

# Safeguarding Policy

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## **Availability**

This policy is made available to parents of pupils and prospective pupils via the public website and a copy will be sent to parents and prospective parents can request a copy of the policy free of charge from the school office.

## **Guidance**

This policy is written with regard to *Keeping Children Safe in Education (September 2018)*, *What to do if you're worried a child is being abused - Advice for practitioners (March 2015)*, *Working Together to Safeguard Children (July 2018)*, *Information Sharing Advice for Safeguarding Practitioners (July 2018)*, *Prevent Duty Guidance: for England and Wales (March 2015)*, *The Prevent Duty: Departmental advice for schools and childminders (June 2015)*, *The use of social media for online radicalisation (July 2015)*, *Teacher misconduct: the prohibition of teachers (October 2015)* and *Wandsworth Safeguarding Children Board: Thresholds for Intervention (March 2018)*, *Children missing in education (September 2016)*, *UK Safer Internet Centre: appropriate filtering and monitoring, Searching, screening and confiscation (February 2014)*, *Sexting in schools and colleges (UKCCIS)*, *Sexual Violence and sexual harassment between children in schools and colleges (December 2017)*

## **Designated Staff**

**The Designated Safeguarding Lead (DSL) responsible for Safeguarding is:**

Mr Richard Smith ([resmith@thameschristiancollege.org.uk](mailto:resmith@thameschristiancollege.org.uk))

*Head of Pastoral Care and member of the Senior Leadership Team*

**The Deputy Safeguarding Lead is:**

Ms Jessica Taylor ([jtaylor@thameschristiancollege.org.uk](mailto:jtaylor@thameschristiancollege.org.uk))

*Assistant Head and member of the Senior Leadership Team*

*The directors and proprietor have assigned Mr Smith and Miss Taylor authority over other staff in safeguarding matters.*

**The Mental Health lead is:**

Mrs Marguerite Cockerill ([mcockerill@thameschristiancollege.org.uk](mailto:mcockerill@thameschristiancollege.org.uk))

**The Staff Member with responsibility looked after children is:**

Mr Richard Smith ([resmith@thameschristiancollege.org.uk](mailto:resmith@thameschristiancollege.org.uk))

**The Proprietorial Body is:**

Thames Christian College Schools Ltd.

**The Designated Board Level Lead is:**

Dr Stephen Holsgrove ([scholsgrove@thameschristiancollege.org.uk](mailto:scholsgrove@thameschristiancollege.org.uk))

*Director*

Staff trained to Level 3 Safeguarding are Mr Smith, Ms Taylor, Miss Whitworth, Mrs Evans, Mrs Cockerill and Dr Holsgrove.

Pupils, parents or staff who have concerns should refer them in the first instance to **Mr Richard Smith** or in his absence **Ms Jessica Taylor**.

### **Local Safeguarding Children Board**

The Local Safeguarding Children Board (LSCB) is Wandsworth. Information about the Wandsworth Safeguarding Children Board and local procedures can be found at:

<http://wscb.org.uk/>, email: [wscb@wscb.org.uk](mailto:wscb@wscb.org.uk) , tel: 020 8871 7401

### **Related Policies**

This Safeguarding Policy should be read in conjunction with the *Recruitment and Selection Policy, Induction Policy, Behaviour Policy, Anti-bullying Policy, Use of Force Policy, Electronic Devices and Internet AUP for Staff, Electronic Devices and Internet AUP for Pupils, E-Safety Policy, Code of Conduct, Disciplinary and Dismissal Procedure, Whistleblowing Policy, Visiting Speaker Policy and School Handbook*. These policies are available for inspection at the school office and copies will be sent free of charge on request to the school office.

