behaviour we expect from children and young people*” (*Professional Standards for Teachers*).

Identity badges should be worn at all times.

“Appropriate role” examples:

- Denim should not be worn;
- PE staff are expected to wear tracksuits or other sporting clothing when delivering physical education lessons and adhere to the standard dress code at other times
- In hot weather, the need to be comfortable while teaching is recognised as important but staff should consider if the items such as t-shirts, sleeveless tops or crop tops are sufficiently modest. In very hot weather, male staff may choose not to wear a tie.

Footwear

- Trainers are only appropriate for PE staff.
- For health & safety reasons, teaching staff are strongly advised not to wear backless shoes/sandals.
- Staff who work in workshops or laboratories are particularly advised to wear appropriate footwear and be fully compliant with Health & Safety guidelines for Personal Protective Equipment (PPE).
- Site staff are expected to comply with Health and Safety requirements and wear appropriate PPE at ALL times and always wear shoes with toe protection
- Flip flops are not acceptable footwear.

The school may not be able to support staff who do not follow the Health & Safety advice or guidelines in the case of a claim for injuries where inappropriate footwear may have contributed to any incident or claim. Disciplinary action may be taken against those who do not comply with PPE guidelines.

The Headteacher / Senior and Middle Leaders and line managers must:

- explain to all employees the importance of being dressed appropriately i.e. presenting a positive and professional image, as part of creating productive and aspirational work environment.
- meet with employees if s/he is not dressed in a way which presents a positive and professional image. If this is not resolved satisfactorily, then the School may use the disciplinary policy

Gifts

Staff should be aware of the school's policy regarding arrangements for the declaration of gifts received and given. Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when students or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to

receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Headteacher. Any member of staff receiving gifts or entertainment valued at more than £10 must disclose this to the Business Manager.

This means that staff should;

- ensure that gifts received or given in situations which may be misconstrued are declared
- ensure that gifts of significant value are declared.
- generally, only give gifts to an individual young person as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all students equally.

Mobile Phones

3.1 Personal mobile phones

Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to make or receive calls, or send texts, while children are present/during contact time. Non business use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staff room).

There may be circumstances in which it's appropriate for a member of staff to have use of their phone during contact time, for instance:

- For emergency contact by their child, or their child's school
- In the case of acutely ill dependents or family members

The Headteacher will decide on a case-by-basis whether to allow for special arrangements and use of the school office landline is encouraged in all cases of school to home contact where practicably possible.

See our school Mobile Phone Policy for more detail.

Communication with students

(including the use of technology)

Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs. Adults should not share any personal information with a student. They should not request, or respond to, any personal information from the student, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with students so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to students including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior leadership and parents. E-mail or text communications between an adult and a student outside agreed protocols may lead

to disciplinary and/or criminal investigations. This also includes communications through internet based web sites, such as social networking, instant messaging or gaming.

Communication with former students who are over 18 is left to staff discretion. Please be conscious of the fact that ex-students may be in contact with current students and of your obligations with regards to 'Position of Trust' as detailed in the Sexual Offences Act 2003.

Be aware that actions that bring the school into disrepute could lead to disciplinary procedures being taken.

This means that staff should;

- only give their personal contact details to students , including their mobile telephone number, for professional reasons and with the knowledge of their line manager
- communicate with students in an appropriate and professional manner, making sure that parents have given permission for this form of communication to be used
- only make contact with students for professional reasons
- not use internet or web-based communication channels to send personal messages to a student
- not to have images of students stored on personal cameras, devices or home computers
- not make images of students available on the internet, other than through the school network/website, without permission from parents and senior teachers
- be cautious in their contact with ex-pupils, as there is still a professional relationship and expectations.

Infatuations

Staff need to be aware that it is not uncommon for students to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a student may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

This means that staff should;

- report to senior colleagues any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff.
- be mindful if they are alone in a room with a student.
- leave the door open if you have to.

Membership of organisations

The school discharges its duties under the Counter-Terrorism and Security Act 2015 and its PREVENT Duties in conjunction with General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working Together To Safeguard Children And Keeping Children Safe In Education.

This means that staff should;

- Not have membership of organisations whose goals are in conflict with the values and equality policies of the school or the Rule of Law.
- Engage in Extremism” defined as being ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.’

