

## SAFEGUARDING AND CHILD PROTECTION POLICY

This policy has been written for	<ul style="list-style-type: none"> <li>● All employees, subcontractors, volunteers, interns, students on teacher placement and the students of The Chelsea Group of Children</li> </ul>		
Copies of this policy may be obtained	<ul style="list-style-type: none"> <li>● The Chelsea Group of Children website <a href="http://chelseachildren.com/">http://chelseachildren.com/</a></li> <li>● As a hard copy or email attachment on request from the School office</li> </ul>		
This policy links with the following policies	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>● Answering the Door and the Collection of Children</li> <li>● Anti-Bullying</li> <li>● Attendance</li> <li>● Critical Incident</li> <li>● Curriculum Overview</li> <li>● Equality and Diversity</li> <li>● Fire Safety</li> <li>● First Aid and Medicines</li> <li>● Health and Safety</li> <li>● Acceptable Use of Technology</li> <li>● Missing Child</li> <li>● Online safety</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>● Photography</li> <li>● Promoting Good Behaviour</li> <li>● Record Keeping</li> <li>● Excursion Risk Management Process and Proforma</li> <li>● Safer Recruitment</li> <li>● Special Educational Needs</li> <li>● Teaching Road Safety</li> <li>● Intimate Care Policy</li> <li>● Trips and visits</li> <li>● Uncollected Children</li> <li>● Use of Reasonable Force</li> <li>● Whistleblowing</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>● Answering the Door and the Collection of Children</li> <li>● Anti-Bullying</li> <li>● Attendance</li> <li>● Critical Incident</li> <li>● Curriculum Overview</li> <li>● Equality and Diversity</li> <li>● Fire Safety</li> <li>● First Aid and Medicines</li> <li>● Health and Safety</li> <li>● Acceptable Use of Technology</li> <li>● Missing Child</li> <li>● Online safety</li> </ul>	<ul style="list-style-type: none"> <li>● Photography</li> <li>● Promoting Good Behaviour</li> <li>● Record Keeping</li> <li>● Excursion Risk Management Process and Proforma</li> <li>● Safer Recruitment</li> <li>● Special Educational Needs</li> <li>● Teaching Road Safety</li> <li>● Intimate Care Policy</li> <li>● Trips and visits</li> <li>● Uncollected Children</li> <li>● Use of Reasonable Force</li> <li>● Whistleblowing</li> </ul>
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Participants and consultees	<ul style="list-style-type: none"> <li>● Head Teacher</li> <li>● All Staff</li> </ul>		
Child Protection Officers	<ul style="list-style-type: none"> <li>● DSL: Jessica Duemler (Head Teacher)</li> <li>● Deputy DSL: Chiara Secchi, Ciara Baxter, Pernilla Vestberg, Virginie Savard, Pauline Turner</li> </ul>		
Definitions and key terms used in this policy	<ul style="list-style-type: none"> <li>● CGC – The Chelsea Group of Children</li> <li>● DSL – Designated Safeguarding Lead</li> <li>● LADO – Local Authority Designated Officer</li> <li>● KCSIE – Keeping Children Safe in Education 2021</li> <li>● Welfare Concern Forms – record of Physical Intervention, Bruise, Accident, Incident, External Referrals and Bullying incidents</li> </ul>		
The Objectives of this policy	<ul style="list-style-type: none"> <li>● The purpose of the policy is to safeguard and promote our students' welfare, safety and health through rigorous staff training, the creation of thorough and up to date policies, implementation of proper procedures and detailed, efficient documentation</li> </ul>		
Appendices Standard Operating Procedures (SOP'S)	<ul style="list-style-type: none"> <li>● <b>Appendix 1</b> - details of relevant procedural and guidance documents</li> <li>● <b>Appendix 2</b> - School report to Child Protection Conference or Looked After Child Review</li> <li>● <b>Appendix 3</b> - Recognising Signs of Child Abuse</li> <li>● <b>Appendix 4</b> - Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child</li> <li>● <b>Appendix 5</b> - Referral Flow Chart</li> <li>● <b>Appendix 6</b> - Guidance for schools re children who abuse other children</li> </ul>		

	<ul style="list-style-type: none"> <li>● <b>Appendix 7</b> - Guidance for schools re: child on child sexual violence and sexual harassment</li> <li>● <b>Appendix 8</b> - Safeguarding sexually active young people (under 18s)</li> <li>● <b>Appendix 9</b> - Children Missing from Education</li> <li>● <b>Appendix 10</b> - Role of Designated Safeguarding Lead (DSL)</li> <li>● <b>Appendix 11</b> - Process for dealing with allegations against staff (including head teachers) and volunteers</li> <li>● <b>Appendix 12</b> - Physical intervention form</li> <li>● <b>Appendix 13</b> - Bullying Concern Form</li> <li>● <b>Appendix 14</b> - Accident form</li> <li>● <b>Appendix 15</b> - Bruise/Mark/Scratch (BMS) Record Form</li> <li>● <b>Appendix 16</b> - Incident/Concern Form</li> <li>● <b>Appendix 17</b> - Child Protection Record Keeping Procedure</li> <li>● <b>Appendix 18</b> - Cause for Concern Reporting Form</li> <li>● <b>Appendix 19</b> - Serious Youth Violence and Knife Crime</li> <li>● <b>Appendix 20</b> - Useful contacts</li> </ul>	
Other participants and Stakeholders	<ul style="list-style-type: none"> <li>● Parents</li> <li>● Students</li> </ul>	<ul style="list-style-type: none"> <li>● Staff</li> </ul>
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>● The Head Teacher and the Policy Administrator will ensure the policy is kept up to date and all members of staff are complying with the rules and guidelines</li> </ul>	

## **IMPORTANT NOTICE**

### **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. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child

Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged.

If a staff member has serious concerns about immediate risk to a child or that a child has suffered significant harm and continues to be at risk, they should contact Wandsworth Initial Point of Contact (IPOC) immediately - wherever possible with the support of the designated safeguarding lead or a deputy lead. If a child is in immediate danger the police should also be contacted.

Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, dob, address and contact details for parents / carers.

A referral in urgent circumstances can be made on the telephone but a completed Early Help Assessment form is required as soon as possible with key details included (even if additional background information is completed later) as s47 enquiries cannot be progressed with the police unless a referral has been received.

Referrals to IPOC can be made by:

- Telephone: 020 8871 6622
- e-mail: [IPOC@wandsworth.gov.uk](mailto:IPOC@wandsworth.gov.uk)

The IPOC is in operation Monday – Friday 9.00am to 5.00pm. At other times please contact the Out of Hours Duty Service on 020 8871 6000.

## **AIMS**

- To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm or where there are ongoing concerns
- To work openly and in partnership with parents in relation to child protection concerns
- To support all pupils' development in ways that will foster security, confidence and independence
- To promote safe practice and challenge poor and unsafe practice
- To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children
- To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages
- To take account of and inform policy in related areas, such as anti-bullying; online safety; discipline and behaviour; health and safety; child on child abuse; missing children; child sexual exploitation; FGM; violence in the name of honour; serious youth violence, including knife crime;

anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

- To comply with the core responsibilities expected of the school as a relevant agency to the multi-agency safeguarding arrangements in Wandsworth, as set out in the Wandsworth Safeguarding Children Partnership published arrangements

## **ROLES AND RESPONSIBILITIES**

### Safeguarding permeates all activities and functions

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare at all times. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the School.

All staff made aware of the different types of child abuse and specific safeguarding issues, as indicated in the Keeping Children Safe in Education document. Normally concerns are referred to and managed by the DSL. The names of the Designated Senior Lead and Deputy for safeguarding for the current year are listed at the start of this document. See also Appendix 3 of this document.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil, and which takes a child-centred approach.

The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Children's Services and to assist Children's Services in Child Protection enquiries and in supporting Children in Need.

This policy is in line with the London Child Protection Procedures 2017 (5<sup>th</sup> edition amended October 2017), Working Together to Safeguard Children 2018, local guidance from the Wandsworth Safeguarding Children Partnership and Keeping Children Safe in Education 2020.

Please note that due to the regulations and restrictions related to the Covid19 pandemic the school has added two addenda to this policy to reflect specific safeguarding measures in place. These will be kept under review as Government guidance is updated and amended when necessary. The DFE website should be accessed for all updates and safety measures put into place in relation to the delivery of education.

The school will raise Child Protection / Safeguarding concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.

The school will ensure that all staff are provided with the appropriate training in Child Protection and Safeguarding issues, including Early Help processes, as recommended in the guidance. In particular the Designated Safeguarding Leads (DSL) will have their role explicitly stated in their job descriptions and will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively. Designated leads will also ensure that all staff are provided with Part One of

Keeping Children Safe in Education 2020 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.

Project Tearose / Encompass is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. Our school has signed up to this agreement.

If police have responded to a domestic incident and there are children in the family, the officers working on project Tearose / Encompass will disclose this incident to the child's school the following morning (Monday to Friday). The actual content of the information shared is kept to the minimum, i.e. outlining the offence, but without specific details.

At each school the information is shared securely with the Designated Safeguarding Leads, and is treated as sensitive and confidential.

Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional harm and potentially physical harm. The information is shared in order to ensure the safety and wellbeing of the child, and so that support can be offered to the child if necessary. The school is part of the network available to support the family and child.

Project Tearose will be changing how it shares information with schools and these changes will enable it to function similarly other boroughs in London. These changes are likely to take place in early 2021 and schools will continue to be fully supported with information shared and supporting children

**All staff are required to read this policy carefully and to be aware of their role in these processes.**

**All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.**

### Head Teacher

In accordance with the Statutory Guidance Keeping Children Safe in Education, September 2020, the Head Teacher will ensure:

- The School has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times.
- The policy is available publicly.
- The School operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head Teacher, and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers. These are referred directly to the Head who must contact the LADO within one working day.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Senior Lead for Child Protection and Safeguarding") and that there is always cover for this role.
- The Designated Senior Lead for Child Protection undertake Local Authority training (in addition to basic child protection training) and this is refreshed every two years.

In addition,

- The Head Teacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training (at least every three years in compliance with LSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

- Any deficiencies or weaknesses brought to the attention of the Head Teacher will be rectified without delay.
- The Head Teacher deals with any allegations of abuse made against the Head Teacher, (without informing the Head Teacher) in liaison with the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually, including a behaviour 'code of conduct' for staff and volunteers
- The Head Teacher will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Senior Lead for Child Protection, and record information.
- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018 including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the LSCB.