## Statement on Pupil Safety and Welfare

1. Thames Christian School fully recognises its responsibilities for safeguarding and promoting the welfare of all pupils.
2. This policy applies to all staff including self employed, peripatetic and volunteers working within the school and to contractors who may have regular access to pupils.
3. Volunteers who have not been through the full vetting process are not allowed to work unsupervised. Procedures are in place for recording the details of visitors to the school and security measures are in place to control who comes into the school.
4. All visiting speakers are checked for suitability with a member of the Senior Leadership Team.
5. The school contracts Wandsworth Traded Services to conduct independent Health and Safety audits.
6. The school recognises that all children, regardless of age, race, colour, gender, sexual orientation, disability or religion, have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure.
7. Staff always have a duty to be alert and question behaviours. Pupils are capable of abusing their peers both online and offline. Abuse can take place wholly online or technology may be used to facilitate offline abuse. This abuse may involve physical, sexual violence, sexual harassment, initiation/hazing rituals, emotional and financial abuse, and coercive control, exercised between children and within children's relationships. Such abuse must never be tolerated or passed off as *banter* or *growing up*. It is rarely isolated and is often linked to other things that are happening in their lives and spaces they spend their time in. In all cases of peer on peer abuse a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child abused and the child responsible for the abuse. Peer on peer abuse is often gendered, that it is more likely for girls to be abused and boys to be responsible for the abuse. If a member of staff thinks for whatever reason that a child may be at risk or experience abuse by their peer(s), or that a child may be at risk of abusing their peer(s), they should discuss their concern with the DSL without delay in accordance with the Child Protection Procedures in this policy.
8. The school offers a high quality education taught within a Christian worldview and this, together with our Christian ethos and values, shapes the framework in which each pupil is encouraged to reach his/her full potential.
9. The school encourages pupils to develop moral discernment through its pastoral care system and its *Behaviour Policy* which details significant rewards for upholding the school's values and high standards of behaviour. Pupils are expected to always treat others with courtesy and respect.
10. The school aims to provide an environment that promotes self-confidence, a feeling of worth and security and where pupils are encouraged to share concerns in the knowledge that they will be listened to and acted upon. In these ways pupils develop the skills they need to recognise and stay safe from abuse both from adults and their peer group. This is achieved through:
  - a. Good pastoral care which is central to the life of the school. Each pupil has a

Form Tutor who forms part of the pastoral care team for that year group. The pastoral care team takes the time to get to know their pupils well and build the trust to enable a listening culture.

- b. Ensuring pupils know that there are adults in the school whom they can approach if they are worried.
  - c. A schools based counselling service run by a qualified experienced counsellor to whom pupils can be referred by their parents or tutors or can self refer to a lunchtime drop in session. A "Listening Post" is also available where pupils drop written concerns into a secured letterbox which is solely accessed by the school's counsellor. Any safeguarding concerns raised through this post, will be referred to the DSL.
  - d. The student council who feedback areas of concern to the Head.
  - e. "Thinking Breakfast" themes where difficult issues are chosen for discussion cultivate an atmosphere in school where pupils feel that they are being listened to and their views taken into account.
  - f. Encouraging self-confidence and self-esteem through celebrating success in gifted areas such as sports, drama, music or academic subjects or through presentations or participation in shows.
  - g. A Wellbeing program which teaches on staying safe, physically, emotionally and online.
  - h. Externally run workshops to reinforce the message that every pupil is unique, special and gifted.
  - i. Girls on Board program to help girls to understand their social needs and how they can meet each others.
  - j. The school ethos which expects and rewards respectful behaviour. Pupils are helped to build healthy respectful and mature friendships with one another. Pupils are frequently reminded of these expectations and that bullying is not tolerated.
11. The school recognises that it is located in a very multicultural urban area and staff are aware of possibility of a wide range of Safeguarding issues in particular use of drugs and involvement in gangs although the risk of this is considered to be slight.
12. The school recognises the possible issues including FGM and forced marriage with some ethnic groups.
13. The school recognises the risks posed by Radicalisation although these are considered to be slight. The school counters this risk including the risk of non-violent extremism from either religious or political groups via its caring Christian Ethos and Wellbeing curriculum which actively promotes Fundamental British Values and follows DfE SMSC guidance. The school employs email and Internet filters to help identify any pupils at risk and monitors the content of talks by visiting speakers.
14. The school recognises the pressures on teenagers and staff are aware of possible mental health issues and fabricated or induced illness. The school has a mental health lead and counselling service for dealing with such issues. In addition the

mental health lead contributes to the Wellbeing program and form time to proactively prevent such issues escalating.