Substance Misuse

The London Nautical School has a moral and legal duty to provide as safe an environment as is reasonably practicable for all pupils, staff and members of the public. Someone with an alcohol or substance misuse problem can put themselves, their colleagues, pupils, service users and visitors at risk of harm and it is with these matters that the school is concerned.

The school has a duty to provide good quality services and that alcohol or substance misuse may adversely affect the employees work.

This means that staff should;

- not consume alcohol or use illegal drugs during working hours or on the school premises.
- possess, use, produce or supply (selling or giving) of drugs within the workplace. **The offence will also be reported to the police in line with statutory responsibility under the Misuse of Drugs Act 1971.**
- possess, use, produce or supply (selling or giving) of drugs or any illegal substance outside the workplace or behave in such a way as to bring the reputation of the school into disrepute.
- consult with their GP or Pharmacist to ensure that prescribed or over the counter medication does not impact upon their conduct or ability to work safely or to agreed standards during periods of duty.
- ensure they comply, whilst using their own vehicles for business use, to the Safety at Work Act 1974 and the Road Traffic Act 1991 which sets the legal limit for driving at 35 micrograms of alcohol in 100 millilitres of breath (or 80 milligrams of alcohol in 100 millilitres of blood), and the Road Traffic Act 1988 where a person must not drive, attempt to drive or be in charge of a motor vehicle under the influence of a substance (drugs or alcohol).
- present themselves for work, free from any effects of alcohol and/or substance misuse. For example, this could include if the employee has alcohol on their breath when their duties involve working with children or dealing with parents/visitors. Individual employees have a responsibility under the Health & Safety at Work Act to seek to ensure the health and safety of themselves, colleagues and the public.
- The school acknowledges that the use of alcohol outside of working hours remains the choice of the individual and employees are recommended to follow health guidelines relating to its use. However, employees must not consume alcohol or substances that will impact upon their ability to work safely and/or to agreed standards before or during periods of duty; and an employee’s off-duty conduct in any regard must not bring London Nautical School or the Local Education Authority into disrepute.

Where employees consistently refuse to seek help and guidance or do not acknowledge that there is a problem and work performance is adversely affected, the disciplinary procedure or capability procedure may be implemented. It is important that the employee is made aware that either procedure may be invoked during any meetings to discuss the issue. Any employee whose performance is impaired or conduct is unacceptable through drug or alcohol misuse may be subject to disciplinary action in accordance with the schools disciplinary policy, and will be removed from the workplace immediately and suspended on full pay pending an investigation. Action will be taken by the school in the case of the possession, production or supply of drugs on any site and will be reported to the police. Disciplinary action may be commenced that will consider the suitability of the staff member to work within the London Nautical School and the effect any continued employment may have on the reputation of the school and its impact on the trust and confidence of the relationship between the School and employee.

For more information see the Lambeth policy on substance misuse adopted by the Governors.

Social Contact

Staff should not establish or seek to establish social contact with students, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a senior leader. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

Staff should not give their personal details such as their home or email address; social network sites, gamer tags or web pages to students unless the need to do so is agreed with senior leadership. If students do become aware of your gamer tag you must change it.

This means that staff should;

- have no secret social contact with students
- consider the appropriateness of the social contact according to their role and nature of their work
- always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
- advise senior leadership of any regular social contact they have with a student or parent which may give rise to concern
- report and record any situation, which they feel might compromise the school or their own professional standing.
- drink alcohol with current pupils in public or private places, nor purchase alcohol for pupils.

Communication with former students who are over 18 is left to staff discretion. Please be conscious of the fact that ex-students may be in contact with current students and of your obligations with regards to 'Position of Trust' as detailed in the Sexual Offences Act 2003.

Social Networking Sites and Online Gaming

London Nautical School School Primary' School staff may use social networking sites for personal use. However, the school requires that profile and photos of the member of staff are 'locked down' as private so that students or parents do not have access to your personal data or images.

Staff must deny current or recent students access to your profile so you do not put yourself in a vulnerable position.

Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.

If a student does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior leadership should be informed immediately.