The Head Teacher of the school will ensure:

- The policies and procedures adopted by the Head Teacher are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Senior Leads for Safeguarding and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer (LADO) within one working day.
- Inform the LEA of any pupil missing from education or deleted from the admission register
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails, to report these directly to Children's Social Care Services or the Police.
- All staff are recruited following enhanced DBS checks and compliance with Independent Schools Standards regulations.
- Report promptly to DBS anyone they become aware of who poses a risk or threat to a child.

### Designated Senior Lead for Safeguarding

The Board of Governors ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL's responsibilities include

- Liaison with the Head Teacher and the Local Authority on any deficiencies brought to the attention of the Head Teacher and how these should be rectified without delay.
- Referral of cases of suspected abuse to Wandsworth Children Social Care (and/or police where a crime may have been committed).
- To attend and contribute to child protection conferences when required.
- Ensure each member of staff has access to and understands the school's child protection policy, especially new or part-time staff who may work with different educational establishments; keep all staff updated on legislations as necessary.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records and Monitoring” below.
- Ensure the school or college’s policies are known and used appropriately:
- Ensure the school or college’s child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Board of Governors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Ensure all staff complete induction training covering child protection.

#### Training should include:

- CGC’s Safeguarding and Child Protection policy
- Staff Code of Conduct
- Managing Good Behaviour policy
- Knowledge of the DSLs
- Being able to recognise and report any concerns immediately they arise
- Ability to keep detailed, accurate, secure written records of concerns and referrals.
- Reading and understanding Keeping Children Safe in Education (this is done annually. Record of signatures are kept with the Office Manager in the school office)
- The ability to encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Understanding the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- A working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

#### **SAFEGUARDING TRAINING**

Details of safeguarding training for staff at CGC is kept in the Central Staff Register with the Office Manager.

#### **All Staff received / will be receiving**

- Safeguarding and KCSIE training
- Prevent e-learning training from HM Government
- Induction Safeguarding Training includes explanation of KCSIE

The DSL will ask weekly questions during morning meetings to test knowledge and check understanding of any aspect of the safeguarding policy and practices, legislation and guidance, as part of ongoing training and awareness of safeguarding issues. Questions will also be asked to check knowledge of procedures for Physical Intervention, Health and Safety, Anti bullying, Promoting good behaviour, Fire safety, First aid.

## **RECORDS, MONITORING AND TRANSFER**

Well-kept records are essential to good child protection practice. All staff receive training and are clear about the need to record and report concerns about a child or children within the school. Incident /Concern Forms should be completed by staff and reported to DSL. The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Senior Lead for Safeguarding (Head Teacher). Records are kept for all time.

Child protection records are reviewed weekly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

- When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Senior Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of the area and a physical handover not being possible, then the most secure method should be found to send the confidential records to a named Designated Senior Lead and a photocopy kept. Files requested by other agencies e.g. Police, court, social services, should be copied.  
See Appendix 13: Child Protection Record Keeping Procedure

## **SUPPORT TO PUPILS AND SCHOOL STAFF**

### Support to pupils

Effective safeguarding systems are child-centred. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.

A child-centred approach is supported by:

- the Children Act 1989. This Act requires local authorities to give due regard to a child's wishes when determining what services to provide under section 17 of the Children Act 1989, and before making decisions about action to be taken to protect individual children under section 47 of the Children Act 1989. These duties complement requirements relating to the wishes and feelings of children who are, or may be, looked after (section 22(4) Children Act 1989), including those who are provided with accommodation under section 20 of the Children Act 1989 and children taken into police protection (section 46(3)(d) of that Act);
- the Equality Act 2010 which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity.

This applies to the process of identification of need and risk faced by the individual child and the process of assessment. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs; and ● the United Nations Convention on the Rights of the Child (UNCRC). This is an international agreement that protects the rights of children and provides a child centred framework for the development of services to

children. The UK Government ratified the UNCRC in 1991 and, by doing so, recognises children's rights to expression and receiving information.

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children, school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention. Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the School's complaints process.

### Support for staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Senior Lead for Safeguarding about the support he/she requires. The DSL should seek to arrange the necessary support.

### **WORKING WITH PARENTS / CARERS**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.
- Work to develop productive, supportive relationships with parents/carers whenever it is in the child's interest to do so.

### **The following must be noted about the Use of Mobile Phones and Cameras (This is particularly relevant to those working within EYFS but is good practice to all staff):**

Staff working directly with children in a classroom situation must not use mobile phones to make or receive calls or to send or receive texts. In exceptional circumstances, permission to make or receive calls must be sought from the Head Teacher.

A mobile phone should be carried by the trip leader on every school outing. Parents will be informed of the number when they give consent for their child to attend the trip (for emergencies only).

Staff **must not** use their personal mobile technology to take photographs or recordings of children anywhere within school grounds or on school trips, visits and sporting fixtures. Staff's personal mobile technology must be turned off and kept with their personal belongings during the school day.

Staff should use a school camera/iPad to take photographs and recordings of children whose parents have provided written consent. These images should not be stored on memory sticks or personal computers at home.

Any images on the website, school social media sites or in the local press should not include pupil names.

## RECRUITMENT AND SELECTION OF STAFF

The school's safer recruitment processes are based on the Statutory Guidance: Keeping Children Safe in Education September 2020. The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection/ inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded or malicious will not be included in employer references. A history of repeated concerns or allegations, which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The School complies with the Independent Schools Standards regulations on recruitment.

The School has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction. Volunteers will be supervised at all times.

On every interview panel for school staff at least one member will have undertaken safer recruitment training either online on the DfE website or by attending the local authority one day training course.

Where a teacher has been dismissed for misconduct (or would have been had he/she not resigned first) consideration will be given to make a referral to the National College for Teaching and Leadership (NCTL).

## MONITORING AND EVALUATION

An Ofsted Consultant is engaged to provide guidance throughout the year. It is our aim to continually improve our working practices and standards.

A review of procedures will take place each year before the commencement of the new academic year.

The Welfare Concern Files constitute an ongoing record of all completed Welfare Concern Forms for each child, rag rated and updated each week.

The individual Students Weekly Friday Review rag rates the child's progress across all performances.

There is also a weekly log of the number of and type of incidents to show areas of concern or a need for change in practice or procedures.

## DEFINITIONS

- **Child abuse** is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant 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 (eg via the internet). They may be abused by adults or another child or children.
- Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender-based violence / sexual assaults
- Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 3.
- **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. It may involve a parent

or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

- **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 or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.
- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.

It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is below

*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 harm.*

*All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.*

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Child Criminal Exploitation (CCE)** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for

something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

**CCE** can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

**County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

**Child sexual exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual; or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

FGM is illegal in the UK and there is a mandatory duty on schools to report cases of FGM to the police.

**Children Who Go Missing From Home or Care** are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation

- Poor physical and/or mental health.

**Children Missing From Education:** all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority. We will also ensure staff are alert to the potential risks of poor or non-attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as **travelling to war zones, FGM and forced marriage.**

**Honour Based Abuse (HBA)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

**Prevent:** all schools must have due regard to the need to prevent pupils from being drawn into extremism, terrorism or being radicalised. We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. Concerns will be discussed with the child’s parents whenever possible and with the Local Authority Prevent co-ordinator and referrals made to the Channel programme when appropriate. We understand our responsibilities as set out in the Prevent Duty and legislation and will ensure these are adhered to.

Contact with regards to queries can be made via the Prevent Email:

[Prevent@richmondandwandsworth.gov.uk](mailto:Prevent@richmondandwandsworth.gov.uk)

[Mark.Wolski@richmondandwandsworth.gov.uk](mailto:Mark.Wolski@richmondandwandsworth.gov.uk) : Chair Of Channel Panel

## KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and /or abuse
- We recognise that abuse and neglect are complex issues and rarely stand-alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child’s cultural and social background when dealing with CP and safeguarding issues. However, we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse

- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.
- The ethos of the school supports open practice, good communication and a safe culture in which children can thrive and learn.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately.
- All staff are aware of the relevant data protection principles (under DPA 2018 and the GDPR), but are also clear that where there is the need to safeguard or promote the welfare of a child, relevant and proportionate information must be shared.

## PROCEDURES

Our school procedures are in line with those agreed by the Wandsworth Safeguarding Children Partnership (WSCP), the LA and the Secretary of State (see Appendix 1 for details of relevant procedural and guidance documents)

We will therefore ensure that

- We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.
- We will ensure designated staff attend training and receive relevant updates every year and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates at least annually
- Induction and refresher training for staff members will include the school's behaviour policy and procedures for children missing education as well as the staff code of conduct and this CP / safeguarding policy
- The roles of the designated safeguarding leads are explicit in their job descriptions
- Every member of staff, volunteer and governor knows the name of the designated safeguarding lead (DSL) and their role and what the back-up arrangements are if the DSL is unavailable.

- We will ensure that staff have access to a DSL at all times during the school day so that they can report concerns and seek advice / guidance if required
- All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and these issues are included in the induction for each new staff member
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Children's Services (Social Services) if needed
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored, and appropriate support put in place
- We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape safeguarding arrangements and policy
- We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems and educated in how to be as safe as possible online
- When considering referrals to support agencies the school will act in accordance with WSCP Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL
- All staff know how to respond appropriately to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures (information available on the website).
- We will request a minimum of three emergency contact numbers for each child as we acknowledge that this is a protective measure for children to enable swift contact with families when necessary
- We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay, and will follow up any such referral in writing as quickly as possible (on the same day)
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- We will carry out risk assessments where required and ensure any assessed risk is appropriately managed and key staff have been provided with the relevant information and with strategies to support safety and wellbeing of pupils and staff members
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (model format attached as appendix 2). We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations or securely using an appropriate computerised system
- All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.
- All staff members are made aware of the record keeping requirements and how they are expected to record any safeguarding concerns.

- The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay
- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and in a secure manner which ensures acknowledgement of receipt of the information. The child's social worker will also be informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Lead a duty manager in MASH or directly from the Safeguarding Standards Service. (useful numbers listed at end in appendix 14)

### **EARLY INTERVENTION AND HELP**

All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible

This involves identifying emerging problems; liaising with the designated lead or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (EHA)

Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.