15. Pupils who are considered vulnerable are risk assessed and given an Individual Care Plan drawn up by the Pastoral Care Team and shared with staff as needed.
16. The school recognises that children missing from education could be at risk and informs Wandsworth and the local authority where the pupil resides of situations of unauthorised absence of 10 days or more or when a pupil of compulsory school age is deleted from the admissions register if the school is unable to ascertain with certainty the destination school. This may occur if the pupil is taken out of school to be home educated, when the family has apparently moved away, when the pupil has been certified as medically unfit to attend school, when the child is in custody for more than four months or has been permanently excluded. The local authorities will be informed as soon as possible and prior to deletion in cases of permanent exclusion. When a pupil has an inexplicable period of continuous unauthorised absence reasonable steps will be taken to trace the family and the pupil may be deleted from the admissions register after 20 days of continuous unauthorised absence. In all cases where the school receives notification from a parent that a pupil is now attending another school reasonable attempts will be made to confirm this and the local authority informed as soon as possible if confirmation cannot be obtained. When a pupil joins other than at the start of Year 7 both Wandsworth and the local authority where the pupil lives will be informed of all details contained in the admissions register within 5 days. In all cases evidence of the dialog with the LEAs will be kept in the pupil's file. Wandsworth is informed on a weekly basis of any changes even if there are none as required by its procedures. Pupil's who have repeated patterns of absence, even if explained, are monitored by the pastoral care team and will have an ICP if deemed appropriate.
17. The school includes keeping safe both from adults and peers within its curriculum. The approach through Wellbeing, visiting speakers and subject curriculum aims to empower, helping pupils think about the risks they may encounter and how they might overcome them. Particular importance is given to understanding how to take the opportunities the internet provides whilst understanding the risks of using it. Other areas include keeping safe on the streets and understanding the risks of alcohol and drugs.
18. The school recognises that use of the Internet within school can pose a risk to pupils' welfare and employs tools such as Securly, Cisco's Content Filtering and Google SafeSearch to monitor use of the internet for trends and potentially harmful activity as well as minimise the risk of inappropriate content being viewed. Both companies are members of the "Internet Watch Foundation" and Securly is compliant with UK PREVENT lists. The school will not tolerate illegal material being brought into school or being passed between pupils outside of school. If a pupil is thought to be at risk as a consequence of online activity the school may seek assistance from the Child Exploitation and Online Protection Unit (CEOP) and a range of sanctions may be imposed on any adult or pupil who misuses technology in this way. The school's *Anti-Bullying Policy*, *Behaviour Policy* and *Internet and Electronic Devices AUP for Pupils* addresses issues such as cyberbullying and

sexting and the requirement for pupils to switch off their mobile phones whilst on school premises.

19. The school recognises that Safeguarding is not just about Child Protection issues and has a commitment to identifying needs and working with parents and external professionals to support children who are in need of additional help. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on these issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. Specific Safeguarding Issues Include:

- a. bullying including cyberbullying
- b. peer on peer abuse
- c. child missing from education
- d. child missing from home or care
- e. child with family members in prison
- f. child giving evidence in court
- g. child sexual exploitation (CSE)
- h. child criminal exploitation: county lines
- i. domestic violence/abuse
- j. homelessness
- k. drugs
- l. fabricated or induced illness
- m. faith abuse
- n. female genital mutilation (FGM)
- o. forced marriage
- p. So-called "honour-based" violence
- q. gangs and youth violence
- r. gender-based violence/violence against women and girls (VAWG)
- s. hate
- t. mental health
- u. private fostering
- v. preventing radicalisation
- w. relationship abuse
- x. sexting (youth produced sexual imagery)
- y. sexual violence and sexual harassment between children
- z. trafficking

20. Some pupils may just need additional support from external professionals for issues which don't immediately fall into the categories listed in Appendix B. In these cases the school may for example support a referral to a professional via the pupil's GP working with agencies such as CAMHS. For children at Level 2 on the Threshold an Early Help Assessment might be completed to aid the referral process and future Team Around the Child meetings. Details of the Thresholds can be found in Appendix B and *Wandsworth Safeguarding Children Board: Thresholds for Intervention*.