This means staff should;

- lock down their profile to ensure that data and images are not freely available. Seek advice if you are unsure how to do this.
- do not permit current and recent students or parents to have access to your profile.
- ensure all your passwords are kept strong and secure
- be aware that the images of others should be protected and be treated as carefully as you would your own
- not use Social media to discuss pupils or school related issues
- post via Social Media defamatory or slanderous comments related to London Nautical School, its staff , pupils or associated third parties.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate.

Staff should use their professional judgement at all times about the appropriateness of any physical contact.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff.

Physical contact, which occurs regularly with an individual student, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review.

- Be aware that even well intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described, never touch a student in a way which may be considered indecent

- or inappropriate, always be prepared to explain actions and accept that all physical contact be open to scrutiny

This means that staff should;

- ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior leadership
- provide staff, on a "need to know" basis, with relevant information about vulnerable students in their care
- there may be occasions when a distressed student needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- consider the way in which they offer comfort to a distressed student
- always tell a colleague when and how they offered comfort to a distressed student
- record situations which may give rise to concern.

Care, Control and Physical Intervention

Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

This means that staff should;

- always seek to defuse situations
- always use minimum force for the shortest period necessary.

Sexual Contact with Students

Any sexual behaviour by a member of staff with or towards a student is both inappropriate and illegal. Students are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust as detailed in the Sexual Offences Act 2003.

The sexual activity referred to does not just involve physical contact, including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

This means that staff should;

- not pursue sexual relationships with children and young people either in or out of school.
- avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.

One to One Situations

Staff working in one to one situations with children and young people are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and students are met.

Pre-arranged meetings with students away from the school premises should not be permitted unless approval is obtained from their parent and the Headmaster or other senior colleague with delegated authority.

This means that staff should;

- avoid meetings with students in remote, secluded areas of the school
- ensure there is visual access and/or an open door in one to one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague
- consider the needs and circumstances of the child/children involved.

Transporting Children

In certain situations, for example out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. The driver must also have appropriate insurance.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded

This means that staff should;

- plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements
- ensure parental consent is in place
- ensure that they are alone with a child for the minimum time possible
- be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures, complete an Evolve and Risk Assessment.
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety

- take into account any specific needs that the children may have
- ensure you have the relevant permissions, licences and insurance to undertake the journey
- those using their own vehicles for business use, have responsibilities under the Safety at Work Act 1974 and the Road Traffic Act 1991 which sets the legal limit for driving at 35 micrograms of alcohol in 100 millilitres of breath (or 80 milligrams of alcohol in 100 millilitres of blood), and the Road Traffic Act 1988 where a person must not drive, attempt to drive or be in charge of a motor vehicle under the influence of a substance (drugs or alcohol).

Extra-curricular activities

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or after-school activity. An EVOLVE visit plan **MUST** always be submitted prior to the activity and authorised.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity through the completion of an Evolve visit plan.

This means that staff should;

- always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school
- ensure that their behaviour remains professional at all times
- undertake a risk assessment and Evolve.
- have parental consent to the activity
- ensure that their behaviour remains

Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the children, their parents and the organisation must be negotiated, agreed and recorded.

This means that staff should;

- make other staff aware of the task being undertaken

- explain to the child what is happening
- consult with colleagues where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents.

Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, out of school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken

Using images of children for the school's publicity purposes has already had the consent of parents through the Home-School Agreement. Images should not be displayed on other websites, in publications or in a public place without additional consent.

This means that staff should;

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid one to one situations

THE LONDON NAUTICAL SCHOOL
Safeguarding Children in Education Policy

Date policy agreed: _____

Annual Review date: Autumn 2019

❖ **The senior designated Safeguarding lead is:**

Name: N Atherton -natherton@lms.org.uk Telephone: 02079286801 ext 222

❖ **In his absence the deputy designated safeguarding leads are:**

Name (1): Natalie Harvey Name: (2): Michael Schofield

Emergency Contact Numbers are:

❖ The chair of governors is: Archie Smith

Please contact the school business manager, Rob Melia on 02079286801 ext 223 or by email at rmelia@lms.org.uk for correspondence with the chair of governors.