**Any** child may benefit from Early Help but school staff will be particularly alert to the potential need for support for any pupil who

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies

A Team Around the Child will be established where appropriate and a Lead Professional identified

If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (eg to social care) if the child's situation does not appear to be improving

Early Help Assessments will follow the Signs of Safety and Wellbeing model

## **CURRICULUM INPUT AND ONLINE SAFETY**

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. We will ensure that the curriculum includes input about safe relationships and personal resilience, sexual education and health education and is in line with legislative changes which came into force for September 2020.
- In planning curriculum input in relation to online safety we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our pupils so that all pupils are enabled to access this input effectively.
- We acknowledge that as well as providing a variety of positive opportunities, the use of technology has become a significant component of many safeguarding issues, and can provide the platform that facilitates exploitation of children and young people. The breadth of issues classified within online safety is considerable but can be categorised into three areas of risk:

**CONTENT:** being exposed to illegal, inappropriate or harmful material

**CONTACT:** being subjected to harmful online interaction with other users

**CONDUCT:** personal online behaviour that increases the likelihood of, or causes harm, such as the sending of explicit images or online bullying

### Children with Special Educational Needs / Disabilities

- We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will ensure assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration
- We will provide a school environment in which all pupils, including those with SEND, can feel confident and able to discuss their concerns, providing support with communication difficulties where needed, and differentiating appropriately
- We recognise that children with SEN and disabilities are at higher risk of peer group isolation and may suffer a disproportionate impact from bullying and will provide proactive support to ameliorate these risks.
- The designated member of staff will work with the SEN co-ordinator, where necessary, to ensure that the needs of SEN pupils in relation to child protection issues are responded to appropriately (eg for a child with particular communication needs).

### Contextual Safeguarding

- We understand that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college or within.
- All staff, but especially the designated safeguarding lead (or deputy), understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.
- This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.
- We understand that extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence

- The school will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed.
- This will allow any assessment to consider all the available evidence and the full context of any abuse.

### Looked after Children, care leavers, and other children living away from home

- The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.
- 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, as well as the details of the child's social worker and the virtual school head in the LA.
- School will work with the virtual school head to discuss how the pupil premium plus funding can be best used to support the progress of Looked After Children in the school.
- The school recognises that children who were previously Looked After; Care Leavers and other children living away from home are also additionally vulnerable and may continue to require support at a higher level

### Mental Health and Behaviour

- In order to help our pupils succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy
- We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events, and may include children who have experienced abuse
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems
- Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (eg CAMHS)
- If we have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken in line with our policy

### Communication with Parents / Carers

- We will ensure that all parents are informed that the school has a child protection / safeguarding policy and is required to follow WSCP guidelines and other statutory documents in respect of reporting suspected abuse to Children's Social Care.
- Pupils and parents will be made aware of how the school's safeguarding system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone helplines.
- In individual cases, parents will be notified of the schools' concerns at the earliest appropriate opportunity.

### Confidentiality

- We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff and / or headteacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with the designated lead and with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

### Support for Staff

- We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have
- We will ensure that formal supervision is provided for staff working in Early Years and foundation stage as required
- We will consider what arrangements can be made to provide supervision for designated leads and any other staff members as appropriate

### Allegations against Staff

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff (including supply or agency staff or contracted staff) or volunteer. The term allegations refers to concerns reported or raised that might indicate a person has caused harm to a child, acted in a way that created potential serious risk to a child or would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.
- The majority of allegations against staff and volunteers relate to their behaviour in the workplace. However, some concerns may relate to their personal life or the care of their own children. In some cases, there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children the staff member of volunteer is responsible for.
- We expect any member of staff or volunteer who is concerned about the behaviour or presentation of a colleague, or sees an incident which concerns them, to discuss this as soon as possible with the DSL or Headteacher. If necessary, the whistleblowing procedures can be used but an ethos should be encouraged which enables open discussion, and allows staff or volunteers to feel able to discuss any concerns without fear of reprisal.
- In this event the Headteacher (or Chair of Governors, if allegation is against the Head) must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate within 24 hours of the concern / allegation becoming known.
- The criteria for making a referral to The LADO is that an individual may have:
  - behaved in a way that has, 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.
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children
  -

- The LADO also offers a consultation service, which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. This means the school will have a clear record of their correspondence with the LADO, which provides important evidence (for example if they are inspected by OFSTED). It also holds the LADO accountable for the advice given.
- All staff are expected to recognise the need for absolute confidentiality in these situations.

### Safe Recruitment

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training
- Appropriate checks (ie enhanced DBS checks and checks against the barred list will be carried out on all potential employees and volunteers, and all references will be taken up and verified.
- The school will carry out risk assessments for any volunteers to determine if they need to undertake an enhanced DBS check or barred list check.
- The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity
- The school will ensure compliance with Section 3 of Keeping Children Safe in Education 2020 in relation to recruitment, recruitment checks, obtaining of references, s128 checks (where applicable) and information that must be included on the single central record (SCR)
- Interview panels will follow recommendations from the HR section in relation to practice. One member of each interview panel must have completed Safer Recruitment training
- At interview, candidates will be asked to account for any gaps in their employment history.

### Positive Handling and Physical Intervention

- Our policy on positive handling and physical intervention by staff is that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.
- Positive handling training will be provided by a BILD accredited trainer for all staff members to ensure best practice at all times.
- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/ carers
- These plans are intended to minimise the likelihood of challenging behaviour and that if and when it does occur there is less use of physical interventions and other restrictive methods
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

### Specific Safeguarding Issues

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary
- The DSL will attend relevant training and cascade information, or where relevant organise additional briefings or training input for staff. To ensure that staff are aware of issues such as those listed below, understand the indicators and recognise the complexities of these issues for young people
  - Child Sexual Exploitation
  - Female Genital Mutilation

- Radicalisation
- Illness Fabricated and Induced
- Domestic Abuse
- Violence in the name of Honour
- Children missing education
- Children and the court system
- Children with family members in prison
- County lines
- Domestic abuse
- Homelessness
- Peer on peer abuse, including knife crime and serious youth violence
- Sexual violence and sexual harassment, including upskirting

### Anti-Radicalisation

The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.

Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.

All staff members are aware of these issues and relevant staff have attended training.

The school work within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay.

If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in LA (either Prevent co-ordinator or safeguarding services) if necessary.

### Children who abuse other Children

We recognise that children are capable of abusing their peers. As a school we work to minimise the risk of peer on peer abuse and will investigate and deal with any allegations robustly. Where needed risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse and / or verbal abuse.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and / or police as appropriate. This guidance is attached as (Appendix 6)

Instances of sexual violence and sexual harassment will be taken seriously and responded to robustly. The school will adhere to guidance in section 5 of Keeping Children Safe in Education and follow procedures (as detailed in Appendix 7)

All staff will be made aware of indicators which may signal that children are at risk from, or involved in, serious violent crime. They will be provided training and information about the associated risks and the measures in place to manage these, in line with Home Office guidance "Preventing youth violence and gang involvement" and the OFSTED report "Safeguarding children and young people from knife crime" (as detailed in Appendix 19)

## **DETAILS OF RELEVANT PROCEDURAL AND GUIDANCE DOCUMENTS**

## **APPENDIX 1**

### London Child Protection Procedures, 5<sup>th</sup> edition

available electronically via Wandsworth Safeguarding Board website [www.wscb.org.uk](http://www.wscb.org.uk) and London SCB website – [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

### London Safeguarding Children Board supplementary procedures

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

### Keeping Children Safe in Education

DfES statutory guidance issued Sept 2020, Keeping Children Safe in Education 2020

Or via [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

**This guidance contains links to guidance and advice about many of the key specific safeguarding issues.**

### Working Together to Safeguard Children March 2018

### What To Do If You Are Worried a Child Is Being Abused

[What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused](#)

### Information Sharing Guidance

[Information Sharing Guidance 2015 – revised guidance on information sharing for all professionals](#)

### Managing Allegations Against Staff

WSCB guidance, available on WSCB website. [www.wscb.org.uk](http://www.wscb.org.uk)

### Children Missing from Home and Care

WSCB procedures, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### Positive Handling

WSCB guidance, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### Sexual exploitation

WSCB protocol and guidance, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### Domestic Violence – guide for schools

Wandsworth guidance issued June 2012

### Thresholds for Intervention – Multi-Agency guidance

Wandsworth Guidance updated 2020, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### Mental Health and Behaviour in schools – departmental advice for school staff

DfE guidance, issued June 2014 , DFE-00435-2014 [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

### Whistleblowing policy

Wandsworth Council HR or general guidance can be found at <https://www.gov.uk/whistleblowing>

### The NSPCC whistleblowing helpline

is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

The Chelsea Group of Children  
The Hall, Waynflete Street  
London, SW18 3QG



Safeguarding Children and young people from knife crime

OFSTED report March 2019

Vulnerable Children in a Digital World

Adrienne Katz and Dr Aimen El Asam in partnership with Internet matters.org

Wandsworth Safeguarding Children Partnership

published arrangements 27th June 2019

Ofsted framework for Inspecting safeguarding in early years, education and skills

**SCHOOL REPORT TO CHILD PROTECTION CONFERENCE OR LOOKED AFTER CHILD REVIEW APPENDIX 2**

<b>School</b>	
<b>Name of child</b>	
<b>Date of birth Year group</b>	
<b>Name of classteacher / tutor / HOY</b>	

*When completing the sections below consider issues such as attendance and punctuality; preparation for school / learning; general appearance; emotional presentation and wellbeing; indicators that child may have suffered harm / be at risk of harm; disclosures made by child; behaviour and social development; relationships with peers and adults; academic progress/ areas requiring improvement; contact with family; etc*

What is working well?

What are we worried about?

What needs to happen?

Signature	
Print name	
Date	

**Reports should be shared with families prior to the meeting except in exceptional circumstances**

Please send this report wherever possible at least 5 days in advance of the relevant meeting to [Childrensplanning@wandsworth.gov.uk](mailto:Childrensplanning@wandsworth.gov.uk) and bring copies for those attending the meeting.

The Chelsea Group of Children  
The Hall, Waynflete Street  
London, SW18 3QG



## RECOGNISING SIGNS OF CHILD ABUSE

## APPENDIX 3

### SIGNS OF ABUSE IN CHILDREN:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### RISK INDICATORS

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

### In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

### The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## RECOGNISING PHYSICAL ABUSE

The following are often regarded as indicators of concern:

- An explanation, which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment

- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### Bruising

**Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:**

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse

## **RECOGNISING EMOTIONAL ABUSE**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## **RECOGNISING SIGNS OF SEXUAL ABUSE**

Boys and girls of all ages may be sexually abused and are frequently afraid to say anything due to guilt and/or fear.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. It should be recognised that some actions may be motivated by information seeking, but still

cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. There may be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

### **RECOGNISING NEGLECT**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seems to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods



**PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD APPENDIX 4**

**CONTENTS**

A	<b>General</b>
B	<b>Individual Staff/Volunteers/Other Adults – main procedural steps</b>
C	<b>Designated Senior Person for Child Protection – main procedural steps</b>

**A – GENERAL**

The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website <http://www.wscb.org.uk/> or **LSCB of CHILD CONCERNED** –The Designated Senior Lead (DSL) for Child Protection is expected to be familiar with these, particularly referral processes.

