The Federation of Sacred Heart and St Mary's RC Primary Schools, Battersea

SAFEGUARDING POLICY

Approved By	Governors
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Key Contacts

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Designated Safeguarding Lead (s)	Mrs Claire Mitchell at SM Mrs Nicola Byrne at SH	safeguarding@st-marys-pri.wandsworth.sch.uk safeguarding@sacredheart-battersea.wandsworth.sch.uk
Deputy Designated Safeguarding Lead (s)	Jared Brading and Esther Cadden at SM Jared Brading and Thohomina Chowdhury at SH	
Nominated Governor for Safeguarding / Child Protection	John O'Brien	Jpobrien2@gmail.com
Chair of Governors	Mr Andrew Cooper Mr Rex Wickham	
Head of Advice, Support and Help (ASH) incl MASH, Brief Intervention, Social Workers in Schools and OOH	Iain Low	Iain.Low@richmondandwandsworth.gov.uk
Multi Agency Safeguarding Hub (MASH) Weekdays 9am – 5pm		mash@wandsworth.gov.uk 020 8871 6622
Out of Hours (OOH) Service, evenings, weekends, and bank holidays		020 8871 6000
Multi Agency Referral Form (MARF)		https://wandsworth-self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH
Wandsworth Safeguarding Children Partnership		www.wscp.org.uk 020 8871 7401
Head of Practice and Principle Social Worker	Louise Jones	Lousie.jones@richmondandwandsworth.gov.uk
Safeguarding Children Manager / Child Protection Manager	Rachel Greene	Rachel.Greene@richmondandwandsworth.gov.uk
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Elective Home Education (EWO)	Biddy Macintyre	Biddy.macintyre@richmondandwandsworth.gov.uk
Children Missing in Education (EWO)	Elizabeth Eyoma	Elizabeth.Eyoma@richmondandwandsworth.gov.uk
Private Fostering	Nateicha McGann	Nateicha.McGann@richmondandwandsworth.gov.uk
Head of School Support Services and Traded Service	Gary Hipple	Gary.Hipple@richmondandwandsworth.gov.uk
School Support and Contracts	Lewis Brunton	Lewis.Brunton@richmondandwandsworth.gov.uk
Vulnerabilities Manager (Stronger and safer Communities)	Miranda Hibbert	Miranda.Hibbert@richmondandwandsworth.gov.uk
VAWG Manager	Albina Hiorns	Albina.Hiorns@richmondandwandsworth.gov.uk
Hate Crime and Prevent Coordinator	Naheem Bashir	Naheem.Bashir@richmondandwandsworth.gov.uk
Training and Development Officer - Safeguarding (Schools)	Mary Scarlett	Mary.scarlett@richmondandwandsworth.gov.uk
Police		**999** for emergencies and **101** for non-emergencies
Wandsworth Family Information Service -Thrive		Family Information Service thrivewandsworth@richmondandwandsworth.gov.uk
Wandsworth Support		Wandsworth - Community Safety – Domestic Abuse One Stop Shop Hestia
Crimestoppers free phone		0800 555 111 [information may be passed anonymously]
TPD (Training & Professional Development)	Training & Professional Development Online	https://www.tpd.org.uk/ https://www.tpd.org.uk/cpd/portal.asp
DFE (Department for Education) Helpline	DFE	For non-emergency advice: contact DfE (Department for Education) dedicated helpline: counter.extremism@education.gov.uk **020 7340 7264 -** Monday to Friday from 11am to 3pm (excluding bank holidays) **Home Office Prevent Duty Training**
Report **suspected extremism** online		https://www.gov.uk/report-suspicious-activity-to-mi5
Report **terrorist activity** online		https://www.gov.uk/report-terrorism
NSPCC (National Society for the Prevention of Cruelty to Children)	NSPCC	Reporting child abuse and neglect | NSPCC: online reporting 24 hours day **0808 800 5000**

Female Genital Mutilation FGM	Police	www.gov.uk/contact-police Metropolitan Police Service
Whistleblowing		NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri) help@nspcc.org.uk
Homelessness		Housing Wandsworth Local Authority https://www.wandsworth.gov.uk/housing/

School Record of Safeguarding Training

Type of Training	**Date Completed**		**Next Due Date**	
	SH	**SM**	**SH**	**SM**
Whole School Safeguarding Training (Due annually)	Sept 23	Oct 23	Oct 24	Oct 24
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	Nov 23	Sept 24	Nov 25	Sept 26
Deputy Senior DSL (Due every 2 years)	Jan 24	4/11/21	Jan 26	Nov 23
Whole School Staff Refresher/updates (Due annually)	4/10/23	Sept 24	Oct 24	Sept 25
Safer Recruitment Training (Due every 3 years)	4/11/22	4/11/22	Nov 25	Nov 25
Governor Training (Due annually)	Governors attend a variety of meetings across the year and all individual CPD safeguarding dates are recorded with the clerk.			
Annual DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	Autumn 2024		Booking for autumn term	

1 Introduction

1.1. It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child**.

1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested. Home - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

1.3. Our school is a community and all those directly connected, staff members, governors, parents, families, and pupils, have an essential role to play in making it safe and secure for all.

1.4 This procedure document provides the basis for good safeguarding practice within the school which should be followed by all. It should be read in conjunction with the Wandsworth Safeguarding Childrens Partnership' safeguarding Policies and Procedures Policies and procedures - Wandsworth Safeguarding Children Partnership (wscp.org.uk) All documents are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

2 Our Ethos

2.1 We believe that The Federation of Sacred Heart and St Mary's RC Primary Schools, Battersea should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, spiritual, and moral development of the individual child; enabling all children to thrive.

2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children

2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents, and governors, have a full and active part to play in protecting our pupils from harm.

2.4 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 Scope

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN (Special Educational Needs) it is up to 25 years of age.

3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

4 The Legal Framework

4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.

4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information to perform its functions. This must be complied with.

4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, Dec 2023

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024

Associated local procedures can be found on the Wandsworth Safeguarding Children Partnership website: Home - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

5 Roles and Responsibilities

5.1 Our governing body recognises the need to ensure that it complies with its duties under legislation, and this policy has regard to statutory guidance; Keeping Children Safe in Education (2024), Working Together to Safeguard Children (2023), Key statutory and non-statutory guidance and any locally agreed inter-agency procedures.

5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Claire Mitchell at St Mary's and Nicola Byrne at Sacred Heart. We have a deputy designated safeguarding lead (s), Esther Cadden at St Mary's and Thohomina Chowdhury at Sacred Heart, to ensure there is always appropriate cover for this role. **The responsibilities of all Designated Safeguarding Lead are described in detail on Appendix A of this policy.**

The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead (and the deputy) will be **explicit in their job description**. This person should have the appropriate authority and be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (KCSIE, 2024 para 102-105 & Annex C).

5.3 The school has a **nominated governor** John O'Brien, responsible for safeguarding to champion good practice, to liaise with the head teacher and to ensure information and reports are provided to the governing body.

5.4 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the Headteacher is the chair of governors Andrew Cooper and Rex Wickham. **The procedure for managing allegations is detailed in Appendix C of this Document.**

5.5 The **head teacher** or proprietor will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go missing from education, including children who are 'absent' from education, or those unexplainable and or/persistent absences, particularly on repeat occasions or for prolonged periods.

5.6 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

5.7 **All staff members, governors, volunteers, and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse.

This may include but is not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, and sexting. Staff should recognise that children can abuse their peers.

5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance, embedded in Part 5 of Keeping Children Safe in Education situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools, colleges and educational settings is outlined in Part 5 of Keeping Children Safe in Education 2024, Page 111-142/ Paragraph 453-565.

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, questioning their gender (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from up skirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination.

Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

The appropriate safeguarding leads should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Our school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

Children may not feel ready or know how to tell someone they are being abused, exploited, harmed, or neglected, but this should not stop staff from having a 'professional curiosity' and speaking to the DSL.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with our setting's Safeguarding Policy. Victims of harm should be supported by the school's pastoral system, their wishes and feelings should be considered and the law on child-on-child abuse should be there to protect them, not criminalise them.

If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk. This is a bespoke helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance.

5.9 Adult involvement in youth-produced sexual imagery

Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images.

These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called **"sextortion"**, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or *AI-generated images of the child or young person.

*(Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images).

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

The school will be familiar with Part 5 of Keeping Children Safe in Education 2024 and will refer to this statutory guidance. It covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

Children may not feel ready or know how to tell someone they are being abused, exploited, harmed, or neglected, but this should not stop staff from having a 'professional curiosity' and speaking to the DSL.

Incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your child protection and safeguarding policies. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance is available. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

5.10 There is an Online Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices e.g., i-Pads. The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g. sites they need to visit or who they will be interacting with online)
Governing bodies and proprietors will also do all they reasonably can, in order to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

Digital literacy is one of the most paramount issues of our time. For teachers and pupils, learning how to use the online space sensibly and in a protected manner is vital. Project EVOLVE by SWGfL presents a plethora of tools to help staff and pupils, develop a well-rounded educational schemata for inclusion into lessons. https://swgfl.org.uk/magazine/what-is-projectevolve-edu/

All staff will receive on-line safety training as part of the ongoing safeguarding offer, which, amongst other things, will include an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

This training offer will be covered as part of induction. Alongside our Governing Body we will review the DfE Filtering and Monitoring Standards which can be found in the document Meeting Digital Technology Standards in Schools and Colleges (last updated March 2023) and discuss with IT staff and service providers what more needs to be done to meet all the standards in our setting. Filtering and monitoring standards are adhered to and the DSL will have a robust oversight of the arrangements to meet those standards. (See KCSIE 2024 para 140 - 146 for further information)

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all of our pupils to attend in person. Refer to Providing remote education: guidance for schools (last updated Feb 2023)

All school policies can be found at https://www.stmarysschoolbattersea.co.uk/school_policies/ for St Mary's School and at https://www.sacredheartschoolbattersea.co.uk/school-policies/ for Sacred Heart School.