21. The school recognises its responsibility to notify the relevant local authority safeguarding hub if it suspects that a parent has entered into a private fostering arrangement - that is an arrangement for a pupil to stay more than 28 days with someone who is not a relative. This means someone who is not a grandparent, step parent, sibling, uncle, aunt by full or half relation or by marriage.
22. Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
23. The school recognises the dangers of youth produced sexual imagery (sexting). The creation, possession and distribution of sexual imagery (including photos and videos) of and by children under the age of 18, even if it is of themselves, is illegal and will be treated as a Safeguarding matter. Sexual imagery of children under the age of 13 will always be referred to the police.
24. The school recognises that pupils can become abused through sexual violence (including rape, assault by penetration and sexual assault) and sexual harassment defined as "unwanted conduct of a sexual nature" which can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment. The school recognises that sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours. The school's Wellbeing program addresses relationships and personal identity in an age appropriate manner for each year group. Each year group has focused SRE sessions. In addition Key Stage 3 pupils learn about healthy friendships, building self esteem, good communication and mental wellbeing. Key Stage 4 pupils also learn in detail about sex trafficking, as well as considering how to make positive choices and look after their mental wellbeing. These sessions also include sessions on how pupils foster healthy and respectful relationships with their peers.
25. Child abuse is taken to refer to any child of under 18 years who, through the actions of parents, carers or other adults, or through their failure to act, has suffered, or is at risk of suffering, physical or serious emotional harm. Children can also suffer physical or emotional abuse by other children. This may happen inside or outside school and where there is "reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm" the procedures of this policy will apply.
26. There are many components in child abuse and neglect. Whilst one may try to define them individually, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. More complete definitions can be found in Appendix A.
  - a. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a



child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

- b. **Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- c. **Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- d. **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 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. Some indicators maybe:
  - Children who appear with unexplained gifts or new possessions;
  - Children who associate with other young people involved in exploitation;
  - Children who have older boyfriends or girlfriends;
  - Children who suffer from sexually transmitted infections or become pregnant;
  - Children who suffer from changes in emotional well-being;

- Children who misuse drugs and alcohol;
  - Children who go missing for periods of time or regularly come home late; and
  - Children who regularly miss school or education or do not take part in education.
- e. **Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- f. **Grave Concern.** A child who does not conveniently fit into one of the above categories, but where social or medical assessment indicates that there is a significant risk of abuse. For example the child may live in the same household as an abused child, or with someone known to be a child abuser.
27. The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will work with these children through:
- a. The ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
  - b. The pastoral care system through personal tutors and the school based counselling service and the implementation of Individual Care Plans (ICPs).
  - c. The behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
  - d. Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology services.
28. The school gathers emergency contact details for all pupil's via the Pupil Record Form. Parents are asked to provide emergency contact details for themselves and additionally the contact details of two alternative contacts who can be called upon in an emergency.