It is important that all parties act swiftly and avoid delays.

The DSL may seek advice and guidance from the, Wandsworth Children Social Care, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

**Child Protection Concerns: Contact Numbers**

- Wandsworth Duty Team, Referral and Assessment Service Telephone: 020 8871 6622
- Outside of normal office hours (after 5pm weekdays or on weekends): 020 8871 6000.
- Richmond: 0203 178 8785
- Hounslow: Child Protection Line: 020 8583 6600 – Mon- Fri 09.00-17.00 out of Hours 0208-583-2222
- **Bromley: Children’s referral and assessment team Tel: 020 8461 7373 / 7379 / 7404 / 7309 / 7026**
- Hammersmith and Fulham: Tel: 0208 753 6600 Email: [Familyservices@lbhf.gov.uk](mailto:Familyservices@lbhf.gov.uk)  
Walk-in: Ground Floor, 145 King St, Hammersmith, W6 9XY Out of hours service: 020 8748 8588
- Kensington and Chelsea: 03001231231 or 02075984771
- Lambeth: Telephone Number(s): 020 7926 3344 Out of hours Tel: 0207 926 1000
- Kingston: 0208 547 5008 , Out of Hours: 0208 770 5000

Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Duty Team will need to be taken.

## **B – INDIVIDUAL STAFF/VOLUNTEERS/OTHER ADULTS – MAIN PROCEDURAL STEPS**

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next. Where possible, leave them to explain their concern to the police so as not to compromise the investigation.

As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Senior Lead for Safeguarding at CGC.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a trainee or another young person or child, the Head Teacher must be informed. The concern should not be discussed with the member of staff involved.

If the allegation is about the Head Teacher, the information should normally be passed to the Board of Governors, without informing the Head Teacher, or the Local Authority Designated Officer (LADO) 020 8871 7401

If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

## **C- DESIGNATED SENIOR LEAD FOR SAFEGUARDING – MAIN PROCEDURAL STEPS**

Begin a case file, which will hold a record of communications and actions to be stored securely (see Section on Records and Monitoring).

Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from.

Share information confidentially with those who need to know.

Where there is a child protection concern requiring immediate, same day, intervention LSCB of CHILD CONCERNED should be contacted by phone.

Wandsworth Children's Social Care Duty Team on 20 8871 6000 or 020 8871 6622

Written confirmation should be made within 24 hours on the LSCB on-line form of CHILD CONCERNED

For Wandsworth Children – Early Help Assessment (EHA) and sent it to MASH at [mash@wandsworth.gov.uk](mailto:mash@wandsworth.gov.uk) or use online form at

[https://wandsworth-self.achieveservice.com/service/Make\\_a\\_Referral\\_to\\_the\\_Wandsworth\\_MASH](https://wandsworth-self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH)

If urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

**Exceptional circumstances:** If it is feared that the child might be at immediate risk on leaving school, take advice from the LSCB Duty Team. Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has

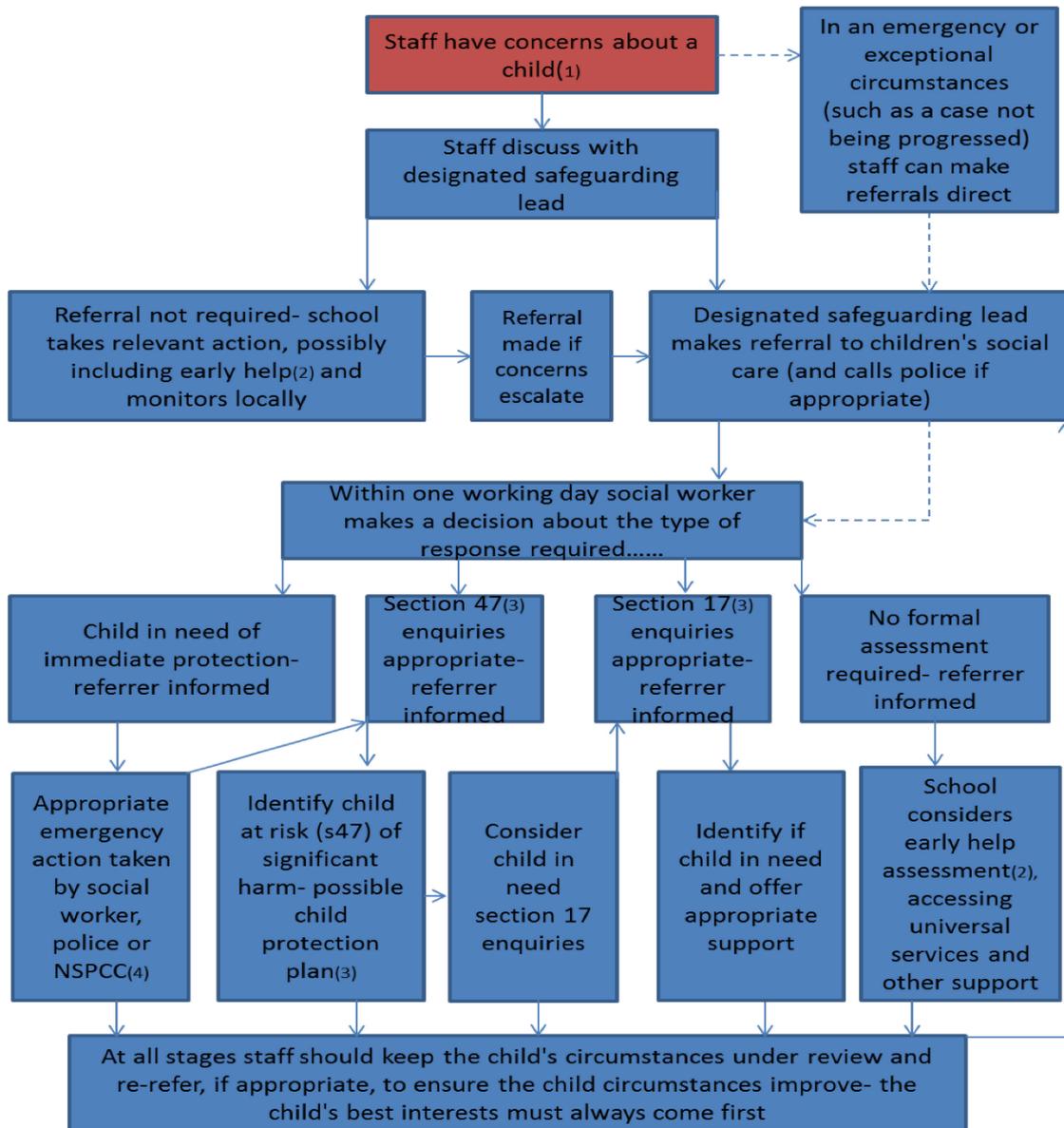
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no right to withhold the child unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat the Police should be contacted immediately and LSCB Duty Team should be updated.

**REFERRAL FLOW CHART**

**APPENDIX 5**



## **GUIDANCE FOR SCHOOLS RE CHILDREN WHO ABUSE OTHER CHILDREN**

## **APPENDIX 6**

### **INTRODUCTION**

Managing situations where children have been abused by other children can be complex and stressful. For the purpose of this document 'child' refers to any child or young person up to the age of 18 years

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse.

When dealing with such allegations, professionals should be mindful that there is significant research evidence to suggest that children who behave in a sexually inappropriate and / or aggressive way towards other children are often victims of abuse themselves.

There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children.

Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.

The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

### **PROCESS**

When an instance of child on child abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, a referral should be made to children's social care in respect of both children concerned. The interests of the identified victim must always be the paramount consideration.

Where the allegation relates to an incident that took place within the school, or relates to pupils attending the same school the school should

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident (s)
- Keep a detailed log of actions, discussions and decisions
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times

- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening ,comments
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations eg sexual exploitation – in these instances seek advice)
- Consider whether the situation warrants information being shared with other parents in the school (eg where press coverage is likely) and seek advice

The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case. It may be helpful to consider the following factors:

- The relative chronological and developmental age of the two children
- Whether the alleged abuser is supported or joined by other children
- Any differential in power or authority (eg related to race, gender, physical, emotional or intellectual vulnerability of victim)
- The actual behaviour (consider all factors)
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- The degree of coercion, physical aggression, intimidation or bribery
- The victim's experience of the behaviour and the impact it is having on them
- Attempts to ensure secrecy
- Duration and frequency of behaviour

In such cases the needs of each child should be separately considered by social care. In cases where a significant incident has occurred or the alleged incident is of a serious nature the usual process will involve a separate strategy meeting in respect of each child, and s47 enquiries initiated, which will involve discussion with police (CAIT). Different social workers should be allocated for the child who is the victim and the child who has harmed, even if they are living in the same household. Police will decide whether an alleged offence should be subject to criminal investigation.

If the investigation / assessment concludes that the allegations are substantiated, the children should not necessarily be expected to continue their education in contact with each other. The child (ren) responsible for the abuse should be moved if necessary. The views and wishes of the child who has been abused and their parents should be appropriately considered in the decision making.

Once initial actions have been taken and processes are in place consideration should be given to the provision of ongoing support / counselling for the children involved, where appropriate / necessary.

Additional guidance is available via the London Child Protection procedures  
[http://www.londoncp.co.uk/chapters/ch\\_harm\\_others.html](http://www.londoncp.co.uk/chapters/ch_harm_others.html)

## **GUIDANCE FOR SCHOOLS RE CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT APPENDIX 7**

### **VICTIMS AND ALLEGED PERPETRATORS**

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this advice, we use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

We also use the term 'alleged perpetrator' and where appropriate 'perpetrator'. These are widely used and recognised terms and the most appropriate to aid effective drafting of advice. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

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 physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Schools need to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Children need to understand that sexual violence or sexual harassment will not be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys" and that challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts will not be tolerated as this risks normalising such behaviour.

We understand that such behaviours may reflect wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) is important.

Some pupils (eg those with SEND, or those who are LGBT) can be particularly vulnerable. Schools also need to be aware that staff can also be victims of sexual violence or harassment and have strategies to protect staff .

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person with his penis, that person does not consent to the penetration and he does not reasonably believe that they have consented.

**Assault by Penetration:** A person commits an offence if: s/he intentionally penetrates the vagina or anus of another person with a part of her/his body or anything else, the penetration is sexual, that person does not consent to the penetration and s/he does not reasonably believe that they have consented.