6 Supporting Children

6.1 We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too, please refer to the Government guidance Domestic Abuse: how to get help. They may feel helpless, humiliated and in some situations blame themselves. Our school may be the only stable, secure, and predictable element in their lives. It is essential that indicators are identified and responded to well, all members of staff will be clear of the procedures to follow in reporting, recording, and referring any concerns.

6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.3 **Our school will support all pupils by:**

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RSHE (Relationship, Sex and Health Education) and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;

- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'

- Continuing to engage in Operation Encompass, the national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England and Wales. Children are recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; The Anti Bullying Policy and the Behaviour Management Policy can be found at https://www.stmarysschoolbattersea.co.uk/school_policies/ for St Mary's School and at https://www.sacredheartschoolbattersea.co.uk/school-policies/ for Sacred Heart School.

- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of modern technologies and social media and to use these responsibly; plus, Relationship, Sex and Health Education (RSHE) requirements as outlined in Government Guidance.

- liaising and working together with other support services and those agencies involved in safeguarding children; including the impact of domestic abuse. Domestic Abuse – Statutory Guidance July 2022

- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour'. (See Centre of Expertise on Child Sexual Abuse)

- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; The Behaviour Management Policy can be found at https://www.stmarysschoolbattersea.co.uk/school_policies/ for St Mary's School and at https://www.sacredheartschoolbattersea.co.uk/school-policies/ for Sacred Heart School.

- ensuring the behaviour and anti bullying policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment, which are easily understood and easily accessible. Ensuring that training covers an understanding that children who have or who are experiencing sexual violence can display a wide range of behaviours, that it is important to remain alert to the possible challenges of detecting those signs and that sensitivity to their needs is consistently applied.

- playing a crucial role in preventative education and preparing pupils for life in modern Britain. We will embed a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment

- acknowledging the importance of 'contextual safeguarding', https://contextualsafeguarding.org.uk/ which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. (Working together to safeguard children July 2018 and Keeping Children Safe in Education 2023.

- liaising with a range of Early Help agencies that support our pupils needs such as Health Services, Wandsworth Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services, and the Educational Psychology Service. (See PHE & DfE Promoting Children and Young People's Mental Health and Wellbeing – a whole school approach)

- ensuring that, when a pupil who is the subject of a Child Protection **(CP)** Plan leaves, their information is transferred to the new school within FIVE DAYS as is the expectation for all in year leavers and that the child's Social Worker is aware that the child is planning to move and is informed when they have left the school;

- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement and ensuring that on admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.

- acknowledging that a child that is looked after (CLA (Child that is Looked After)) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to ensure that CLA and children who were previously looked after are kept safe.

- Our setting will ensure that all agencies will work together, and prompt action will be taken in response to any safeguarding concerns, especially for children, who are a particularly vulnerable group;

- carefully considering the risks of carrying out physical restraint within our setting, ensuring key staff members are appropriately trained and our restraint policy is understood and consistently applied.

- ensuring that sanctions applied due to behaviour incidents involving children with special educational needs and disabilities (SEND), are appropriate and the additional vulnerability of the group is considered. See guidance: Reducing the Need for Restraint and Restrictive Intervention – June 2019

- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. See guidance: Use of Reasonable Force in Schools – July 2013 (current consultation being carried out)

6.4 Child-on-child abuse (including sexual violence and sexual harassment)

- For the purposes of this policy, **'child-on-child abuse'** is defined as abuse between children.
- The school has a zero-tolerance approach to abuse, including child-on-child abuse,
- All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.
- All staff will speak to the DSL if they have any concerns about child-on-child abuse.
- All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos. / Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.
- The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

- All staff will be clear as to the school's procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

6.5 Looked After Children, Previously Looked after Children and those in Kinship care

- We will ensure that we hold information in relation to a child's looked after legal status and any contact arrangements. The designated teacher for looked after children will hold details of the child's social worker and the name of the Virtual School Headteacher in the authority that looks after the child alongside contact information for any key services working with the child.
- We will ensure that key staff are aware of the potential vulnerability of children looked after, previously looked after children and those in kinship care arrangement. We will ensure that all staff have the skills, knowledge and understanding to keep these children safe.
- We recognise the importance of all agencies working together and taking prompt action when necessary to safeguard looked after children, previously looked after children and those in kinship care as these children are a particularly vulnerable group.
- We will identify a designated teacher as required in law to work with local authorities to promote the educational achievement of looked after children and previously looked after. The Designated Teacher is required to undergo regular and appropriate training to carry out the role. See Statutory guidance: Designated teacher for looked-after and previously looked-after children for further information on the role and responsibilities of the designated teacher.
- We will liaise with the Virtual School Headteacher and members of the Virtual School support team to ensure accelerated progress for Children looked after, previously looked after, kinship care and those children with a social worker.
- The designated teacher will be an active advocate for Children looked after and previously looked after. They will work with the Virtual School to discuss how Pupil Premium Grant funding held by the respective Virtual School Head may be best used to support the progress of looked after children in the school and meet the needs identified in the child's termly Personal Education Plan. All looked after children will have a Personal Education Plan (PEP) as part of the care plan that the local authority looking after the child has in place, this should be reviewed termly.
- The designated teacher will also work with the Virtual School to promote the educational achievement of previously looked after children. The Designated Teacher will liaise with the Virtual School to support children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales (Children and Social Work Act 2017). The school will manage Pupil premium plus for previously looked after children.
- The school will be familiar with the Statutory guidance: Promoting the education of looked-after and previously looked-after children which contains further information on the roles and responsibilities of Virtual School Heads and the support of looked after and previously looked after children.
- The school will liaise with the Virtual School in relation to their responsibilities in the oversight of the educational attendance, attainment, and progress of children with a social worker. This involves identifying and engaging with key professionals in order that our role in improving outcomes for children with a social worker is fully understood and actioned.
- The school will be familiar with the Non-statutory guidance: Promoting the education of children with a social worker and children in kinship care arrangements (March 2024) which contains further information on the roles and responsibilities of Virtual School Heads and the support of children with a social worker or in a kinship care arrangement.

- We will work alongside the Virtual School with the joint endeavour to improve the wellbeing and educational outcomes of this vulnerable group of children. Contact details for the Virtual School can be found in the key contacts on Page 2 of this document.

6.6 Monitoring Attendance

- A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, or unexplainable and or/persistent absences, particularly on repeated occasions or if a child suddenly stops attending. The school will follow the schools Missing Child Policy and procedures. For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early Help Assessment in order to coordinate a multi-agency plan of support for the child and family.

- Attendance will be closely monitored. In line with the school's attendance policy, contact will be made for any unexplained absences on the first morning of any absence. Follow up calls will then be made throughout the period of absence. In addition, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns.

- It is important that the school's attendance team, including the Local Attendance Officer are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case-by-case basis. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. Where necessary, this may include reporting the child missing to the police. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

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

- Children Missing Education (C.M.E.) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education, or those unexplainable and or/persistent absences, are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing, or unexplainable and or/persistent absences, can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, or those unexplainable and or/persistent absences, school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a C.M.E referral to the Local Authority Officer for C.M.E.

- Some parents will decide to remove their child from the school role in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision and it will be a positive learning experience. However, this is not the case for all, and home education can mean that some children become less visible to services who are them to keep them safe and supported in line with their individual needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the named officer for Elective Home Education within the Local Authority. Staff are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

6.7 Alternative provision

- Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, (further information provided in KCSIE 2024).
- Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

7 Safeguarding Procedure

7.1 We will follow a structured procedure in line with Wandsworth Safeguarding Children Partnership in cases of suspected abuse; this process reflects the flow diagram found in Part One of Keeping Children Safe in Education 2024 (Page 24) and can be found **in the Appendix of this document on page 27.**

7.2 In line with the procedures, the Multi Agency Safeguarding Hub will be contacted as soon as there is a significant concern: (**See Key Contacts for further details)**

7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school **and on the website**, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