## Child Protection Procedures

1. If staff have a concern they must act on it **immediately** by following these procedures and speaking to the DSL. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. **Anyone may make a referral to MASH at any time including during school holidays.**
2. Concerns about a child may not always arise as a result of direct disclosure or allegation but from observations made by a number of staff on the appearance, attitude, change or demeanour of a child. Concerns could arise out of a child's inappropriate behaviour towards other children. Concerns would also arise where a child has pattern of absence or a run of unexplained absence (an unexplained absence of 10 or more consecutive days will be reported to the Education Welfare Officer).
3. A concern may arise from another child, other children or parent.
4. Whether direct or indirect the following steps should provide staff with the means of dealing with the information they have been given.
  - a. The first person to whom the issue is raised should Listen, Record, Sign and Date Information and explain to the child or adult what the next steps will be and who else needs to know.
  - b. The child should not be interrupted or questioned further except to clarify the information given. Leading questions must never be used.
  - c. The child must never be promised confidentiality. Staff must explain their duty to report but confirm that they will keep the child or adult informed.
  - d. It is not the responsibility of the initial staff contact to investigate, but to confirm and record the facts (day, time, place, who was involved, what occurred).
  - e. If at any time there is a risk of immediate serious harm to a child, a referral must be made to MASH immediately.
  - f. For children with English as an additional language, the school will never use family members as translators for the child, when there are any potential child protection or welfare concerns.
5. The concern should be referred to the DSL (or deputy) immediately. If, for any reason, the DSL (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible. **Anyone can make a referral to MASH. If there is a risk of immediate harm the staff member must make an immediate referral to the MASH and inform the DSL as soon as possible.**
6. In situations where staff have information from or about a child that is ambiguous, unclear or where there is some doubt about its status the information should be discussed with the DSL or a deputy.

7. Where the concern relates to suspected abuse by one or more pupils against another pupil:
  - a. If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, any such abuse will be reported as a safeguarding concern with both the child being abused and the child responsible for the abuse being treated as "at risk" as both as the latter maybe a victim themselves in another context. An ICP defining a support package will be drawn up by the pastoral care team for either of or both the child being abused and the child responsible as deemed appropriate by the pastoral care team.
  - b. If the situation does not involve a risk of immediate harm then the situation may be dealt with as described in the *Anti-Bullying Policy*.
  - c. This peer on peer abuse is most likely to include but is not limited to: bullying (including cyber bullying), physical abuse, race issues, gender based violence, sexual violence and harrassment, sexting (youth produced sexual imagery) and initiation/hazing rituals. It should never be passed off as *banter* or *part of growing up*.
8. If the incident involves youth produced sexual imagery it must be referred to the DSL as soon as possible. The DSL will hold an initial review meeting and interview any pupils involved. If there is any evidence of harm, concern about the risk of harm, if an adult is involved, the imagery depicts acts which are violent or unusual for the pupil's developmental stage or involves a pupil under the age of 13, imagery has been shared without consent and with malicious intent then a referral must be made to MASH and/or the police immediately. Parental consent is not necessary to make a referal to statutory agencies. The decision should be made by the DSL with input from the Head. The imagery should not be viewed by adults unless such viewing is absolutely necessary for the investigation and then only by the DSL in the presence of a senior leader. The device should either be switched off and retained in a locked area pending further investigation or the pupil will be asked to delete it in the presence of the DSL. The pupil will be given a deadline by which they must have deleted the imagery from all devices, online storage and social media.
9. Incidents involving sexual violence or harrassment are especially difficult and distressing and must be refered to the DSL as soon as possible. If there is any evidence of harm, concern about the risk of harm or if an adult is involved then a referral must be made to MASH and/or the police immediately by the staff member if the DSL or Deputy is not available. Where there is a report of a rape, assault by penetration or sexual assault, the starting point is it should be passed to the police. In responding the DSL should consider the wishes of the abused pupil on how to proceed, the nature of the incident (whether a crime has been comitted), the ages and developmental stages of the children involved, any power imbalance between the pupils, whether the incident is a one off or a sustained pattern and the ongoing risk. It should be remembered that abused pupil's may not disclose the full picture immediately. A risk assessment should be carried out and consideration given to

how the abused pupil and the pupil responsible can be separated during the school day. It is important that the abused pupil is never made to feel they are the problem and that where possible they can continue their normal school routine. An Individual Care Plan will be put in place for them. If the incident is a one-off it may be appropriate to respond in line with the *Behaviour Policy*, alternatively an Early Help Assessment may be considered along with temporary or permanent exclusion in line with the *Exclusion Policy*. If the pupil responsible remains in the school then an Individual Care Plan will be implemented for them as well. Unless it would put a pupil at further risk both sets of parents will be engaged in the process. The proportionate response will always be underpinned by the principle that sexual violence and harassment is never acceptable and will never be tolerated. Support will be put in place for any other children affected by the incident

10. So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.
11. Teachers must personally 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 also still consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. Concerns that FGM may be about to take place should be referred to the DSL, and there will be a referral to MASH.
12. Concerns about Radicalisation must be discussed initially with MASH who might suggest a referral to 'Channel' via the non-emergency number 101. In less serious cases it may be sufficient to follow the normal Safeguarding procedures for referrals to MASH. Support will be offered to all pupils who are suspected of being exposed to extremist views. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
13. It is important to ensure the child's wishes and feelings are taken into account when determining what action to take and what services so that the outcome has the best interests of the child at its heart.