**Sexual Assault:** A person commits an offence of sexual assault if: s/he intentionally touches another person, the touching is sexual, that person does not consent to the touching and s/he does not reasonably believe that they have consented.

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, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 **can never consent** to any sexual activity;
- the age of consent is 16. However, it is recognised that between the ages of 13 and 16 sexual activity may be considered by the young people to be consensual. In cases where the sexual activity is mutually agreed and non-exploitative then it is not intended to instigate criminal proceedings. An assessment against risk factors should be carried out to assist in decision making in relation to safeguarding
- sexual intercourse without consent is rape.

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment 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 (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- upskirting (which is now a criminal offence) – this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- 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. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

Preventative programmes should be developed to be age and stage of development appropriate and tackle such issues as

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Responding Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any report.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required.

Disclosures from children should be dealt with sensitively in line with guidance about any safeguarding disclosures. The child should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

The wishes of the victim in terms of how they want to proceed should be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how things are being taken forward.

Additional guidance is available in [KCSIE](#)

## **SAFEGUARDING SEXUALLY ACTIVE YOUNG PEOPLE (UNDER 18s)**

## **APPENDIX 8**

The London Child Protection Procedures has several supplementary procedures. One of these is the Procedure for Safeguarding Sexually Active Children (remembering that all young people are deemed to be a child in law until their eighteenth birthday). These are designed to help professionals identify those children and young people whose sexual relationships may be abusive.

A child under the age of 13 is not legally capable of consenting to sexual activity. Any suspicion that a child under 13 is involved in sexual activity should be discussed with the nominated child protection lead in the organisation. Under the Sexual Offences Act 2003 penetrative sex with a child under 13 is classed as rape. All cases such as these must be referred to Children's Specialist Services.

Sexual activity with a child under 16 is also an offence. However, it is recognised that between the ages of 13 and 16 this activity may be consensual. There should still be consideration as to whether this should be discussed with or referred to Children's Specialist Services as there may still be serious consequences for the young person, but no automatic requirement to do so. The younger the child the stronger the presumption must be that sexual activity may be harmful

It is also accepted that it is not always in the best interests of child for criminal proceedings to be instigated. In cases where the sexual activity is mutually agreed and non- exploitative then it is not intended to instigate criminal proceedings.

The first duty is to safeguard and promote the welfare of young people and professionals should be aware that the duty of confidentiality is not absolute in matters such as this. There may be other children involved, for example siblings, and sharing information may be required in law.

Sexual activity between the ages of 16 and 17 will not be an offence but may still involve risk or harm and so particular factors still need to be considered.

Professionals working with children need to consider how to balance children's rights and wishes with their responsibility to keep children safe from harm.

Underage sexual activity should always be seen as a possible indicator of child sexual exploitation.

In order to assess whether the relationship is harmful the following factors should be discussed:

- Is the young person competent to understand and consent to sexual activity?
- The child's living conditions (any other types of concern/ other statutory agencies involved)
- Age differences in the relationship
- Whether the child has a disability
- Power imbalances in the relationship
- Whether aggression, coercion or bribery could have been involved
- Whether the child may have been disinhibited by substances or alcohol
- If attempts had been made to keep the matter secret (beyond what would normally be expected)
- Have there been attempts at 'grooming' (through gifts, treats, money, drugs or developing a relationship with the child or their parents)
- Whether the partner is known to have had previous concerning relationships.

If there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm then a strategy meeting will be held to share concerns and agree action.

**It is the responsibility of individual members of staff to ensure that the relationship they develop with pupils or students cannot be misinterpreted or developed beyond the professional. It is an offence for anyone in a position of trust or authority in relation to a young person to have a sexual relationship with a child or young person up to the age of 18.**

## **CHILDREN MISSING FROM EDUCATION**

## **APPENDIX 9**

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Local Authorities (LA) have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. This requires a co-ordinated approach across schools, relevant LA sections and other agencies to ensure good monitoring systems are in place.

A child going missing from education is a potential indicator of abuse or neglect. The school will follow their established procedure for unauthorised absence and for following up children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

The school has both an admissions register and an attendance register, and all pupils are placed on both registers (unless pupils are boarders). Pupils must be entered on the admissions register at the beginning of the first day on which the school has agreed or been notified that the pupil will attend the school. If the pupil fails to attend the school will undertake reasonable enquiries to establish their whereabouts.

The school will make reasonable enquiries (jointly with the LA) to establish the whereabouts of a pupil who ceases to attend, before deleting the child from roll if the deletion is under regulation 8(1), sub paragraphs (f)(iii) and (h)(iii) (see table below)

The school will always inform the LA of any pupil who is going to be removed from the admission register under any of the grounds listed in the regulations (see table below)

The notification will include:

- a. The full name of the pupil
- b. The full name and address of any parent with whom the child usually resides
- c. At least one telephone number of the parent
- d. The pupil's future address and destination school (if applicable)
- e. The ground in regulation 8 under which the pupil's name is to be removed

The notification should be made as soon as the grounds above are met and prior to removal. This is essential so that the LA can take appropriate follow up action when required.

The school will also notify the LA within 5 days of adding a pupil's name to the admission register at a non-standard transition point. The notification will include all the details included in the admissions register. The school will also provide information about pupil admissions at standard transition points if requested to do so by the LA.

In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school must inform the LA of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more.

Established procedures will be followed, but each case needs to be treated on its own merits, taking into account all the facts of the case. Some children are at particular risk, and may also need referral to social care.

<b>Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended</b>	
1	8(1)(a) – where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) – except where it has been agreed by the headteacher that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) – where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the headteacher of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) – in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the headteacher has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) – except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) – in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that – (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the headteacher does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the headteacher and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) – that he is 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 nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) – that he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period authorised by the headteacher in accordance with regulation 6(2); (ii) the headteacher does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

	(iii) the headteacher of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) – that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the headteacher does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) – that the pupil has died
11	8(1)(k) – that the pupil will cease to be of compulsory school age before the school next meets and (iii) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school’s sixth form
12	8(1)(l) – in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school
13	8(1)(m) – that he has been permanently excluded from the school
14	8(1)(n) – where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school
15	8(1)(o) where— (iii) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil’s parent at the end of the school term to which they relate

## ROLE OF DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSL

## APPENDIX 10

The DSL is the cornerstone of day to day safeguarding in the school and should be the first port of call for any safeguarding issues.

The role of the DSL should be held by an appropriate senior member of staff, who is a member of the school's leadership team.

The DSL takes lead responsibility for safeguarding and child protection practice in the school and this should be explicit in their job description.

The DSL must have appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to

- Provide advice and support to other staff
- To take part in CP meetings, strategy discussions and other multi-agency meetings (and / or support other staff to do so)
- To contribute to the assessment of children

Schools should also ensure that they have at least one, appropriately trained, deputy DSL. The DSL (or a deputy) should be available at all times during the school day for staff to discuss any safeguarding concerns.

The activities of the DSL can be delegated to a trained deputy DSL, but the ultimate lead responsibility for CP, as set out in the guidance, remains with the nominated lead and this responsibility cannot be delegated

### Key responsibilities include

- Responsibility for following up concerns and making appropriate referrals (these may be to early intervention / targeted support services, health, social care, CAMHS, Channel programme, police, DBS etc)
- Information gathering, effective monitoring systems and recording
- Liaising with other agencies as required
- Liaising with parents / carers when there are concerns
- Liaising with the Headteacher / Principal to inform him or her of key issues
- Liaising with case manager in the event of an Allegation Against a Professional
- Liaising with all staff on safeguarding matters and
- Acting as a source of support, advice and expertise for staff
- Encouraging a safeguarding ethos across the whole school community and a culture of listening to children and taking account of their wishes and feelings
- Keeping the best interests of the child, or children, in mind at all times when responding to safeguarding matters

### Training

The DSL (and any deputies) should undergo training at an appropriate level to provide them with the knowledge and skills to carry out the role.

They must also attend Prevent training.

Their knowledge and skills must be updated at least annually to allow them to understand and keep up with any developments relevant to their role.

### Policy and procedures

The DSL should ensure there is a safeguarding policy which is reviewed and updated annually (as a minimum); that the policy and procedures are known to, and understood by, all staff in the school; that the policy is available to parents and they understand the school's safeguarding responsibilities and that referrals may be made.

### Recording

The DSL should ensure there is an effective recording system for safeguarding matters, which is kept securely and confidentially with access restricted to those members of staff who have a lead role.

When a child leaves the school, the DSL should ensure his or her safeguarding records are securely transferred to the DSL in the receiving school in a timely fashion. Confirmation of receipt should be recorded.

## **PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEAD TEACHERS) AND VOLUNTEERS**

### **APPENDIX 11**

*(References to staff in this process include staff in schools, central services and volunteers)*

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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 if they worked regularly or closely with children
- Relevant documents:
- DfE Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018

#### Individual staff/volunteers/other adults who receive the allegation:

- Write a dated and timed note of what has been disclosed or noticed, said or done.
- Report immediately to the Head Teacher.
- Pass on the written record.

If the allegation concerns the conduct of the Head Teacher, report immediately to the Board of Governors without informing the Head Teacher. Pass on the written record. (If there is difficulty reporting to the Board of Governors contact the Local Authority Designated Officer (LADO) 020 8871 7401)

#### Head Teacher

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

## LADO Procedure Wandsworth

### Employers

If you employ or manage staff or volunteers (paid or unpaid) who work with children you must:

- Let children and their families know how they can raise concern that a worker in the service may have harmed a child;
- Let workers in the service know that they have a responsibility to raise concern if they think a colleague has harmed a child;
- Have a procedure and an appointed person for responding to concerns that a worker has harmed a child.

If you are worried that a worker has:

- Behaved in a way that has, or may have, harmed a child;
- Possibly committed a criminal offence against or in relation to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

**And** if you are the person in your organisation who is responsible for responding to that concern, you **must** consult with the Local Authority Designated Person (LADO) **within 24 hours**.

Contact the Wandsworth LADO on: **020 8871 7440**.