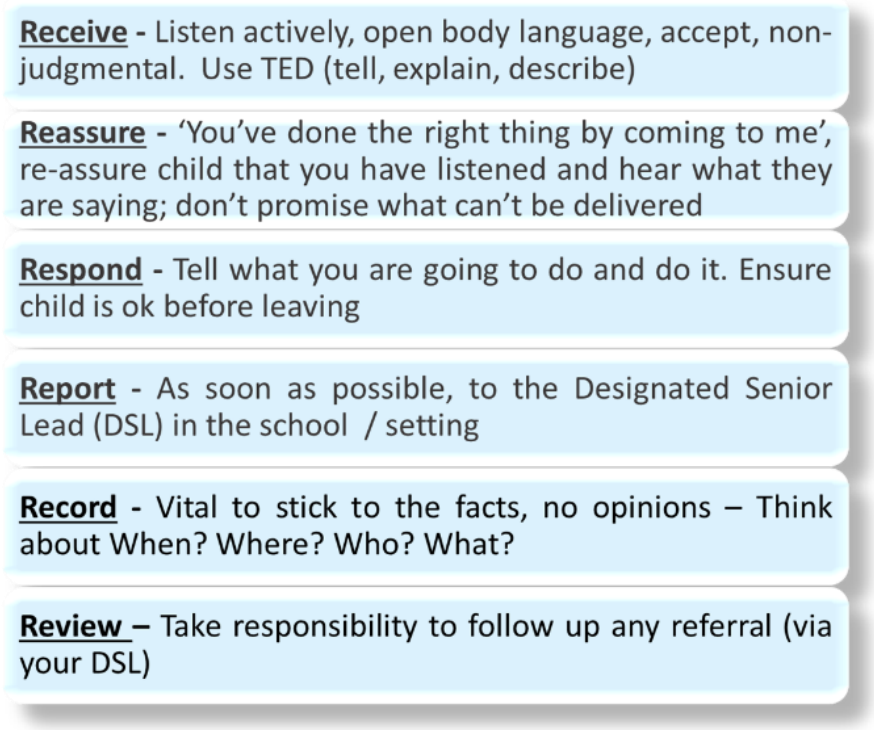
7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

7.5 We will refer to the NSPCC- Reporting Abuse to provide additional information for designated safeguarding leads and safeguarding teams when reporting abuse, harm, exploitation, neglect, or possible crimes.

7.6 We will use the NPCC When to call the Police - Guidance for Schools and colleges to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

8 Dealing with a Disclosure made by a Child – Advice for all members of Staff

8.1 **If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:**



In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form (cpoms) and pass it to the DSL.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available within the following Government Guidance: What to do if you're worried a child is being abused – Advice for practitioners

8.2 The Role of an Appropriate Adult in Safeguarding

The Police and Criminal Evidence (PACE) act advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This role is relevant where the police have detained a child or vulnerable person under PACE.

The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Please see the Safeguarding Network information 'Safeguarding and the role of the appropriate adult' and note that the Working with Others section of Annex C – Role of the Designated Safeguarding Lead within Keeping Children Safe in Education 2023 includes DSL's "being aware of the requirement for children to have an Appropriate Adult" and signposts DSLs to further information which can be found in the Statutory guidance - PACE Code C 2019.

8.3 RECORD KEEPING

8.31 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

It is important that records capture the child's voice and their daily lived experience.

8.32 All concerns, discussions and decisions made and the reasons for those decisions **will** be recorded via **CPOMS** and be used to capture the child's voice and their daily lived experience.

8.33 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

As outlined in Annex C of KCSIE 2024 on Page 173:

"Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required."

8.34 Our school will have at least two emergency contacts for every child in our school in case of emergencies, and in case there are welfare concerns at the home to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2024)

9 Discussing Concerns with the Family and the Child – Advice for the Designated Safeguarding Lead (DSL) and Deputy DSLs (DDSLs)

9.1 In general, we will always discuss any concerns we may have with the child's parents. They need to know that we are worried about their child. However, concerns will not be discussed if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 If a decision is made not to discuss concerns with the child's parents or carers, this will be recorded in the child's Safeguarding records with a full explanation of the reason for this decision.

9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child centred. Systemic Practice is a way of working in partnership with children and young people and families to help them improve outcomes and address issues which prevent them from thriving. Systemic Practice does this by seeking to understand the relationships between family members, and between the family and their wider networks to help professionals understand why the family works the way it does. It is important to capture the child's lived experience **and their own words when possible.**

9.4 When talking to children, we will take account of their age, understanding and preferred first language, which may not be English. It is also important that we consider how a SEND child may need support in communicating.

9.5 We acknowledge that how we talk to a child will also depend on the substance and seriousness of the concerns and that we may need to seek advice from the MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen because of information shared by a child, we will ensure that the child is reassured but understand that confidentiality cannot be promised.

9.7 It is expected that concerns will be discussed with the parents and their agreement to make a referral to the MASH sought, unless it is considered that this would place the child at increased risk of significant harm.

9.8 It is noted that the parents' consent is not needed to make a referral if it is considered that the child is in need of protection, parents will be made aware of which organisation made the referral, through the process. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to the MASH.

9.9 If it is decided to refer the child without the parents' consent, this will be recorded with a full explanation of the decision.

9.10 When a referral has been made, it should be agreed with the MASH what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

Making a Referral - If a child or young person is at risk of harm, abuse or neglect please report it to the

MULTI AGENCY SAFEGUARDING HUB (MASH)

Mon-Fri, 9:00am – 5.00pm Tel: 020 8871 6622

Outside of these hours Tel: 020 8871 6000

Email: Mash@wandsworth.gov.uk

In an emergency always call police on 999.

If you think there has been a crime but it is not an emergency call 101.

The online Request for Services Multi Agency Referral Form can be accessed here:
Make a Referral to the Wandsworth MASH

https://wandsworth-self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH

10 Safer Workforce and Managing allegations against Staff and Volunteers

The procedure for managing allegations is detailed in Appendix C of this Policy(Section 9 /Pages 16-17) and on The Allegations Flowchart – Pg 30.

10.1 We will prevent people who pose a risk to children from working in our school by having in place robust safer recruitment procedures which are followed and by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023. In addition to obtaining the DBS (Disclosure and Barring Service) certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

A check of any prohibition can be carried out using the Teacher Services' system which can be found using the following link: *https://teacherservices.education.gov.uk/*

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL -National College for Teaching and Leadership) publication:
Teacher misconduct: the prohibition of teachers February 2022.

10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. **See Appendix C of this document (Section 15), for information on Single Central Record (SCR).** The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school and Governors. The Single Central Record is located: on sims/arbor and printed off termly - signed by the safeguarding governor and stored securely.

See Appendix C of this policy (Section 15 / page 27-28), for information on Pre-Appointment Checks & Single Central Record (SCR). A flowchart of Disclosure and Barring Service (DBS) criminal records checks and barred list checks can be found on Page 31 of the Appendix Policy.

10.3 Every job description, person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'job vacancies' section. In line with guidance included within Keeping Children Safe in Education 2024 and reflecting good safer recruitment practice the school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.

10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 3 years and that those members of staff who are safer recruitment trained refresh their knowledge every one to three years.

10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) which are in line with the Wandsworth Safeguarding Children Partnership procedures and the expectations as outlined in Part 4 of Keeping Children Safe in Education - Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors. We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed.

10.6 Supply teachers – we will consider all allegations against an individual not directly employed by the school, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency). We will ensure allegations are dealt with properly and communication with the supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.

10.7 We have an agreed staff behaviour policy in place (sometimes called the Code of Conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media. See Allegations against staff and volunteers who work with children (or those in a position of trust) on the WSCP website

10.8. We will ensure that written confirmation is received for agency and third-party supply staff from the employment business supplying members of supply staff showing that the relevant checks have been carried out and the appropriate certificates have been obtained. We will expect this written confirmation to include the date that these confirmations were received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.
Further Guidance can be accessed through the Safer Recruitment Consortium document: Guidance for safer working practice for those working with children and young people in education settings - February 2022

11 Staff Induction, Training and Development

11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, online safety (including their roles and responsibilities around filtering and monitoring systems within our setting) and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate and regular safeguarding and child protection training at induction and during their tenure as Governors, this should include online safety training which covers roles and responsibilities around filtering and monitoring systems. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "Working Together to Safeguard Children." Dec 2023

11.2 The induction will be proportionate to staff members' and governors' roles and responsibilities

11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSLs should undertake Prevent awareness training and disseminate an understanding of the Prevent Duty through the annual training programme that they deliver to staff each academic year.

11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and takes place annually. *All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they are assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated.* All staff will have access to WSCP (Wandsworth Safeguarding Children Partnership) multi-agency safeguarding training and e-learning. Training - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g., by joining another school's whole-school training or booking onto whole-school training mop-up sessions.

11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.

11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

11.8 The Designated Safeguarding Lead will provide safeguarding briefings at key meetings during the school year to ensure a continuous focus on safeguarding. The Designated Safeguarding Lead will also brief school staff on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPR's) in line with Working Together 2023. These will occur annually or more frequently when necessary. Please refer to: Learning from Child Safeguarding Practice Reviews - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

11.9 The school will maintain accurate and up to date records of staff induction and training.

12 Confidentiality, Consent and Information Sharing

12.1 We recognise that all matters relating to Safeguarding are confidential.

12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only

12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

12.7 Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

12.8 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who need to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. (KCSIE 2024 – Pg 19, Paragraph 55)

13 Inter-Agency Working

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care. In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse by providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support. More information on the early help process can be found in Working Together to Safeguard Children. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help click: Early Help Practitioners' Hub | Wandsworth Family Information Service

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences, core groups, CIN meetings, PEP (Personal Education Plan) meetings, TAC & TAF meetings. We will ensure that thoughtful and up to date information is provided and considered in relation to individual children.

13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Wandsworth Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14 Contractors, Service and Activity Providers and Work Placement Providers

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2024.* If assurance is not obtained, permission to work with our children or use our school premises may be refused.