- ❖ The Governor for safeguarding children is:

Please contact the school business manager, Rob Melia on 02079286801 ext 223 or by email at kparsons@lms.org.uk for correspondence with the chair of governors.

- ❖ The designated lead for children looked after is: Neil Atherton

Local Authority Contacts

- ❖ Lambeth Children’s services first response telephone: 020 7926 3100
- ❖ Out of hours telephone: 0207 926 1000

- ❖ Local Authority Designated Officer (LADO):
Telephone: 0772 082 8700 email:lado@lambeth.gcsx.gov.uk

- ❖ LA safeguarding lead for primary schools, secondary schools and colleges is:
Sarwan Singh Jandu
Telephone: 0207 926 9643; mobile: 0797 649 0051; email: sjandu@lambeth.gov.uk
- ❖ LA safeguarding lead for early years provision & primary schools is:
Denys Rasmussen
Telephone: 0207 926 8915; mobile: 0778560426 email: drasmussen@lambeth.gov.uk

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Introduction

The London Nautical School is committed to provide an environment for pupils, where children feel safe and are kept safe and all staff contribute to the culture of vigilance which is embedded in our school. All staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;

- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The aims of this policy

There are three elements to our policy to safeguard children

Prevention

Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures

Protection

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.

Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.

All staff receive regular training and up-dates

Through the development of effective working relationships with all other agencies, involved in safeguarding children.

Support

Ensuring that key concepts of Child Protection are integrated within the curriculum and pupils are educated about risks associated with the new digital technologies.

Ensuring that children are listened to and their concerns taken seriously and acted upon. Working with others to support pupils who may have been abused to access the curriculum and take part in school life.

Framework

Key documents that inform this policy are:

- Keeping safe in education, September 2018
- Working together to safeguard children, September 2018
- What to do if you worried a child is being abused 2015
- DFE released new guidance ‘**Teaching online safety in schools**’ 2019

Our school procedures for safeguarding children will be in line with the Lambeth safeguarding children board child protection procedures which are based on the London child protection procedures we also work closely with:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for the police area in the LA area

1. Role and responsibilities

1.1. The role of the Governing Body

The governing Body will ensure that school meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance 'Keeping Children Safe in Education, 2019'

The governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance.

The governing body will ensure that the following are in place:

- o Safeguarding and child protection policies and procedures in place are consistent with Lambeth safeguarding children board procedures.
- o A staff code of conduct policy including policies covering staff/pupil relationships and communication and staff use of social media.

The governing body will ensure that a senior member of staff is appointed the designated safeguarding lead with responsibilities for carrying out the statutory duties as set out in this policy.

The school has a designated governor responsible for advocating child protection and safeguarding issues within the school. This governor will liaise with the Headteacher and the designated safeguarding lead and report to the governing body on safeguarding matters.

1.2. The role of the Head teacher

The Headteacher - Michael Schofield will ensure that policies and procedures adopted by the governing body are followed by all staff.

1.3. The role of the Designated safeguarding lead

The designated safeguarding lead - **Neil Atherton** is appointed from the senior leadership team and takes the lead responsibility for safeguarding and child protection. Annex B of the DfE Guidance; Keeping Children safe in Education 2019, describes the broad areas of responsibility and activities related to this role. Deputy safeguarding lead[s] have also been appointed to take on the responsibility in the absence of the safeguarding lead. The ultimate responsibility for safeguarding and child protection remains with the designated safeguarding lead.

The Designated Safeguarding Lead also co-ordinates the school's representation at Child Protection conferences/core groups and the submission of written reports for such CP meetings. The Designated Safeguarding Lead will ensure that if staff members attend a child protection meeting, they have the authority to make decisions and commit resources on behalf of the school.

The Designated Safeguarding Lead will have oversight of the delivery of school recommendations within Child Protection Plans and will disseminate information to relevant staff members as appropriate.

During term time the designated safeguarding lead and or a deputy will be available during School hours for staff to discuss any safeguarding concerns. The designated safeguarding lead will ensure that there is adequate and appropriate cover arrangements for any out of hours/out of term activities. **With visits still being done in the summer by Ms Harvey Deputy Safeguarding Lead to priority students**

Please see [Appendix C](#) for the one page overview of our safeguarding protocol

1.4. The role of the school staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. If staff members have any concerns about a child's welfare they there should report the matter to the designated safeguarding lead using the school form. ([Appendix C](#))

If, a child is in immediate danger or is at risk of harm, the safeguarding designated lead will refer to children's social care and/or the police immediately.