### Contacts for referrals

- Initial Point of Contact (IPOC) previously known as Multi Agency Safeguarding Hub (MASH)  
**020 8871 6622**
- Local Authority Designated Officer (LADO)  
**LADO@wandsworth.gov.uk**  
**020 8871 7440**
- Safeguarding Standards Service  
**020 8871 7208**
- Wandsworth Safeguarding Childrens Board  
**www.wscb.org.uk**  
**020 8871 7401**
- Social Care Out of Hours Service  
**020 8871 6000**
- OFSTED  
**0300 123 1231**

Designed and produced by Wandsworth Design & Print. [wsp@wandsworth.gov.uk](mailto:wsp@wandsworth.gov.uk) CS.1208 (16.17)

## LADO Procedure

### Managing allegations against staff and volunteers working with children



WANDSWORTH  
**Safeguarding**  
CHILDREN &  
YOUNG PEOPLE

Revised  
October 2017

### The LADO

Every Local Authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who is responsible for co-ordinating the response if an allegation is made against staff or volunteers who work with children. The majority of allegations against staff or volunteers relate to their behaviour in the workplace. However some concerns may relate to their personal life or the care of their own children. In some cases there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children the staff or volunteer is responsible for.

In Wandsworth we work to the London Child Protection Procedure, Working Together to Safeguard Children and Keeping Children Safe in Education.

### The LADO's key role is to:

- Provide advice/guidance to employers or voluntary organisations;
- Liaise with police and other agencies including Ofsted and professional bodies such as the General Medical Council and the General Teaching Council;
- Monitor the progress of referrals to ensure they are dealt with as quickly as possible, consistent with a thorough and fair process;
- Seek to resolve any inter-agency issues;
- Collect strategic data and maintain a confidential database in relation to allegations;
- Disseminate learning from LADO enquiries throughout the children's workforce;
- To provide oversight of the investigative process through to its conclusion;

- Chair Allegations Against Staff and Volunteers (ASV) Meetings (previously known as Strategy Meetings) and establish an agreed outcome of the LADO investigation;
- Liaison with other Local Authority LADO's where there are cross boundary issues.

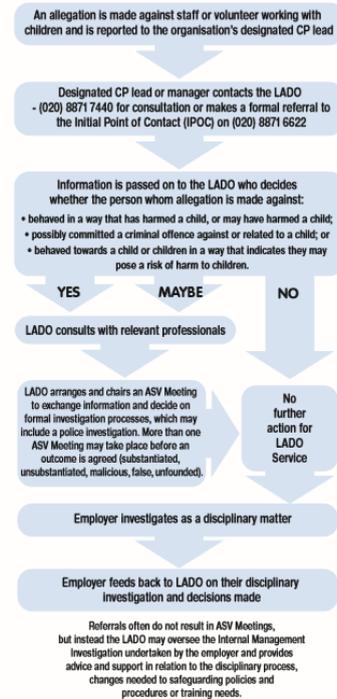
### What will the LADO advise you when you refer an allegation?

- Next steps (i.e. referral to Children's Social Care, police or disciplinary);
- How to manage talking about the concerns with the person who may have harmed the child;
- How to inform child's parents/carers;
- Their view regarding safeguarding measures, such as suspension, (although the final decision rests with the employer);
- What they expect of you and other agencies involved.

### Wandsworth LADO (Local Authority Designated Officer)

Safeguarding Standards Service  
2nd Floor  
Town Hall Extension  
Wandsworth High Street  
London SW18 2PS.  
Email: [lado@wandsworth.gov.uk](mailto:lado@wandsworth.gov.uk)  
Phone: 020 8871 7440  
Fax: 020 8871 7217

### LADO Procedure Flowchart



## LADO

Every Local Authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who is responsible for coordinating the response to concerns that an adult who works with children may have caused them harm.

Use the following link for the '**LADO Procedure: A guide to managing allegations against adults working with children**'.

[http://www.wandsworth.gov.uk/wscb/downloads/file/30/lado\\_procedure-managing\\_allegations\\_against\\_adults\\_working\\_with\\_children](http://www.wandsworth.gov.uk/wscb/downloads/file/30/lado_procedure-managing_allegations_against_adults_working_with_children)

Use the following link for the '**LADO Procedure: A guide for staff and volunteers who work with children and are faced with an allegation of abuse**'.

[http://www.wandsworth.gov.uk/wscb/downloads/file/31/lado\\_procedure-a\\_guide\\_for\\_staff\\_and\\_volunteers\\_who\\_work\\_with\\_children\\_and\\_are\\_faced\\_with\\_an\\_allegation\\_of\\_abuse](http://www.wandsworth.gov.uk/wscb/downloads/file/31/lado_procedure-a_guide_for_staff_and_volunteers_who_work_with_children_and_are_faced_with_an_allegation_of_abuse)

If you are the person in your organisation who is responsible for responding to a concern, you must consult the LADO within 24 hours.

The Chelsea Group of Children  
The Hall, Waynflete Street  
London, SW18 3QG



**Contact the Wandsworth LADO on: 02088 717 440**

Search on TPD Online for multi-agency safeguarding training on responding to allegations against staff and the role of the Local Authority Designated Officer (LADO).

**BULLYING CONCERN FORM**

**APPENDIX 12**

**Bullying Concern Form**

**R A G**

**Pupil involved**

Incident recorder

Date

**BULLYING CONCERN SUMMARY**

**REASON FOR CONCERN**

**SUGGESTED RESPONSE OR STRATEGIES**

**Reported to DSL**      **JD**   **CS**   **CB**   **PT**   **PV**

## CHILD PROTECTION RECORD KEEPING PROCEDURE

## APPENDIX 13

Record keeping is an essential part of child protection in schools; it is vital that it is done accurately and managed carefully and securely.

All records should be objective and accurate, be clear about names, dates, places etc. and also distinguish between fact and opinion, hearsay and direct information.

Child Protection files are kept in the management file sharing system and accessible to the Head Teacher (Lead DSL) and the Office Manager (Deputy DSL). Welfare Concern records are RAG rated on a weekly basis and entered weekly in a central register on the management file sharing system following a safeguarding meeting with the Head DSL and two Deputies.

- Confidentiality – while staff may need the general contextual information to support a child's welfare, private and individual circumstances should only be discussed with the Designated Safeguarding Lead, who will inform others on a 'need to know' basis.

Remember that informal notes can be requested as evidence and whatever you write should be done objectively and with professionalism.

### Transfer of information

When a child moves to another educational establishment, all child protection records should be sent to the receiving Designated Safeguarding Lead (DSL), within 15 working days, separate from their general records and marked as strictly confidential. You should obtain written confirmation of receipt of these records. They do not form part of the pupil's educational record and disclosure to parents/carers is not required. Any requests from parents/carers' solicitors to have child protection records disclosed to them should be passed to the county solicitor.

Records Management Society guidance states that when a pupil with a child protection record reaches statutory school leaving age (or where the pupil completed 6th form studies), the last school attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded (and a record kept of this having been done, date, and why).

### Summary

- Hold files separately, securely and confidentially
- Note every child protection concern without delay and detail significant
- Keep copies on file of all relevant referral forms, conference reports, strategy minutes etc.
- Keep on file informal child protection information including dated notes of contacts, telephone conversations with parents/carers and other agencies
- All staff must be aware of the need to make an immediate and accurate record of concerns – using the child's own words where possible; this should be passed to the Designated Safeguarding Lead (DSL) without delay

The DSL should refer child protection concerns to First Response without delay and if unsure it is child protection, discuss the situation 'in principle' with the social work team at First Response.

**Agree who will inform the parent/carer if this 'in principle' discussion progresses to a referral and the parent or carer is unaware of your contact with Children's Social Care**

### **Strictly confidential**

Child Protection/safeguarding file for:

Full Name

Class/Year

School (address and tel.no)

**Legal framework:**

**Working Together to Safeguard Children 2018**

- **Never** delay emergency action to protect a child from harm
- **Always** record in writing concerns about a child's welfare, including whether or not further action is taken
- **Always** record in writing discussions about a child's welfare in the child's file; at the close of a discussion, always reach a clear and explicit recorded agreement about who will be taking what action or that no further action will be taken and why.
- Keeping Children Safe in Education September 2018 (Annexe B)
- Keep detailed, accurate, secure written records of concerns and referrals
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the
- main pupil file

### Guidance for the Transfer of Child Protection Records

When a pupil transfers to another school (including a Pupil Referral Unit, Academy or other Learning Centre) the Designated Safeguarding Lead (DSL) should inform the receiving school as soon as possible in person or by telephone that child protection records exist. The original CP records must be passed on either by hand or sent recorded delivery, separate from the child's main school file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.

If the records are posted, they should be copied and these copies retained until there has been confirmation **in writing** that the originals have arrived at the new school. They can then be shredded.

Whether child protection files are passed on by hand or posted, there should be written evidence of the transfer (such as a form or slip of paper signed and dated by the member of staff at the receiving school – (see Appendix A). This receipt should be retained by the originating school for 6 years, in line with Records Management Society guidance.

If the pupil is removed from the roll to be electively home educated, the school should pass the child protection file to the local authority's EHE advisor and a receipt obtained as described above.

If a pupil with a child protection record leaves the school without a forwarding address and no contact is received from the new school within 10 school days, the Designated Safeguarding Lead should follow the Child Missing Education (CME) procedures. If there is reason to suspect the pupil is suffering harm then the DSL should refer to Children's Social Care in the usual way.

### Retention of Records

The school should retain the record for as long as the pupil remains in school and then transferred as described above.

Records Management Society guidance states that when a pupil with a child protection record reaches statutory school leaving age (or where the pupil completed 6th form studies), the last school attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded (and a record kept of this having been done, date, and why).

### Storage

All child protection records are sensitive and confidential so should be kept in a secure (i.e. locked at all times) filing cabinet, separate from other school files and accessible through the DSL, the Deputy DSL and/or in large schools, other senior staff.

The pupils' general school file should be marked in some way (e.g. red star) to indicate that a child protection file exists. All staff that may need to consult a child's school file should be made aware of what the symbol means and to speak to the DSL as necessary if they see this symbol and have concerns.

For example, if a member of the office staff who is looking in the main file for a parent's contact details because of unexplained absence might decide to report this to the DSL if they see the indicator, in case the absence is significant.

### Electronic Child Protection Records

Electronic records must be password protected with access strictly controlled in the same way as paper records.

They should be in the same format as paper records (i.e. with well-maintained chronologies etc.) so that they are up to date if/when printed, if necessary (e.g. for court).

Electronic files should not be transferred electronically to other schools unless/until there is a secure system in place (such as GCSX) but should be printed in their entirety, linked with paper documentation such as conference minutes and transferred as described in Section 1 above. When the receipt has been returned to confirm that the file has been received at the new school, the computer record should be deleted.