14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15 WHISTLE-BLOWING AND COMPLAINTS

15.1 We will refer to the Whistleblowing: Guidance for Employers and Code of Practice for further information and note that the Whistleblowing Advice Line is available for all workers on - 0800 028 0285 and via email via: *help@nspcc.org.uk*

15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

15.3 We have a clear reporting procedure for children, parents, and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures are in place for confidentially sharing and handling of low-level concerns.

15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires, and other means.

16 Organisations or Individuals using School Premises

16.1 We will ensure that when our premises are used by organisations or individuals outside of the school day that all reasonable steps are taken, as required by law, to ensure the safety of the children and to protect them from harm. We will ensure that providers, their staff, and volunteers have a duty of care toward the children who attend. The guidance on Keeping children safe in out-of-school settings – April 2022 details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

16.2 We will follow our safeguarding policies and procedures, as with any safeguarding allegation, including informing the LADO, if we receive an allegation relating to an incident that has happened when an individual or organisation has used our school premises for the purposes of running activities for children. This will cover any community group, sports associations, or service provider that runs extra-curricular activities on our school site.

17 SITE SECURITY & OUT OF SCHOOL PROVIDERS

17.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting any concerns that may come to light.

17.2 We will check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The visitor policy is located on the p drive at SM and on the staff secure website policy section at SH.

17.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17.4 We will ensure that when our premises are used by organisations or individuals outside of the school day that all reasonable steps are taken, as required by law, to ensure the safety of the children and to protect them from harm. We will ensure that providers, their staff, and volunteers have a duty of care toward the children who attend. The document "After – school clubs, community activities, and tuition – safeguarding guidance for providers" (SEPT 2023) details the safeguarding arrangements that schools and colleges should expect these providers to have in place. We will also refer to the guidance for parents Using after-school clubs, tuition and community activities , more guidance for sports activities can be found in the NSPCC information Safeguarding in Sports.

17.5 We will follow our safeguarding policies and procedures, as with any safeguarding allegation, including informing the LADO, if we receive an allegation relating to an incident that has happened when an individual or organisation has used our school premises for the purposes of running activities for children. This will cover any community group, sports associations, or service provider that runs extra-curricular activities on our school site.

18 Quality Assurance

18.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

18.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wandsworth Safeguarding Children Partnership and using the Section 175 online audit tool provided by them for this purpose. More information including how to register for the audit will be provided by the Partnership.

18.3 At intervals we will consider participating in a safeguarding review and will identify areas for development within school improvement plans as identified by the school leadership team and governing body.

18.4 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

19 Policy Review

19.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

19.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

19.3 Additional updates to the safeguarding policy and appendix will take place when needed.

Appendix A - The Role of the Designated Safeguarding Lead

1 Managing Referrals

1.1 **REFER** all safeguarding cases, including Early Help, to the **Multi Agency Safeguarding Hub (MASH)** and to the Police if a crime may have been committed.

1.2 **IDENTIFY** any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.3 **ACT** as a source of support, advice, and expertise to staff members on matters of child protection and safeguarding, including Contextual Safeguarding.

1.4 **ESCALATE** inter-agency concerns and disagreements about a child's wellbeing. All professionals have a duty to act assertively and proactively to ensure that a child's welfare is kept as the paramount consideration in all professional activity to ensure their needs are met appropriately. Please refer to Wandsworth Partnership Inter-Agency Escalation Policy for further information, this policy aims to resolve professionals' differences in line with the London Safeguarding Children Procedures.

1.5 **HAVE RESPONSIBILITY** to ensure there is at least one key adult for 'Operation Encompass' and the point of contact for Child Exploitation. Guiding principles of the scheme and a wealth of resources for schools, including curriculum links, can be found on the Operation Encompass website. An annual information letter should be sent to parents and made available on a schools' website – a template letter can be found on the Operation Encompass Website, resources for schools' section.

1.6 **TO ENSURE** that the Local Authority are notified if children are persistently absent or Missing from Education, see Children Missing Education – statutory guidance for local authorities and be aware of the contents of Working Together to Improve School Attendance – September 2022.

2 Record Keeping

2.1 Keep written (or online) records of Safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns.

2.2 Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions. (KCSIE 2023 Page 19, paragraph 68-69)

2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record. Please refer to Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

2.5 When a child leaves the school, the Designated Safeguarding Lead should make contact with the Designated Safeguarding Lead at the new school and ensure that the safeguarding file is forwarded to the receiving school *as soon as possible, and **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the child arrives **(KCSIE 2023 page 32, paragraph 122-123 & Annexe C Page 167).** Evidence should be retained* to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will pass any safeguarding records to the Education Social Welfare Service.

3 Inter-Agency Working and Information Sharing

3.1 Co-operate and comply with **Children's Social Care** for enquiries under section 47 of the Children Act 1989.

3.2 Advocate that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent – Keeping Children Safe in Education 2023 (**Page 30-32, paragraph 115-123.)**

3.3 Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

3.4 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

3.5 The school's privacy policy is located at https://www.stmarysschoolbattersea.co.uk/school_policies/ for St Mary's School and at https://www.sacredheartschoolbattersea.co.uk/school-policies/ for Sacred Heart School. and refers to confidentiality in line with 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

4 Training

4.1 Undertake appropriate training which provides the knowledge and skills required to carry out the role of the Designated Safeguarding Lead. This training should be updated **at least every two years.** Designated Safeguarding Leads should also ensure that their knowledge and skills are regularly refreshed (at least annually) to allow them to understand and keep up with any developments relevant to their role. This training expectation is also a requirement for any deputy designated safeguarding leads.

Training should provide designated safeguarding leads with:

- A good understanding of their own role
- An awareness of how of how to identify, understand and respond to specific needs that can increase the vulnerability of children.
- An understanding of specific harms that can put children at risk.
- An understanding of the processes, procedures, and responsibilities of other agencies, particularly children's social care
    - Training should ensure that Designated Safeguarding Leads:
- understand the assessment process for providing early help and statutory intervention.

- have a working knowledge of how child protection conferences are conducted.
- understand the role schools play in providing information and support to CSC.

- understand the lasting impact adversity and trauma can have on children's physical and emotional wellbeing.
- are alert to the specific needs of children in need.
- understand the importance of information sharing.
- are aware of the statutory duties of the Prevent Duty and support staff in the development of this understanding.
- understand the unique risks associated with online safety and have the relevant knowledge to keep children safe whilst they are online at school.
- can recognise the additional risks that SEND children can face online.
- ensure their training is kept up to date and relevant.
- encourage a culture of listening to children which is embedded in the ethos of the school.
- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- understand the assessment process for providing early help and intervention, e.g. Wandsworth Safeguarding Children Partnership thresholds of need, preventative education and the local offer
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to hearing or listening to domestic abuse.

(See KCSIE 2023 Training, knowledge and skills – Annexe C Page 168)

4.2 Ensure each member of staff has read and understands the school's safeguarding policy and procedures. Child protection and safeguarding training, **which includes an awareness of online safety, and roles and responsibilities in relation to filtering and monitoring** as well as dealing with disclosures and managing an allegation process, should be provided at induction for new staff members.

4.3 All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction.

This should include the:

- Safeguarding /Child Protection policy
- Behaviour policy
- Staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Best practice would also see staff and leaders reading the Government guidance: What to do if you're worried a child is being abused which contains examples of the different types of safeguarding issues.

4.4 Organise whole-school stand-alone Safeguarding training regularly (**including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring**) and ensure that safeguarding is integrated into the whole school or college safeguarding approach and wider staff training and curriculum planning. Training should be regularly updated, and all staff should receive regular safeguarding and child protection updates at least annually (for example, via email, e-bulletins, and staff meetings) to provide them with relevant skills and knowledge to safeguard children effectively. Arrangements should be made for members of staff who miss core training, e.g. by joining another school's training.

Link to access safeguarding training via Wandsworth Safeguarding Children Partnership (WSCP) is: Training - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

Click here for link to WPDC TPD online.

4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.

4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.7 Maintain accurate records of staff recruitment, induction, ongoing training, and continual professional development (CPD) relating to safeguarding.

5 Awareness Raising

5.1 Ensure the school's or college's Child Protection - Safeguarding policies are known, understood, and used appropriately.

5.2 Ensure the school's or college's Child Protection - Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

5.3 Ensure the Child Protection - Safeguarding policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

5.4 Link with the safeguarding partnership to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
(See Wandsworth Safeguarding Children Partnership Website)

6 Quality Assurance

6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).

6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified and adhere to the Section 175 audit expectations.

6.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members, key information regarding safeguarding issues, the number of children with child protection plans and other relevant data including safeguarding trends.

6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

7 Supervision and Reflection

7.1 Working to ensure children and young people are protected from harm requires sound professional judgements to be made. It is demanding work that can be distressing and stressful. It is therefore essential that staff involved in this work have access to advice and a robust process of reflection/ supervision to help them reflect upon and review their work.

7.2 The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

Appendix B – Safeguarding Procedure

1 Definitions

1.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place online and /or offline, and technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children**.**

1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm, or significant harm is suggested.

1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing the 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; and
- taking action to enable all children to have the best outcomes.

School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating (KCSIE 2023)

All staff must be aware safeguarding issues can manifest themselves via child-on-child abuse.