Though the responsibility to refer to children social care lies with the designated safeguarding lead, anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

2. Working with parents and carers

The school recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils, where necessary.
- policies will be available on the website or on request.
- involve parents and carers in the development of [school] [college] policies to ensure their views are taken into account.

The school will ensure a robust complaints procedure is in place to deal with issues raised by parents and careers.

3. Confidentiality and information sharing

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have

sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

Parental consent to refer to Lambeth children social care can be dispensed if seeking consent is likely suffering significant harm, school have a legal duty to share this information with Lambeth children's social care.

If a child is subject to a child protection investigation, school will share any information about the child requested by Lambeth children's social care.

4. Referral to Lambeth children's social care

Referral to Lambeth children's services first response team will be made using a multi-agency referral form (MARF).

Lambeth Children's services first response telephone: **020 7926 3100**

Out of hours telephone: **0207 926 5555** Email – helpandprotection@lambeth.gov.uk

5. Definitions and Indicators of abuse

For definitions and indicators of abuse, refer to [appendix A](#)

For guidance on responding to a disclosure of abuse, refer to [appendix B](#)

6. Training

Our Governing board will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be updated at least every three years and is in line with advice from the Lambeth Safeguarding Children Board.

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

All staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All teaching and support staff underwent level 1 child protection training on Thursday 28th November 2019 and also completed an online prevent and radicalisation awareness training for which all have a certification of attendance and participation.

Opportunities will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

7. Teaching children about safeguarding

Our governing body will ensure children are taught about keeping themselves safe, including online, through teaching lessons in PSHE and by providing other opportunities for pupil voice, as part of providing a broad and balanced curriculum.

8. Physical intervention / positive handling

All staff) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the 'Use of Reasonable Force'.

Please refer to the positive handling policy which is on the school website.

9. Changing for P.E. lessons

Changing for PE can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. Being in a state of undress can also cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult.

Students who have disclosed or presented that they feel uncomfortable getting changed in the single sex changing rooms are given the opportunity to get changed on their own. Children and young people with special educational needs and disabilities are catered for and supported by the Inclusion department in order to fully participate in each activity.

10. Record keeping

The Designated Safeguarding Lead will ensure that all child protection records and safeguarding concerns are kept separately from pupil records. The records will be stored securely, by encryption and/or password protecting electronic files. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with school staff on a need to know basis.

When a pupil transfers to a new school, we will ensure that the child protection records are addressed to the designated safeguarding lead and sent separately from the general records to the new school.

Current timescales for the retention of Child Protection Records are D.o.B. +35 years after which they should be destroyed.

The general Pupil Record / Files are to be retained for D.o.B. +25 years after which they should be destroyed.

11. Inter-agency working

The Governing board will ensure that the school contributes to inter-agency working in line with statutory guidance Working together to safeguard children. School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

All schools and colleges should allow access for children's social care to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. From September 2018 under the new framework we will ensure we are working closely with

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

12. Safer recruitment

The London Nautical School will adopt safer recruitment procedures that help deter, identify reject people who might abuse children. We adhere to the statutory guidance 'Keeping safe in education, Sept. 2018, to ensure that all staff working in our school have had the appropriate checks carried out.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training

Staff working in the school, engaged in regulated activity, will require an enhanced DBS certificate, which includes barred list check.

All staff employed to carry out work will require an additional check to ensure that they are not prohibited from teaching.

The Teachers' Disciplinary (England) Regulations 2012 apply to schools and sixth form colleges and any person that is subject to a prohibition order is prohibited from carrying out teaching work in those establishments. Further education colleges (other than sixth form colleges) are not legally required to conduct this additional prohibition check.

Where an individual starts work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

The school will carry out a risk assessment and put in place any necessary measures to ensure that the pupils are safe whilst awaiting for an outcome of the DBS check.