## Referral to the MASH

1. **Any staff member can make a referral to MASH at anytime.**
2. **Allegations of sexual abuse/child sexual exploitation** must be referred **immediately** to the Child Abuse Investigation Team (CAIT) and/or MASH without advising parents. In the case of emergency 999 can be used. Evidence will need to be collected by a trained social worker and an officer from the CAIT and questioning should be minimised to prevent further abuse and trauma. It is possible that a criminal offence has been committed and evidence should not be compromised.
3. **If the situation *does* or *may* involve a risk of immediate harm or danger** an **immediate** referral by telephone to the MASH and/or the police will be carried out and the parent informed why this is being done. **Parental consent does not apply when a child is or maybe at risk of harm.** The initial referral should be to Wandsworth MASH who may advise referral to the Children's Services department in the pupil's own borough. The referral must be followed up in writing within 48 hours in the form of an Early Help Assessment. Although the referral would usually be made by the DSL **any staff member may make the referral and inform the DSL as soon as possible.**
4. **If the situation *does not* involve a risk of immediate harm** the DSL must inform and advise parents that an allegation has been made and ask the parent/carer to come into school unless they have evidence to suggest that this would be seriously prejudicial to the child's welfare. It must be noted that parental consent is not necessary to make a referral to statutory agencies.
  - a. It should be understood that various injuries might occur in the home to children as a result of accidents. Things may be said to children or they may overhear things that upset them. These should not be ignored, but discussed with the parent/carer in a supportive way.
  - b. Situations such as this may be born out of stress and difficult relationships within the family. If a referral is made the MASH may make further investigations before they conduct a Section 47 Child Protection Inquiry.
  - c. Where there is information concerning the possible physical/emotional abuse or neglect, attempts should be made to discuss this with the parent/carer, however, parental consent is not necessary to make a referral to statutory agencies.
  - d. If the explanation given by the parent differs to the information offered by the child, a formal referral should be made to the MASH and the parent informed why this is being done. The formal referral must be made **within 24 hours of the allegation being made** by telephoning the MASH. The referral should be to the Children's Services department in the pupil's own borough. The contact details can be found by entering the pupil's home postcode into [www.gov.uk/report-child-abuse-to-local-council](http://www.gov.uk/report-child-abuse-to-local-council). The referral must be followed up in writing within 48 hours in the form of an Early Help Assessment.
  - e. Referrals will generally only be made for children at Level 3 or Level 4 on the Threshold. Details of the Thresholds can be found in Appendix B and

*Wandsworth Safeguarding Children Board: Thresholds for Intervention.* **If in any doubt the MASH should be consulted** as to whether or not the information amounts to a Level 3/4 Child Protection referral.

- f. For those children at Level 2 on the Threshold an Early Help Assessment should be completed and referrals made to suitable to professionals. On general matters of childcare, welfare or need, school staff should discuss such concerns with their Education Welfare Officer or the LEA lead CP officer. It maybe that a pupil is not in danger of harm but is in need of support from one or more agencies.
5. The DSL will be responsible for coordinating information gathering and recording.
6. If at any stage a member of staff is not happy with an investigation they should press for a re-consideration.
7. **If a referral has NOT been made and a member of staff still has concerns they must make the referral themselves by contacting MASH and following the steps defined in this section.**