This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, harassment and sexting. Staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse; and on how the risk of peer-on-peer abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported. More support can be found in the government guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people This is non-statutory advice which aims to support designated safeguarding leads (or equivalents) and senior leadership teams in education settings in England in responding effectively to incidents involving the sharing of nudes and semi-nudes. It includes guidance on, risk assessing incidents, safeguarding, and supporting children and young people, handling devices and imagery, recording incidents, including the role of other agencies, and providing education on the sharing of nudes and semi-nudes.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to Part 5 of KCSIE 2023

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

1.8 **Any child may benefit from, early help, but all school and college staff should be particularly alert to the potential need for early help for a child 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, education or from home;
    - is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
    - has returned home to their family from care; and
    - is a privately fostered child.

2 Categories of Abuse

2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying that they are worthless or unloved, inadequate, or valued only in the ways they meet the needs of another person.

It may include:

- not giving the child opportunities to express their views,
- deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature:

- age or developmentally inappropriate expectations being imposed on children
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs as well as educational neglect – a parent failing to ensure a child is given an education. For more information on neglect follow this NSPCC link.

Tackling child neglect is identified as a priority for Wandsworth Safeguarding Children Partnership. The Wandsworth Multi-agency Neglect Strategy sets out the strategic aims and objectives of our approach to tackling neglect. It should be noted that neglect can take a number of forms, physical, sexual and emotional, and is not always associated with deprivation. It may relate to other safeguarding concerns such as child sexual exploitation and radicalisation, where neglect could be a contributing factor.

2.3 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can also take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. (see KCSIE 2023).

3 Mental Health

3.1 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

3.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

3.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

3.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their Child Protection - Safeguarding policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Every Mind Matters for links to a range of materials and lesson plans.

3.5 **There are three thresholds for the type of referral that needs to be considered:**

- **Is this a child with additional needs; where their health, development or achievement may be adversely affected?**
- Age-appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with the Early Help Assessment trained practitioner in your school, the child and parents. You will need to obtain parental consent for an EHA to be completed.

Is this a CHILD IN NEED matter? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are SEND (and as such can face additional safeguarding challenges).

If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral.

Is this a CHILD PROTECTION matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm.
- serious health problems.

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the MASH by the school as soon as possible. Report a concern about a child - Wandsworth Borough Council

More on the thresholds can be found here:
Thresholds for intervention - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

4 Resources

London Child Protection Procedures and guidance available here: https://www.londoncp.co.uk/

Wandsworth Child Protection Partnership Resources

Advice on a number of key topics is available here: https://wscp.org.uk/

- Keeping Children Safe in Education (DfE, September 2021)
- Working Together to Safeguard Children, (DfE, July 2018)
- What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused (DfE, March 2015)
- Information Sharing Guidance: Advice for practitioners providing safeguarding services to children, young people, parents and carer (DfE, July 2018)
- Revised Prevent duty guidance for England and Wales (HM Government, April 2021)
- Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, February 2021)
- Multi-agency statutory guidance on female genital mutilation (HM Government, July 2020)
- When to call the police – Guidance for schools and colleges (NPCC)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE and UK Council for Internet Safety, December 2020)
- Children missing education (DfE, September 2016)
- Criminal exploitation of children and vulnerable adults: county lines (Home Office, February 2020)
- Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021)
- Mental Health and Behaviour in schools – Departmental Advice for School Staff (May 2018)

Domestic Violence – Guide for Schools

- NSPCC: UK domestic-abuse signs symptoms effects
- Refuge: what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse

Thresholds for Intervention
Multi-Agency Guidance Wandsworth Guidance, issued 2019
https://wscp.org.uk/media/1252/wscp_thresholds_for_intervention.pdf

Whistleblowing Policy
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

Online Safety
Teaching Online Safety in Schools (DfE, June 2019)
UK Council for Child Internet Safety (UKCCIS) - Education for a Connected World (June 2020)
Vulnerable Children in a Digital World

Peer on Peer Abuse
Peer on Peer Abuse Toolkit (Farrer & Co, 2019)

Charity Commission
Strategy for dealing with safeguarding issues in charities (Charity Commission, December 2017)
Regulatory alert to charities - safeguarding (Charity Commission, December 2017)
How to report a serious incident in your charity (Charity Commission, June 2019)

5 Neutral Notifications Form

Please complete this form if you wish to make a neutral notification. This may relate to your own behaviour or actions where you feel it could be misconstrued or misinterpreted or to report any behaviour by an adult towards a pupil or another child that may have concerned you. If you are unsure as to whether to complete this form, you should seek advice from the DSL or a member of the safeguarding team. You can also consult the guidance.

If a child is at immediate risk, and you are not able to contact a member of the safeguarding team, you should contact Wandsworth MASH immediately on 020 8871 6622 and Out of Hours 020 8871 6000 or email mash@wandsworth.gov.uk

Name*	
Please outline what you have seen or what has happened, providing all the details you think are relevant. Please also include relevant dates and the names of any colleagues or pupils involved or who may also have witnessed what happened: *	
Any information which may be relevant	

Thank you for completing the form. The DSL will review your submission and get in touch as needed.

Name:

Role:

Date:

6 School Report to Child Protection Conference

Multi – Agency Report for Family Safeguarding Child Protection Conferences

Name of child/ren	Date of Birth	Ethnicity	Gender

Please describe the strengths within this family and what is working well for the child.
Please share with the conference what the child's needs are including those in relation to their protection and safety, include how are you/ your organisation supporting these?
What other support may be needed to ensure the child's needs are met and how can you help with this?

Name of Organisation/Agency /Service	Report Completed by and Date

Appendix C – Further Information

A full series of '7-minute briefings' have been designed to inform and engage staff in understanding a wide range of safeguarding concerns a wide selection can be located on the website of the Wirral Safeguarding Children Partnership. There are new briefings being added, so to access the full range of briefings click here: 7 minute briefings - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

1 Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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. Female Genital Mutilation (FGM) | Wandsworth Family Information Service

1.1 **Indicators -** There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the government publication Multi-agency Statutory guidance on Female Genital Mutilation.
The government has produced a Female Genital Mutilation resources pack for agencies which is designed to highlight examples from areas where effective practice has been identified and to emphasise what works in protecting survivors and those at risk of female genital mutilation.

1.2 **Actions -** If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

1.3 **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve the MASH as appropriate.

2 Fabricated or Induced Illness / Perplexing Presentation

2.1 Staff must be aware of the risk of children being abused through fabricated or induced illness (FII). There are three main ways of the carer fabricating or inducing illness in a child.

These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

2.2 Where this is identified and considered a risk a referral will be made to MASH for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community pediatrician, occupational therapists for example.

3 Gang and Youth / Serious Violence

3.1 Children and Young People who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence, and substance misuse.

3.2 **Indicators may be (age in brackets):**

- Troublesome (7-9; 10-12) / High daring (10-12) / Positive attitude towards delinquency (10-12) / Previously committed offences (7-9) / Involved in anti-social behaviour (10-12)
- Substance use (7-9) / Aggression (7-9) / Running away and truancy (7-9; 10-12) / Marijuana use (10- 12) / Marijuana availability (10-12) / Disrupted family (7- 9; 10-12) / Poor supervision (10-12)
- Low academic achievement in primary school (10- 12) / Learning disability (10-12) / Peers involved in crime and/or anti-social behaviour (7-9; 10-12)
- Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12)

See the Serious Violence Strategy – April 2018

3.3 Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- **go missing and are subsequently found in areas away from their home**
- **have been the victim or perpetrator of serious violence (e.g. knife crime)**
- **appear to have unexplained acquisition of money, clothes, or mobile phones**
- **have relationships with and are frequently in the company of controlling / older individuals or groups**
- **receive excessive texts / phone calls and/or having multiple handsets**

4 Faith Based Abuse

4.1 Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'

4.2 When this type of abuse is suspected staff should make a referral referral to the MASH for support and guidance. Further information can be found on Child Abuse Linked to Faith or Abuse (CALFB) through the Wandsworth Family Information Service and through the National FGM Centre.

5 Modern Slavery and Human Trafficking

5.1 The Modern Slavery Act 2015 is an Act of the Parliament of the United Kingdom. It is designed to combat modern slavery in the UK and consolidates previous offences relating to trafficking and slavery. https://www.gov.uk/government/collections/modern-slavery-bill The definition of human trafficking is:

(a) "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices similar to slavery, servitude or the removal of organs.

(b) The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.

(c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in sub-paragraph (a) of this article. "Child" shall mean any person under eighteen years of age.

5.2 Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

5.3 If a member of the school staff suspects that a child may have been trafficked, they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children's social care are contacted immediately. The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support. To access support, please refer to the National Referral Mechanism guidance.

6 Risks Associated with Parent/Carer Mental Health

6.1 The majority of Parents who suffer mental ill-health are able to care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. Schools may refer to the SCIE guidance Think child, think parent, think family: a guide to parental mental health and child welfare and / or guidance on the NSPCC website in relation to Parental Mental Health.

6.2 Our approach is to recognise; seek support; instil preventive factors and monitor. The MASH can provide links and support with Wandsworth Adult Social Care if required. Designated Safeguarding Lead should seek support through Team Around Family (TAF) with family support but escalate to the MASH if they are concerned that the child involved is being placed at immediate risk of harm. The Wandsworth Family Information Service offers a range of Mental Health Services ***CAMHS and Early Help Resource-and-Information-Pack*** and details of the Early Help services available to children, young people and their families.