We will make arrangements to ensure that we do not knowingly employ any person in our Early Years Foundation Stage (0-5 year) or our After School activities (0-8) who have been disqualified from such work under the Childcare Act 2006 as set out in the Childcare (Disqualification) Regulations 2009. Only staff within our early years teams, after school clubs and their direct line managers will be asked to make the relevant declarations.

Teacher prohibition orders prevent a person from carrying out teaching work in [schools], [sixth form colleges], [16 to 19 academies]. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

[A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited, is unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor board for an independent school; or a governor on any governing board in an independent school, academy or free school that retains or has been delegated any management responsibilities.]

We will ensure that under no circumstances a **volunteer** is allowed to work with children unsupervised. For volunteer, not involved in regulated activity, the DBS certificate will not include a barred list check. Checks carried out on volunteers, will be recorded on the single central record.

All volunteers will be suitably supervised and may be subject to an Enhanced DBS Check but without a check of the Children's Barred list. Supervised activity does not fall under the definition of Regulated Activity.

Volunteers will work under the direct management of a staff member, who is in Regulated Activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. They will have a 'job description' pertaining to the volunteering role provided with appropriate induction.

For **supply staff**, [school] [college] will also include whether written confirmation that the employment agency supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

13. Single central record

Our school will keep a single central record, covering the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school

The following information will be recorded for all staff including teacher trainees on salaried routes. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions for independent schools(including free schools and academies));
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out regularly.

We will ensure that all staff in Regulated Activity are checked against the DBS' Children's Barred List prior to their appointment as part of the vetting process. A separate DBS Children's List check will be carried out if application for the checks has not been completed by the start date.

Our school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child or if we have a reason to believe the member of staff has committed one of a number of listed offences and as a result we have removed them from working in Regulated Activity. Such referrals to the DBS apply to paid or unpaid staff where we are the employer

and also applies where we would have removed that person from Regulated Activity had that person not resigned from our employment.

14. Allegation of abuse made against teachers and other staff

Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with the school's Complaints Procedures.

Where it is alleged that a member of staff (including volunteers) in the school 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 he or she would pose a risk of harm to children

The matter will be dealt with in line with the allegations procedures as set out in Part Four of 'Keeping Children Safe in Education, 2019.

Allegations against staff must be brought immediately to the attention of the Head Teacher, not the Designated Safeguarding Lead (unless that is the same person). The head teacher will only carry out initial enquiries (**not an investigation**) prior to a discussion with the Local Authority Designated Officer (LADO).

Any allegation relating to the Headteacher **must** be brought to the attention of the Chair of Governors who will consult LADO.

All referrals relating to an allegation against an adult working with children will be made to social care via the Lambeth Children's services first response team using the LADO referral form.

Outcomes of all investigations into allegations made against staff will be notified to schools, colleges and early years safeguarding leads (Sarwan Singh Jandu / Denys Rasmussen) on completion.

Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

15. On-line safety

DFE released new guidance in 2019 '**Teaching online safety in schools**' we have implemented these into our plans for the academic year within ICT/ Computing and assemblies, PSHE.

The use of technology and social media has become a significant component of safeguarding children. Child sexual exploitation; radicalisation; sexual grooming- technology often provides the platform that facilitates harm.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the governing body will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

Pupils will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Pupils will be encouraged to use the internal systems for example the learning mentor, trusted staff, to whistle blow or raise issue of safety in confidence.

16. Peer on peer abuse

Staff should recognise that children are capable of abusing their peers. The school will take consider peer on peer abuse seriously it should never be tolerated or passed off as “banter” or “part of growing up”.

Different forms of peer on peer abuse:

- o Bullying / cyber bullying
- o Sexting
- o Sexual touching
- o Subjected to an initiation rite

It must also be remembered that children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm, or may have committed other offences.

17. Bullying

Refer to the school anti bullying policy

18. Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing board will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Our designated teacher for looked after children is:

Name: Mr Neil Atherton

We will ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after children will work with the virtual school head to discuss how that 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.

19. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact 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.

Awareness of these additional barriers is reflected in the training for staff.

20. Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. We will follow the school procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that staff are alert to signs to look out for and individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The school will inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- has been permanently excluded.