#### **Following Referral to MASH**

1. Following any referral it will be an expectation that the school will provide any information and reports that will assist MASH, the Social Services Department and Police Child Protection Team in their assessment or subsequent investigation.
2. The DSL will followup Children's Services should a decision on the course of action not be made by Children's Services with 24 hours.
3. The DSL or deputy must be prepared to attend a Child Protection Case Conference or Strategy Meeting should one be called.
4. It is important that staff continue to monitor attendance, behaviour and appearance of pupils subject to a Child Protection enquiry and send information to MASH and social services, and to attend the Core Group meetings required.
5. School staff who work with children and families, hold valuable information and insights on vulnerable children and they play an extremely important part in the Protection of Children and in assisting other agencies to carry out their Child Protection Duties.
6. If a pupil is responsible for the abuse they will also be subject to the school's disciplinary procedures as defined in the *Behaviour Policy* and *Exclusion Policy*. The approach will be risk based and proportionate. It could include but is not limited to, removal from classes, restriction of freedoms, temporary and permanent exclusion.
7. The pupil will be supported via an Individual Care Plan (ICP) through the school's pastoral care and as appropriate with access to the school counsellor and by professionals as advised by social services. A risk assessment will inform the ICP In cases of peer on peer abuse this will apply to both the pupil being abused and the pupil responsible for the abuse.

## **Allegations Against Staff, Volunteers and the Head**

1. This section has regard to the DfE guidance *Keeping Children Safe in Education (September 2018)* and *Teacher misconduct: the prohibition of teachers (October 2015)* which should be consulted for more detailed guidance.
2. The school recognizes that because of their daily contact with pupils in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse. Guidance for staff to ensure that their behaviour and actions do not place pupils or themselves at risk of allegations or harm are included in this policy and the *School Handbook*. The school further recognizes that, regrettably, in some cases such accusations may be true.
3. Any allegation against a member of staff or a volunteer including allegations of inappropriate behaviour including, in their personal lives which maybe relevant to their role in the school, must be reported immediately to the Head or the absence of the Head the DSL who will tell the Head at the earliest opportunity. All allegations will be taken seriously and dealt with appropriately and immediately. The Head, or the absence of the Head the DSL, must refer the accusation to the LADO (Local Authority Designated Officer) ideally immediately but within 24 hours. No investigation must be carried out by the school until the LADO have been informed and only they on their direction.
4. If the Head or DSL is unavailable the allegation must referred immediately to the LADO by the individual making the allegation.
5. If the allegation is about the DSL it must be reported immediately to the Head. If the Head is not available the person making the allegation must refer it directly to the LADO and inform the Head at the earliest opportunity.
6. If the allegation is about the Head the person making the allegation must refer it directly to the LADO without the Head being informed since the Head is also the registered proprietor. In this case the Deputy Head would be responsible for liaising with the LADO.
7. The school does not require parental consent to refer an allegation to the LADO.
8. Information about the LADO can be found in: '*LADO Procedure: A guide to managing allegations against adults working with children*' and '*LADO Procedure: A guide for staff and volunteers who work with children and are faced with an allegation of abuse*'. Both are available from WSCB website at [http://www.wandsworth.gov.uk/downloads/download/1823/lado\\_referral\\_form](http://www.wandsworth.gov.uk/downloads/download/1823/lado_referral_form) and the staff information website.
9. In the first instance the LADO referral form (available from [www.wandsworthtpd.org.uk](http://www.wandsworthtpd.org.uk) and the staff information website) must be completed and emailed securely to [mash.duty@wandsworth.cjsm.net](mailto:mash.duty@wandsworth.cjsm.net). This must be followed with telephone call to the LADO on 020 8871 7440. The LADO can also be contacted by email at [LADO@wandsworth.gov.uk](mailto:LADO@wandsworth.gov.uk).
10. The LADO will consider the nature, content and context of the allegation and agree a course of action. This can be on an informal basis to begin with but all discussions must be recorded in writing. **Under no circumstances will allegations be**



**investigated without prior consultation with the LADO**, or in the most serious cases, with the police, so as not to jeopardise statutory investigations.