7 Drugs and Alcohol

7.1 Children can be at risk of drugs and alcohol directly and indirectly. They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol should be built into the PSHE curriculum at developmentally appropriate levels. We work with our partners and Wandsworth LA to provide curriculum advice and guidance in this area. To access the most up to date information, see Wandsworth Safeguarding Children Partnership - Drug and Alcohol Guidance for Young People, Drug and Alcohol Guidance for Parents, and Drug and Alcohol Guidance for Professionals. The Wirral Safeguarding Children Partnership have also produced a template School Drug Policy which is a useful resource.

8 Honour Based Violence and Forced Marriages

8.1 Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, Honour Based Violence (HBV) may exist.

8.2 A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. It should be noted that since February 2023 (as outlined within the Marriage and Civil Partnership (minimum Age) Act 2022) the age to marry has been raised to **the age of 18**.It is therefore now a crime to carry out any conduct whose purpose is to cause a child to marry **before their eighteenth birthday, even if violence, threats or another form of coercion are not used**. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (KCSIE 2023).

8.3 **For further information see:**

Government Guidance - Forced Marriage

The Right to Choose – Government Guidance on Forced Marriage

The Right to Choose – February 2023 (easy read version)

Karma Nirvana - A specialist Charity for victims and survivors of Honour Based Abuse

Freedom Charity - A UK-based charity formed to give support to victims of forced marriage and violence upon women thought to have brought dishonour on their family.

9 Managing Allegations Against Staff

9.1 The Local Authority Designated Officer for Allegations (**LADO) must be told of allegations against adults working with children and young people within 24 hours.** Chairs of Governors should refer to this guidance if there is an allegation against the headteacher.

This includes all cases that meet the harms threshold where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may 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 last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

9.2 **There are two levels of allegation/concern:**

1. Allegations that may meet the harms threshold (see definition above)
2. Allegation/concerns that do not meet the harms threshold – referred to in as 'low level concerns' (KCSIE 2023)

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

'Low Level Concerns' - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, being recorded and dealt with appropriately, is critical.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- 'humiliating pupils'

Such concerns should always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

9.2.1 The Local Authority Designated Officer for Allegations (LADO) in Wandsworth LA is **Anita Gibbons.** Information regarding LADO referrals can be found at LADO (Local Authority Designated Officer) Wandsworth Family Information Service.

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed by the senior manager in full and forwarded to the LADO via email within 24 hours. The LADO referral form to MASH and the LADO procedures can be found at the above link, an allegation flowchart can be found at the end of this document on Page 28, further information can also be accessed here: Allegations against staff and volunteers who work with children - Wandsworth Borough Council

The LADO procedure does not replace safeguarding procedures and the MASH must be contacted if you have a safeguarding concern about a child. If you require advice about your agency's response to an allegation, please contact your HR provider.

The LADO can only provide advice and guidance regarding allegations in relation to a person in a position of trust. Any general safeguarding enquiries or concerns should be reported to: **MASH Weekdays 9am – 5pm 020 8871 6622 Out of hours 020 8871 6000**

10 Preventing Radicalisation (Prevent and Channel)

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent 'susceptible' people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media have both become major factors in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

10.1 **Prevent** - From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('The CTSA 2015') Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism."
This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to **assess the risk** of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. **It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty**.

The Prevent duty builds on **existing local partnership arrangements**. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships (LSCPs).

Naheem Bashir is the Hate Crime & Prevent Coordinator for Wandsworth - naheem.bashir@wandsworthandrichmond.gov.uk , all assessments are to be carried out via MASH and the Referral route via MASH. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales.

The Prevent guidance refers to the importance of Prevent **awareness training** to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. ***As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.*** Children at risk of radicalisation - WSCP

Schools must ensure that children are safe from terrorist and extremist material when **accessing the internet** in schools. Schools should ensure that suitable monitoring and filtering is in place and regularly reviewed. It is also important that schools teach pupils about online safety more generally (KCSIE 2023) Further information and guidance is available on the WSCP website: Prevent counter-terrorism - Wandsworth Borough Council

The Department for Education has also published advice for schools on the Prevent duty which is intended to complement the Prevent guidance and signposts other sources of advice and support. This guidance was updated in October 2022 and includes changes in structure, to make the information contained more accessible by splitting it into four documents: The Prevent Duty: Safeguarding Learners vulnerable to radicalisation (October 2022).

Likewise, the non-statutory Prevent duty self-assessment tool for schools has been updated with formatting, wording and layout changes.

The seven main requirements fall under:

- leadership and management,
- risk management,
- working in partnership,
- training,
- online safety,
- safeguarding school premises, and
- building children's resilience to radicalisation

10.2 Channel

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels.

Channel guidance can be found here: https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

11 Child Missing from Education

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 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.

11.1 A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that 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 their going missing in future.

11.2 Schools should put in place appropriate Child Protection - Safeguarding policies, procedures and responses for children who go missing from education, particularly children who are 'absent' from education on repeat occasions or for prolonged periods. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. An appropriated response is needed when a child has poor attendance or is regularly missing education. See Children Missing Education guidance - 2016

11.3 **All** schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

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

11.4 The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. **Schools should contact the Admissions section: Tel:** 020 8871 7316 This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

12 Child Sexual Exploitation & Child Exploitation (CE)

12.1 Child Sexual Exploitation (CSE) - CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16-and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can: • children who have older boyfriends or girlfriends; and • children who suffer from sexually transmitted infections or become pregnant.

The Department for Education has provided guidance for practitioners: Child Sexual Exploitation. Further information can also be found at Wandsworth Family Information Service – Child Sexual Exploitation and on the NSPCC website.

12.2 **Child Criminal Exploitation:** While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across local authorities, London, and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled, or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation. Further information in relation to Criminal exploitation and gangs can be found on the NSPCC website.

12.3 County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence, and weapons, including knives, corrosives and firearms.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities. Further information about protecting children from county lines can be found on the NSPCC website.

12.4 **Child Sexual Exploitation & Child Criminal Exploitation:** Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation. As well as being physical can be facilitated and/or take place online.

Further information, useful links and resources can be found here:

- Wandsworth Safeguarding Children Partnership – Exploitation Resources
- Child Exploitation and Online Protection Centre (CEOP) | Wandsworth Family Information Service
- The Children's Society – County Lines and Child Exploitation
- The Children's Society County Lines Tool Kit
- The Children's Society – Child Sexual Exploitation

13 Sexual Harassment, Violence against women and girls (VAWG), Harmful Sexual Behaviours (including child on child abuse and 'upskirting')

13.1 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

13.2 It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child, sexual harassment. 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.

13.3 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges can be found in Part 5 of Keeping Children Safe in Education 2023. The charity Brook has produced a Traffic Light Tool that aims to help professionals identify, understand, and respond appropriately to sexual behaviours in young people, the website also offers a range of information, help and advice.

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND.

We recognise that these children can be targeted by other children, so it is vital a safe space is provided for these children to speak out and share their concerns with members of staff. Pupils must be protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination. Staff should be familiar with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act in July 2022 and how they apply to safeguarding.

Violence against women and girls (VAWG) refers to a range of crimes, with the common theme that they disproportionately affect women and girls. In 2021 the Government published the National Tackling Violence against Women and Girls Strategy (easy read version: click here). Schools should be aware of this strategy and develop ways to ensure that work is covered in school to respond to the four priorities, particularly **Priority 1: Prioritising Prevention** and **Priority 4: Strengthening the System.**

13.4 Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance, please refer to Part 5 of KCSIE 2023.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system and, and their wishes and feelings should be considered; the law on child-on-child abuse is there to protect them, not criminalise them.

13.5 The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people

Upskirting - 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

What is consent? 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.

Further information about consent can be found here: Rape Crisis England & Wales

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;

14 Digital Safety, Remote Learning & Filtering and Monitoring

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

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

There is a Digital Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g. sites they need to visit or who they'll be interacting with online). Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

For online safety, there is recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, but they also need to have a policy about children accessing the internet whilst they are at school.

14.1 Filtering and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. There is on-line safety guidance on the Wandsworth Safeguarding Children Partnership website designed to help young people, parents and carers, and professionals. to keep their children as safe as possible when online. THE NSPCC offers a wealth of advice on Keeping Children Safe On-line

All staff should have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and, DSLs as part of their 'lead responsibility' are expected to understand the filtering and monitoring systems and processes in place. Filtering and Monitoring should be part of the full staff CPD programme and governing body/trustees should be supported to understand their role in Filtering and Monitoring. The school should ensure adherence to the Meeting Digital and Technology standards in schools and colleges.

14.2 The policy for remote learning should demonstrate an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all of their pupils to attend in person.

All school policies can be found at https://www.stmarysschoolbattersea.co.uk/school_policies/ for St Mary's School and at https://www.sacredheartschoolbattersea.co.uk/school-policies/ for Sacred Heart School.

Providing remote education -guidance for schools

15 Pre-Appointment Checks Safer Recruitment & Single Central Record

15.1 Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

15.2 **When appointing new staff, schools and colleges must:**

- Verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school (Childcare Act 2006 – as amended).

- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and verify professional qualifications, as appropriate.
- carry out prohibition check for all staff with QTS
- complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Please note: even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you are not legally allowed to do a barred list check).
- Carry out an online search on shortlisted candidates as part of due diligence (and inform them of this prior to any searches) this will help to identify any issues that are publicly available online. The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education: 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

15.3 The school or college safer recruitment policy should focus on ensuring potential applicants are given the right messages about the school and college's commitment to recruit suitable people. Further safer recruitment guidance can be found in **Keeping Children Safe in Education (2023)**

Single Central Record

15.4 Schools and colleges must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- The information that must be recorded in respect of staff members (including teacher trainees on salaried route) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
    - an identity check / a barred list check / an enhanced DBS check/certificate / a prohibition from teaching check
    - further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
    - a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom.

15.5 For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

15.6 A record of staff leavers must be maintained on the Single Central record.

15.7 Maintained school governors - Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

15.8 The SCR shall be updated in the light of any further legislation.

Safeguarding Concerns About a Child - Flow Chart (KCSIE 2023 – Part 1 Page 22)

Actions where there are concerns about a child

[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

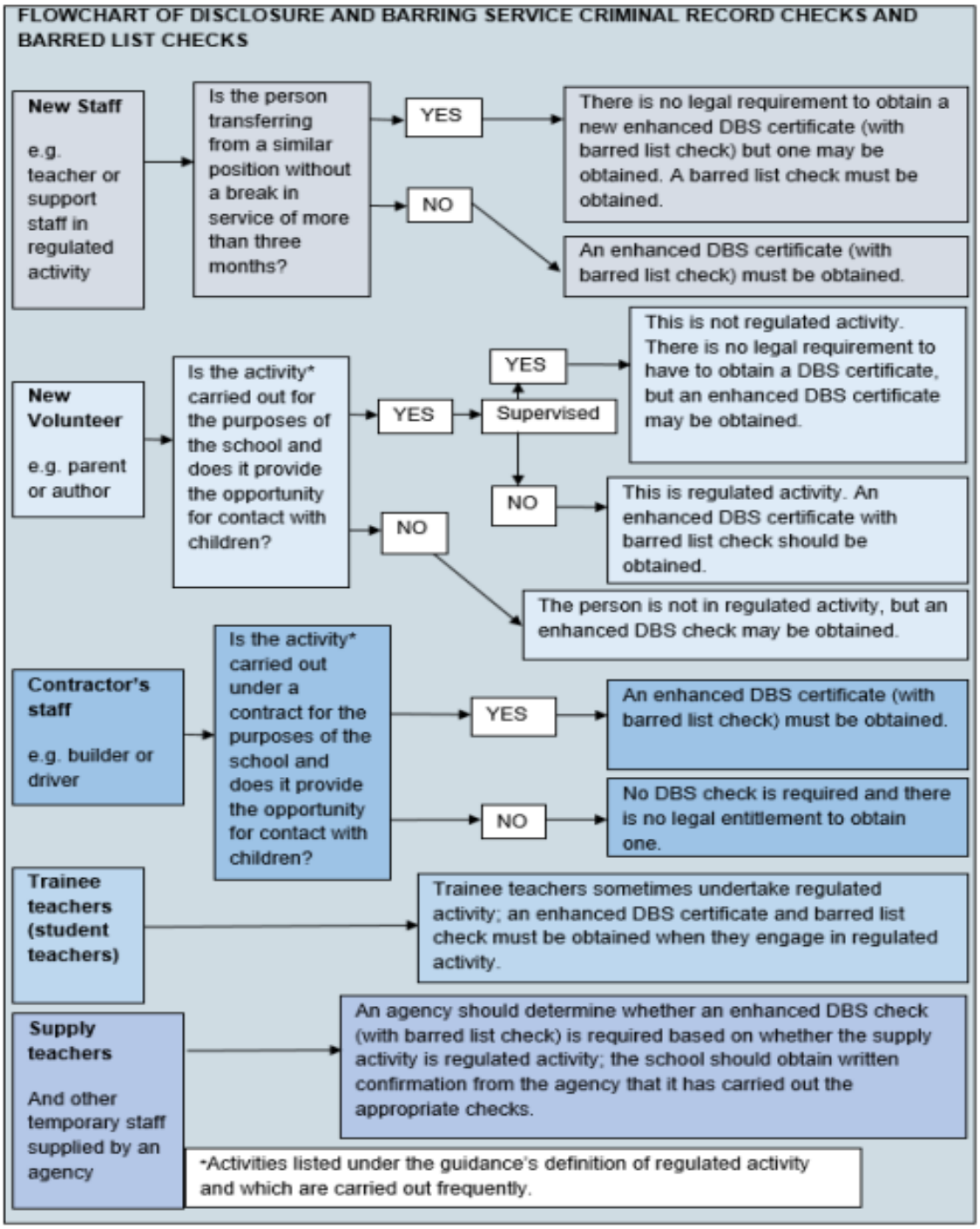
[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

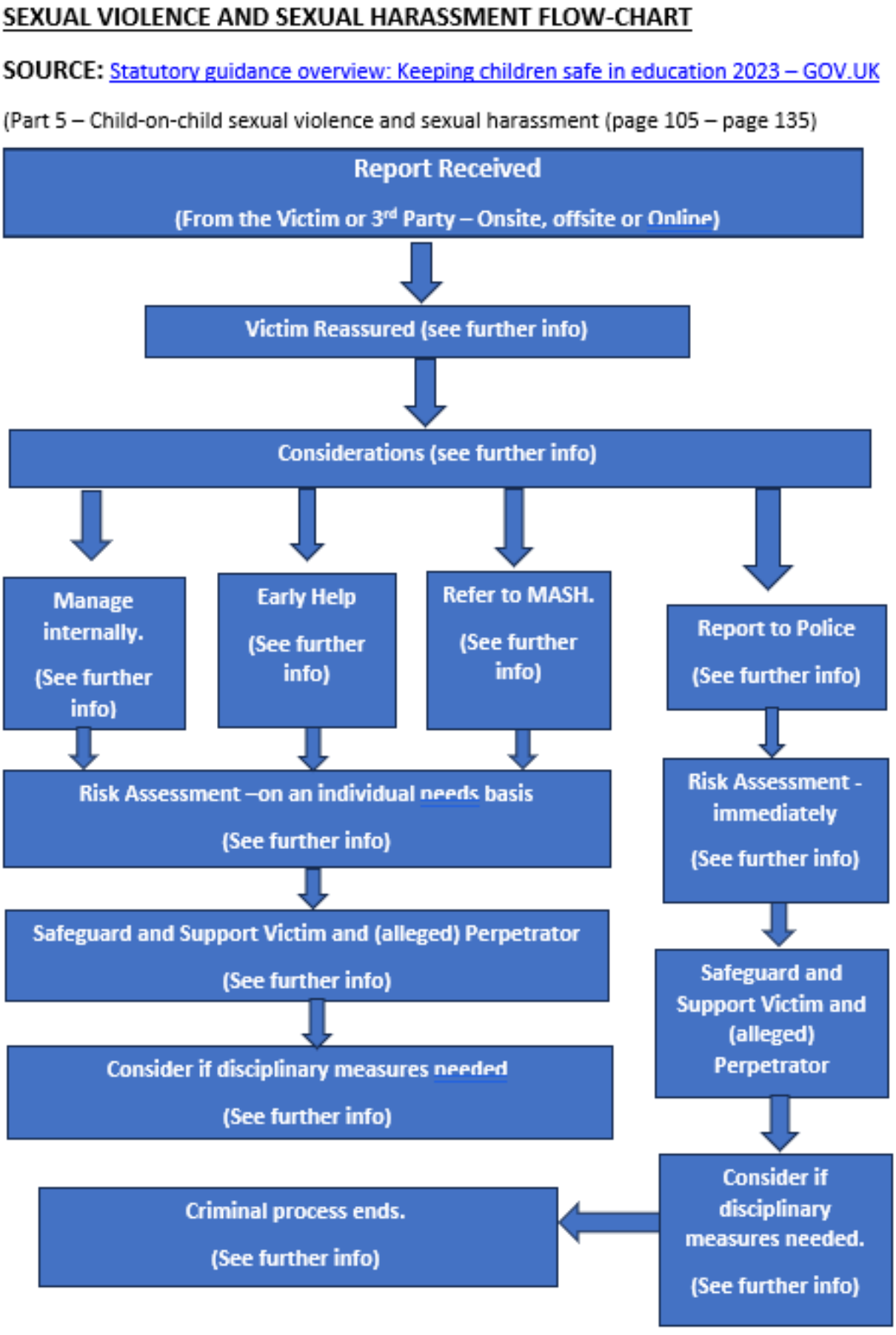
Staff & Volunteers who work with Children - Allegation Flow Chart

ALLEGATIONS FLOWCHART (Staff & Volunteers who work with children)				
STAGE ONE				
Working Together to Safeguard Children 2018 requires employers to inform the LADO within one day of becoming aware of an allegation.				
If you suspect a child is at risk of immediate harm, contact Wandsworth MASH and/or call the Police on 101				
Employer to contact LADO for advice (LADO@Wandsworth.gov.uk / Anita Gibbons - 07974 586461) and / or complete the LADO referral form and send to the MASH team (mash@wandsworth.gov.uk / 0208 871 6622)				
LADO will liaise with employer and police and make a decision on whether the concerns meet the threshold for formal LADO referral.				
If threshold is not met consultation will be closed at this time, ESL may be asked to make contact with the setting.				
If threshold is met employer will be requested to complete the LADO referral form if this has not been completed previously.				
LADO will record decision and return to employer for their records				
STAGE TWO				
LADO will convene a LADO management of allegations meeting within 5 working days				
At this meeting the plan of investigation will be agreed taking into account any police investigation and safeguarding actions will be confirmed				
Timeframe will be agreed and support to the employee will be confirmed				
Employer to update LADO during the investigation				
Employer to invoke disciplinary procedures if appropriate_				
STAGE THREE				
LADO closure meeting held and will involve all appropriate professionals where the employer will present their findings / actions				
OUTCOME TO THE LADO PROCESS AGREED BY ALL PROFESSIONALS				
Substantiated There is sufficient evidence to prove the allegation that a child has been harmed or there is a risk of harm.	**Unfounded** There is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.	**Unsubstantiated** There is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.	**Malicious** There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.	**False Allegation** There is sufficient evidence to disprove the allegation, however, there is no evidence to suggest that there was a deliberate intention to deceive.
Closure meeting will agree on DBS referral if appropriate and closure letter to employee				
See LADO Procedures using link on the Wandsworth Family Information Service LADO page.				