The local authority will be notified when a pupil is removed from the register for any of the five reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

THE SCHOOL HAS A DUTY TO INFORM THE LA OF ANY ADDITIONS TO THE SCHOOL ROLL THAT DO NOT FORM PART OF INITIAL PRIMARY ENTRY OR SECONDARY TRANSFER.

21. Child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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

Staff will report any concerns to the safeguarding designated lead.

22. Domestic violence (DV)

The definition of Domestic Violence includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

The definition of harm as amended the Adoption & Children Act 2002:

Impairment suffered from seeing or hearing the ill treatment of another' particularly in the home, even though they themselves have not been directly assaulted or abused

The London Nautical School recognises that DV will have an impact on aspects of a child's life. The harm suffered will vary according to the child's resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their child/ren is diminished through anxiety about their own circumstances.

We as a school will allow an opportunity for the abused partner (predominantly the woman but not exclusively so) to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Lambeth children's social care where there is a child/ren at risk of significant harm and/or neglect.

23. Honour based violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced

marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

24. Female genital mutilation (FGM)

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils.

Any member of staff who has an FGM concern should discuss with the designated safeguarding lead who will involve the children's social care as appropriate.

Typical identifiers / triggers are:

- Family comes from a community known to practice FGM
- Family / child may asked to be excused PE / swimming on return from abroad
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a sister that has already undergone FGM
- Family withdraws female child from PSHE / SRE

25. 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 communities use religion and culture as a way to coerce a person into marriage.

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the designated safeguarding lead without delay for appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.

FMU contact: 020 7008 0151 or email: fmu@fco.gov.uk

26. Extremism and radicalisation

Refer to our policy on 'Preventing extremism and radicalisation'

Protecting children from the risk of radicalisation should be seen as part of [school's] [college's] wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation

From [1 July 2015, schools] [18 September 2015, colleges] are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent from people from being drawn into terrorism. This duty is known as the Prevent duty.

Our staff and Governors have undertaken Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.} At LNS we have a PREVENT lead in Alison Jewitt: ajewitt@lns.org.uk

The Local authority person for prevent is Lydia Nixon - LNixon@lambeth.gov.uk or prevent@lambeth.gov.uk

27. Children staying with host families

This relates to where the school makes arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. Such arrangements could amount to "private fostering" under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both.

Where a private fostering arrangement is made by the school and the school has the power to terminate the arrangement, then it could be the regulated activity provider for the purposes of the Safeguarding Vulnerable Groups Act 2006, section 82

Where the school is the regulated activity provider, it will request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child's parents and the host parents and in these circumstances the school will not be the regulated activity provider.

If the school arranging for their children to stay with families overseas should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Our school will work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.

28. Private fostering

Where school becomes aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for child protection. The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

29. Raising concerns about safeguarding practice.

Initially concerns will be raised with the line manager, who will then discuss it with the designated safeguarding lead. The concern should be escalated to the head teacher if it has not been addressed to the satisfaction of the person raising the concern. Where staff feel unable to raise an issue or feel that their concern is not being addressed, follow the whistle blowing procedures outlined in the staff behaviour policy.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2018'

Appendix A – Types of abuse and their symptoms

Physical abuse

Physical abuse 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none">● Unexplained injuries – bruises / abrasions / lacerations● The account of the accident may be vague or may vary from one telling to another.● Unexplained burns● Regular occurrence of unexplained injuries	<ul style="list-style-type: none">● Withdrawn or aggressive behavioural extremes● Uncomfortable with physical contact● Seems afraid to go home● Complains of soreness or moves uncomfortably

<ul style="list-style-type: none"> ● Most accidental injuries occur on parts of the board where the skin passes over a bony protrusion. 	<ul style="list-style-type: none"> ● Wears clothing inappropriate for the weather, in order to cover board. ● The interaction between the child and its carer
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Neglect

Neglect is 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 involve a parent failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Neglect indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> ● Unattended medical need ● Underweight or obesity ● Recurrent infection ● Unkempt dirty appearance ● Smelly ● Inadequate / unwashed clothes ● Consistent lack of supervision ● Consistent hunger ● Inappropriately dressed 	<ul style="list-style-type: none"> ● Poor social relationships ● Indiscriminate friendliness ● Poor concentration ● Low self-esteem ● Regularly displays fatigue or lethargic ● Frequently falls asleep in class ● Frequent unexplained absences