### Transfer of Child Protection Records within Educational Establishments Receipt

Name of Child

Date of Birth

Name of current school

Address of current school

Name of current Designated Safeguarding Lead (DSL)

Date file exchanged by hand

OR

Date file posted by recorded delivery

Signature of current DSL

Date

Name of receiving school

The Chelsea Group of Children  
The Hall, Waynflete Street  
London, SW18 3QG



Address of receiving school

Name of receiving Designated Safeguarding Lead(DSL)

Date file received by hand

OR

Date received by recorded delivery

Signature of receiving DSL

Date

**Please ensure this completed form is returned to the originating school without delay. The originating school should keep this receipt securely (see guidance above)**

## **SAFEGUARDING CHILDREN AND YOUNG PEOPLE FROM SERIOUS YOUTH VIOLENCE AND KNIFE CRIME**

### **APPENDIX 14**

One of the key issues causing a high level of concern nationally (and particularly in London) is the increase in knife crime and other forms of serious youth violence.

There is growing evidence of the strong links between children going missing, serious youth violence, gang affiliation, criminal and sexual exploitation which highlights the importance of safeguarding and targeted intervention with these groups of young people.

It is important to remember that knife crime does not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities.

As a school we will ensure that staff members are provided with training in these issues so that they have the knowledge and skills to recognise signs that a pupil may be vulnerable to, or potentially becoming involved in, violent behaviour or knife crime.

We will ensure that all staff are aware of the processes to be followed in the event of a serious incident involving a pupil or pupils of this school.

We will ensure that our DSLs and other key staff have received an appropriately enhanced level of training to respond effectively, take the appropriate actions and are able to support other staff members in following the expected processes.

We will ensure that systems are in place to provide effective support to any pupils (or family members of a young person e.g. siblings) who have been victims of a serious incident or involved in a serious incident (as a witness or participant).

We will provide support to any staff members who have been affected by a serious incident.

We will review our curriculum regularly and ensure that our pupils are provided with robust input in relation to the risks of becoming involved in gangs, carrying weapons and getting involved in criminal activities. We will ensure this curriculum input is in line with national and local guidance, is age and level-of-understanding appropriate for our pupil cohort, and will engage external contributors to provide this input where that is relevant or appropriate.

Pupils will be made aware of the dangers of grooming and criminal exploitation and how to safeguard themselves.

When concerns are emerging about any pupil or group of pupils we will make referrals to relevant and appropriate Early Help / Intervention Services.

If serious incidents or concerns arise, referrals will be made as appropriate to specialist services (e.g. Social Care, Police and Health, including CAMHS).

School will raise awareness with parents / carers about the dangers of grooming and criminal exploitation and parents / carers will be given advice and strategies to support them in keeping their children safeguarded.

Where there are concerns about a child or young person, their parents will be signposted to appropriate services who can work with their family to provide support and reduce risk.

We understand the need for robust multi-agency working when these instances occur and will fully engage as a school with other agencies in the Local Safeguarding Children Partnership and contribute to effective information sharing processes.

Information will be routinely and mutually shared between the school and other safeguarding partners, including the Metropolitan Police, (via the protocol and memorandum of understanding) for the purpose of safeguarding children and young people.

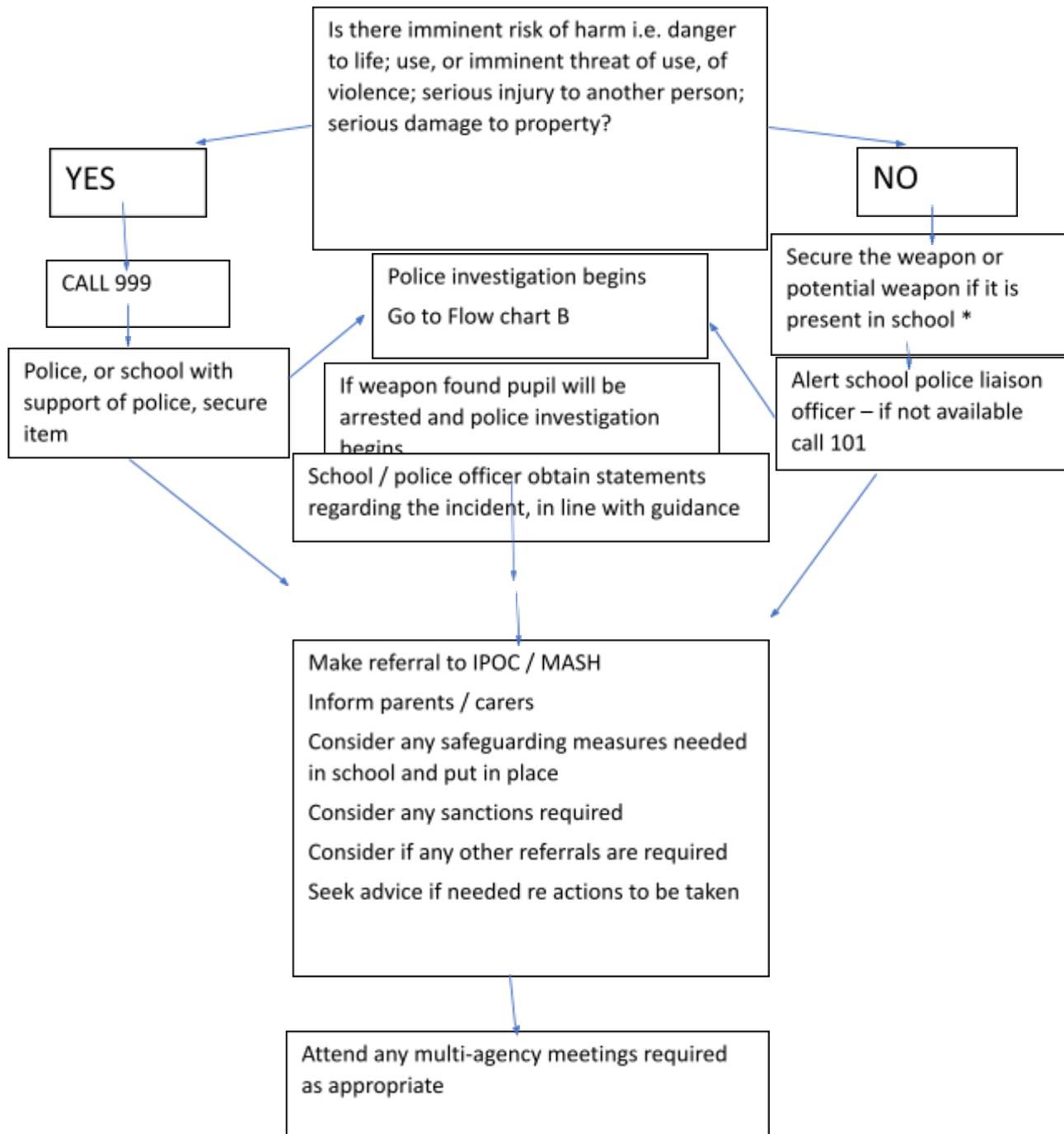
We recognise the complexity of the backgrounds and circumstances for some young people and that exclusion from school / education is a key factor in increasing the vulnerability of young people to possible exploitation or risk.

We will therefore ensure that any decisions about exclusion or managed move should balance the needs of the individual child or young person, and the safeguarding of other pupils / staff in school generally, as well as the safety of any other individual pupil who may have been harmed or placed at risk by the behaviour of another.

The Exclusion Policy of the school reflects the practice set out in the DfE statutory guidance and the LA strategic response to permanent exclusions.

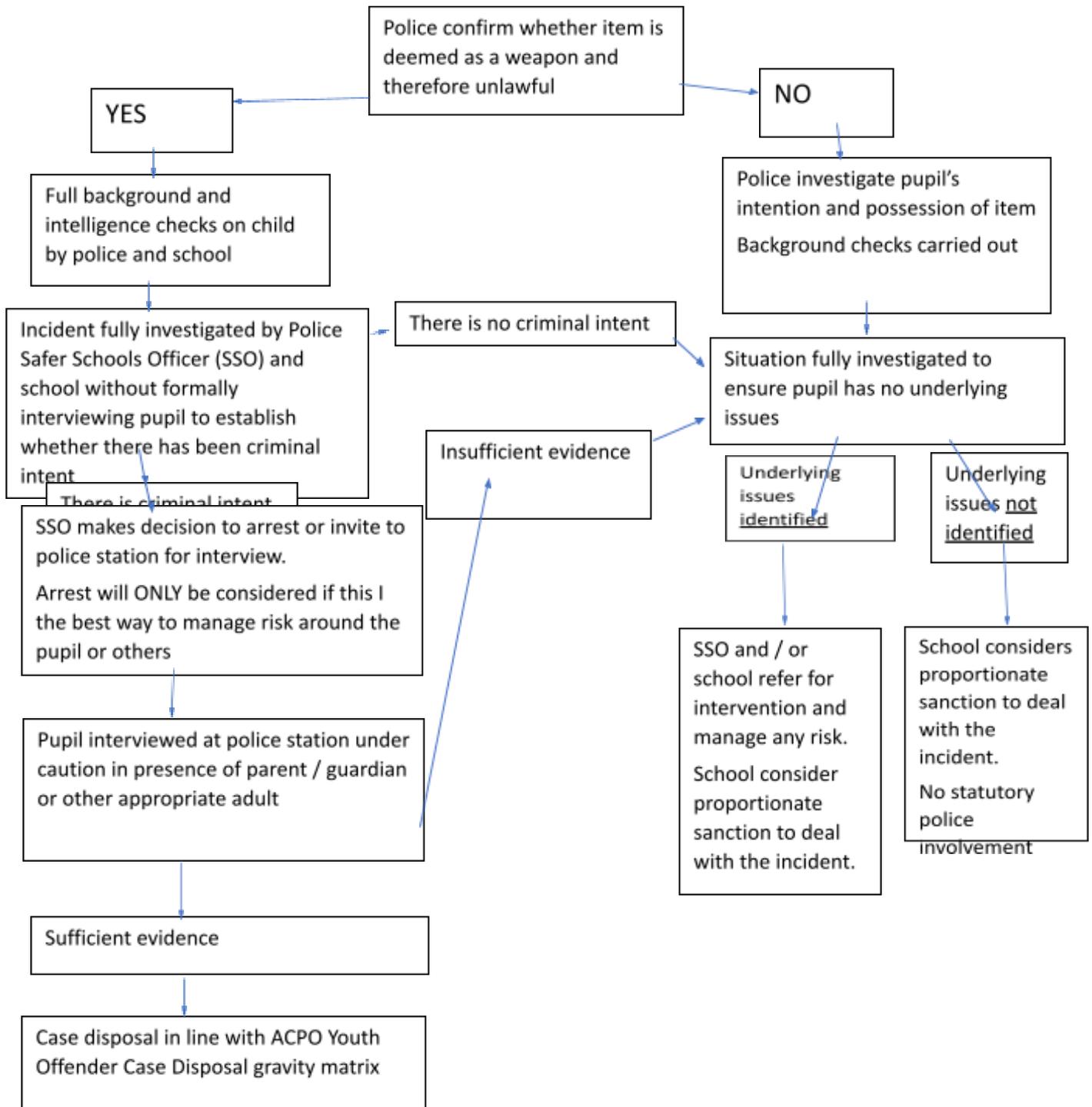
The following flow charts explain the processes for schools in relation to different aspects of serious youth violence and knife crime:

Flow Chart A – pupil has a weapon or is believed to have a weapon

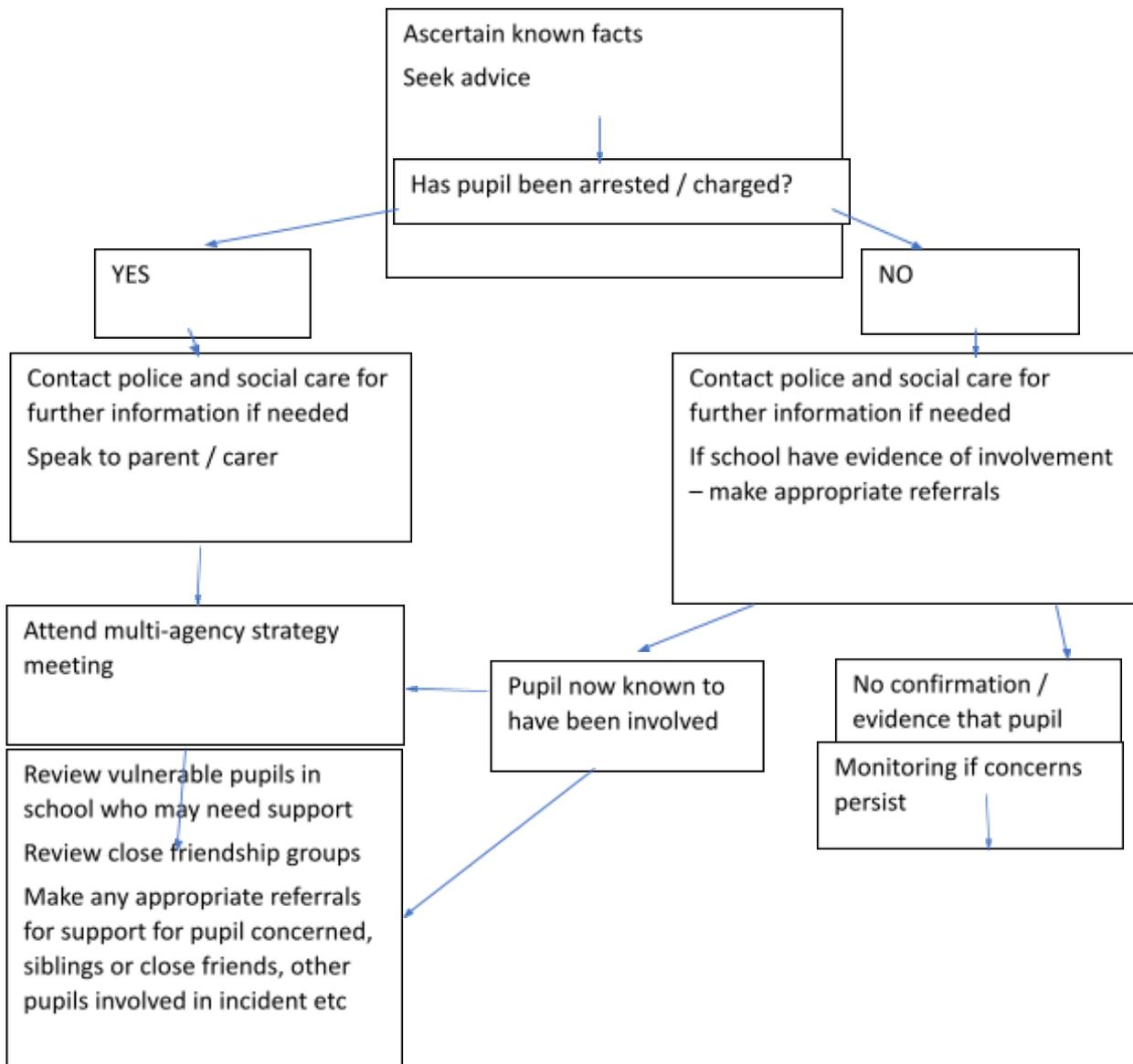


\*Please note: if a weapon is being secured it is important that it is not directly touched if possible. Police can supply a kit box with weapons tubes, gloves etc. Locations may also need to be searched in case a weapon has been secreted or ditched. Any pupil suspected of having a weapon should be closely monitored until search can take place.

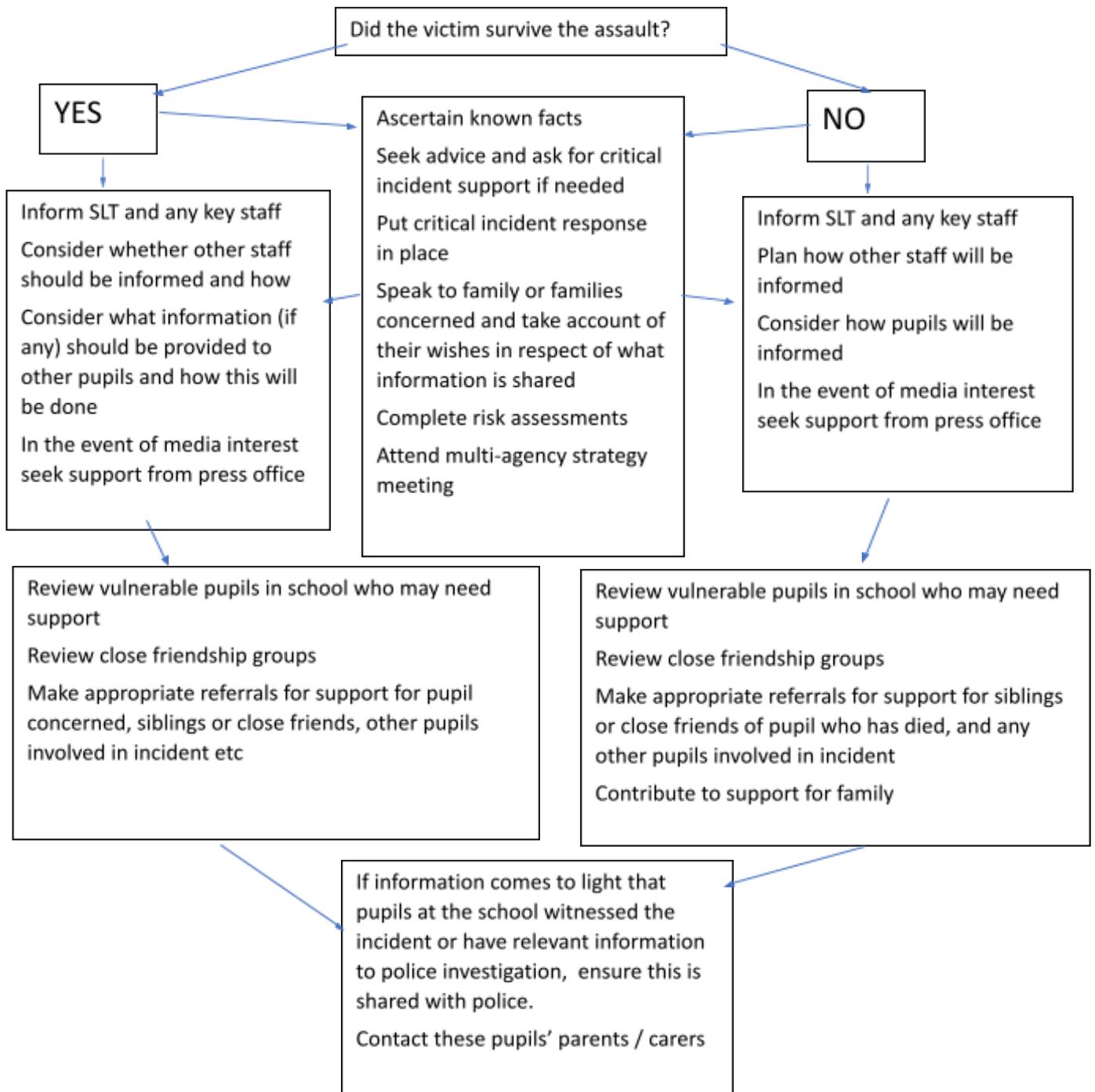
Flow Chart B – actions police will take once informed of a school related weapon incident



Flow Chart C – pupil is suspected of being the perpetrator of serious youth violence/  
arrested for serious offence



Flow Chart D – a pupil (or young person with close ties to a pupil) at the school is victim of serious violence / knife crime



## USEFUL CONTACTS

## APPENDIX 15

<b>Ameliah Rayn</b> Safeguarding Education Lead	<b>Mobile</b>	<b>07929 862 219</b>
<b>Safeguarding In Education Advisor</b>	<b>work mobile</b> <b>Mobile</b>	<b>07775 417475</b> <b>07931 325 665</b>
<b>IPOC / MASH / referral and assessment service</b> <b>Out of hours duty service</b>	<b>(duty SW)</b>	<b>020 8871 6622</b> <b>020 8871 6000</b>
<b>Online Referral Form</b> <a href="https://wandsworth-self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH">https://wandsworth-self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH</a>		
<b>Early Help, Battersea Cluster</b>		
<b>Jennifer Stapleton</b>	<b>Head of Cluster</b>	<b>0208 871 7795</b>
<b>Angela Morgan</b>	<b>EH team manager</b>	<b>07976 979 308</b>
<b>EHITS team</b> ehits@richmondandwandsworth.gov.uk		<b>020 8871 7746</b>
<b>EHA</b> www.thrivewandsworth.gov.uk		
<b>Safeguarding Standards Service</b>		
<b>Ruth Lacey</b>	<b>Manager</b>	
<b>Jackie Reynolds</b>	<b>Principal Administrator</b>	<b>020 8871 7208</b>
<b>Anita Gibbons</b> Anita.Gibbons@richmondandwandsworth.gov.uk	<b>LADO</b>	<b>07974 586 461</b>
<b>Current Police Sgt for schools liaison officers</b> <b>Amreek Singh</b>		<b>07788 360 196</b>
<b>Wandsworth safety net</b> <b>(for Independent Domestic Abuse advisors)</b>		<b>0207 801 1777</b>