Disclosure and Barring Service Criminal Record Checks and Barred List Checks - Flow Chart (KCSIE 2023 – Part 3 Page 66)



Sexual Violence and Sexual Harassment Flow Chart



Further Information

Victim Reassured

- Taken seriously and kept safe, never be given an impression they are creating a problem,
- Confidentiality not promised,
- Listen to victim non-judgmentally,
- Record the disclosure (facts as reported)
- Two staff present (if appropriate) – one being the DSL or reported to the DSL as soon as possible,
- Victim sensitively informed about referral to other agencies,
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see Part 5 KCSIE 2023, paragraph 473)
- Parents of victim informed, unless this would put victim at greater risk.

If the victim is over 18, discuss how they want to be supported and by whom, whether they want you to support to share with their parents, whether they want to report a crime and provide them with support agency contacts (e.g. RASASC, SARC) which you can support them to contact. Again, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see Part 5 KCSIE 2023, paragraph 473)

Anonymity – Note that in cases of sexual violence there is a legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in school.

Supporting the (alleged) Perpetrator:

- Inform parents of alleged perpetrator – advise of any referrals that need to be made,
- If appropriate, ask alleged perpetrator about the incident,
- Remove alleged perpetrator from any shared lessons with victim (this is a neutral act, not an assumption of guilt)
- Ensure they have a trusted adult in your setting to provide support.

Considerations (Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: consider how to support the victim and the alleged perpetrator.

- Wishes of the victim and parents/carers
- Nature of the alleged incident
- Are external support services required e.g. SARC, RASASC
- Ages of the children
- Development stage of the children
- Any power imbalance
- One off, or part of a pattern of behaviour
- Any on-going risks to victim, alleged perpetrator and others
- Other related issues and wider context (e.g. Exploitation, contextual safeguarding)

Manage Internally

One-off incidents which the school/college believes that the young people are not in need of early help or statutory intervention, which would be appropriate for the setting to manage internally under the behaviour and/or anti-bullying policy.

Early Help

Non-violent harmful sexual behaviours (see Harmful Sexual Behaviours Framework, (NSPCC)) or refer to Brook Traffic Light Tool if trained. Also consider if a TAF is needed to identify unmet needs and support the young people involved.

Refer to MASH

All incidents where a child or young person has been harmed, is at risk of harm or is in immediate danger. Children's social care will support with next steps.

NB - Where a victim is 18 or over, consideration needs to be given as to whether they would be considered a vulnerable adult and therefore a referral to adult services would be appropriate.

Report to Police

All incidents of rape, assault by penetration or sexual assault (including if alleged perpetrator is 10 or under). Discuss next steps with police, for example: disclosing information to other staff, informing alleged perpetrator and their parents.

Risk Assessment

1. **Immediately** (when reported to police) – Do not wait for the outcome of the report to police before protecting victim. Emphasis should be on victim being able to continue normal routine.
   Alleged perpetrator to be removed from any classes with the victim (also consider shared spaces and journey to/from school. NB - this is not a judgement of guilt and safeguards should be considered as above, for the alleged perpetrator.

2. **Individual needs basis** – (see paragraphs 480 - 482 – Part 5 KCSIE 2023).
   All risk assessments should be completed as a multi-agency, where possible, (consider which agencies are currently working with either victim or alleged perpetrator) and shared with parents and victim or alleged perpetrator to ensure they are adhered to. You should not delay putting together a risk assessment if other agencies are not initially available in order to safeguard all involved and the school community, but this should be reviewed as a multi-agency as soon as possible.

   Risk assessments should be regularly reviewed and adjusted as appropriate.

Safeguard and support Victim and alleged perpetrator

Identify and signpost to relevant support agencies e.g. RASASC

Disciplinary measures taken

Refer to setting's own behaviour and/or anti-bullying policy.

If reported to police, disciplinary measures may be undertaken based on balance of probabilities, unless prejudicial or unreasonable. Ensure actions do not jeopardise the investigation. Setting to work closely with police and/or other agencies.

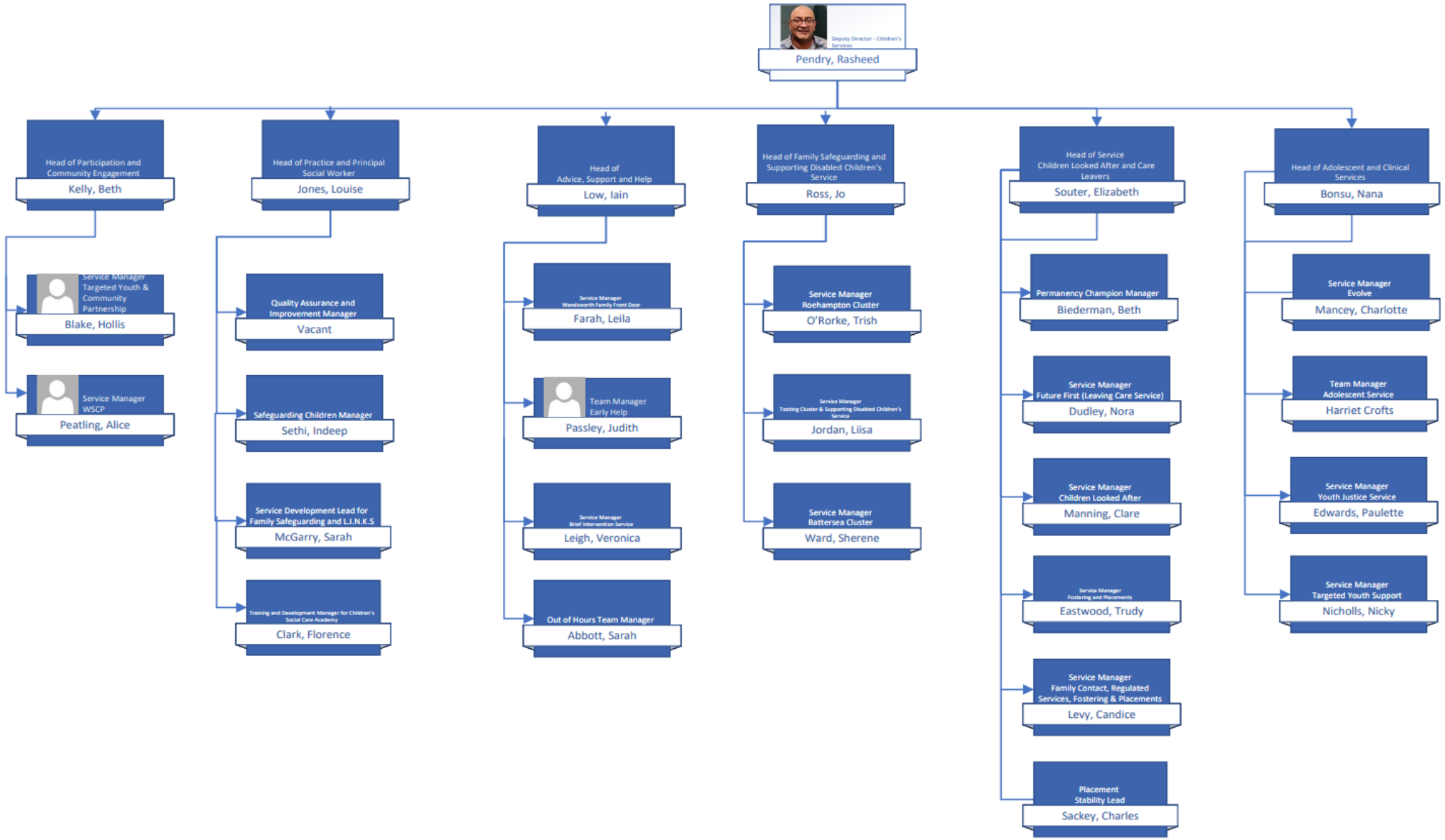
Criminal process ends

Conviction or caution - follow your setting's behaviour policy. If the pupil remains in school, make clear your expectations, keep victim and perpetrator apart. Consider victim's wishes.

Not guilty – support victim and alleged perpetrator.

No further action – support victim and alleged perpetrator.

Children and Families Structure Chart – August 2023



Link:

Wandsworth Level of Need Framework to Multi- Agency Partners