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse indicators	
Physical indicators	Behavioural indicators

<ul style="list-style-type: none"> ● Poor attachment relationship ● Unresponsive / neglectful behaviour towards the child's emotional needs ● Persistent negative comments about the child. ● Inappropriate or inconsistent expectations ● Self-harm 	<ul style="list-style-type: none"> ● Low self-esteem ● Unhappiness, anxiety ● Withdrawn, insecure ● Attention seeking ● Passive or aggressive behavioural extremes
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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.

Sexual abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> ● Sign of blood / discharge on the child's underclothing. ● Awkwardness in walking / sitting ● Pain or itching – genital area ● Bruising, scratching, bites on the inner thighs / external genitalia. ● Self-harm ● Eating disorders ● Enuresis / encopresis ● Sudden weight loss or gain 	<ul style="list-style-type: none"> ● Sexually proactive behaviour or knowledge that is incompatible with the child's age & understanding. ● Drawings & or written work that is sexually explicit ● Self-harm / Suicide attempts ● Running away ● Substance abuse ● Significant devaluing of self ● Loss of concentration

Appendix B – Responding to a disclosures of abuse
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- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns.
- Do reassure and alleviate guilt.

For example you could say; "you are not to blame."
 "You have done the right thing to tell someone."

- Do not ask leading questions.

For example, “What did she do next?” (this assumes that she did), or “did he touch your private part”.

- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.

The child may well have to tell the story again, and to do so repeatedly will cause undue stress.

- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the designated child protection person at the school.
- Record carefully what has been said and what actions have been agreed.

Appendix C – Safeguarding / Child Protection reporting form

The Government has defined the term ‘safeguarding children’ as:

“The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.”

Child protection is a part of safeguarding and promoting welfare, so as to protect specific children who are suffering or are at risk of suffering significant harm.

- Safeguarding applies to ALL children and young people.
- Child protection applies to those children who are, or at risk of experiencing abuse in their lives.

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Safeguarding policy statement:

- The London Nautical School is committed to the safeguarding of all its pupils’ and sees this as an absolute priority in its daily life and work.
- Stringent vetting procedures are in place for all staff appointments and at least one member of every appointments panel is fully trained in safer recruitment procedures.
- Everyone that comes into contact with children and families has a duty to safeguard and promote the welfare of children.

If a member of staff has concerns about the well-being of a pupil that suggests abuse or neglect may be likely to occur, they should refer to the **Types of abuse and their symptoms**(Appendix A).

Action for staff when a concern arises:

- Speak to the designated safeguarding lead about the concerns
- Follow your concerns up in writing by email to the designated safeguarding lead - contact details below.

What happens next?

- The Child Protection Officer will contact the Referral and Assessment team in the child’s local authority to seek advice
- If the advice received from social care is to refer the enquiry, the Child Protection Officer will immediately complete the relevant referral form and return it to the local authority for their initial assessment of risk
- The Child Protection Officer will follow advice from social services
- If social care decide that the child is at significant risk of harm and/or neglect the Child Protection Officer will support the child, family, and the social worker in working towards removing the significant risk both in the short and long term
- If social care advises that the matter does not meet the threshold for statutory action, the Child Protection Officer will meet with the Head of Year and other relevant school-based staff to plan appropriate intervention and support strategies, e.g. CAMHS, counselling, daily report, etc.

Designated Safeguarding Lead:

Mr Neil Atherton - Assistant Headteacher - jdurant@lins.org.uk
 Deputy DSL – Natalie Harvey – Deputy DSL Pastoral support - nharvey@lins.org.uk
 Michael Schofield - Headteacher - mschofield@lins.org.uk

Designated Governor for Safeguarding and Child Protection:

Mr Ken Parsons Child Protection Governor

Actions where there are concerns about a child



STAFF ARE REMINDED THAT WHEN THEY HAVE CONCERNS ABOUT A CHILD, THEY ARE TO SPEAK TO THE DESIGNATED SAFEGUARDING LEAD AND THEN FOLLOW THIS UP WITH AN EMAIL