11. It is important to maintain confidentiality and reporting restrictions exist to protect the identity of members of staff up to the point where the member of staff is charged with an offence. These restrictions include the publication of anything which may identify the member of staff on a social networking site.
12. Any allegations against a teacher should be resolved as quickly as possible to the benefit of all concerned.
13. Following any incident where a member of staff feels that his/her actions have been or may be misconstrued, he/she should discuss the matter with the Head without delay. The staff member must provide a written report of the incident. It is essential to inform the Head in all cases where a member of staff has been obliged to restrain a pupil physically or where a complaint has been made by a pupil, parent or other adult.
14. Details of allegations that are found to be malicious or unfounded will be removed from personal records. For all other allegations a comprehensive summary will be kept until the accused member of staff reaches normal pension age or for a period of 10 years from the date of the allegation if this is longer.
15. Malicious allegations by pupils and/or their parents against staff will result in disciplinary action according to the behaviour policy and the terms and conditions.
16. Allegations which are false, unsubstantiated or malicious will not be included in employer references.
17. Suspension will be considered only in a case where there is cause to suspect a pupil or other pupils are at risk of significant harm or where the case is so serious that it might be grounds for dismissal. Other options should be considered in consultation with the LADO.
18. If any person (whether employed, contracted, contracted via an agency, a volunteer or student) is found, after investigation, to have acted improperly, that is they have caused harm or posed a risk of harm to a child, or has refused to cooperate with an investigation, they will be promptly reported to the DBS within one month of their leaving the school (or having their services terminated in whatever way) in accordance with regulations. Compromise agreements will not be allowed in these circumstances neither will "garden leave".
19. The school will also make a referral to the TRA should a teacher be dismissed (or would have been dismissed had they not resigned) for "unacceptable professional conduct", "conduct that might bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Compromise agreements will not be allowed in these circumstances. Further guidance is available in the DfE guidance *Teacher misconduct: the prohibition of teachers (October 2015)*.
20. Allegations against a teacher who is no longer teaching and other historical allegations of abuse should be referred to the Police.
21. Any concerns around staff conduct, including about poor or unsafe practice and potential failures in the school's safeguarding regime must be communicated to the DSL immediately. These may be low level concerns which in themselves may not

amount to an allegation. Discussions, decisions and the reasons for those decisions will be recorded in writing and kept confidential. The concerns will be monitored.

### **Minimising the Risk to Staff, Volunteers and the Head**

1. Staff must take precautions to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm including:
  - a. making sure that the glass visibility panels to doors are not obscured especially during 1:1 lessons
  - b. ensuring another adult is present during tense or difficult conversations
  - c. avoiding any form of physical contact especially during 1:1 sessions or sports coaching - If absolutely necessary then the pupil's permission must always be sought
  - d. never entering rooms designated for changing into sports kit for the opposite sex whilst changing is in progress
  - e. maintaining a high standard of professionalism in electronic communication and ensuring that any such communication is limited solely to the purpose of their education.
  - f. never becoming friends with pupils (past or present) on social networking sites.
  - g. never uploading, downloading or distributing any pornographic, discriminatory or offensive material.
  - h. ensuring that their own electronic devices are protected with a passcode.
  - i. never using their own electronic devices to take photographic, video or audio recordings of pupils.
  - j. ensuring that their privacy settings on their personal social networking sites are set appropriately so that their own personal information is not available to the general public.
  - k. never conveying pupils in their cars.
  - l. never giving out their personal information such as phone number or address to pupils or parents.
  - m. never arranging to meet pupils outside of school.
  - n. ensuring clothing is discreet in all positions for example leaning across a desk.
  - o. ensuring that their language and behaviour reflects the high standards and values of the school at all times and that it is never offensive.
2. Staff must never enter into a personal relationships with a pupil. Such relationships with pupils under the age of 18 are illegal and will be reported to the Police.
3. Staff must ensure they closely follow the *School Handbook* and the *Electronic Devices and Internet AUP for Staff*.
4. Staff must ensure they are familiar with the *Code of Conduct, Disciplinary and Dismissals Procedure* and *School Handbook* which clearly states the consequences of failing to take adequate steps to protect themselves from allegations of harm.

5. Should a member of Staff be convicted of a criminal offence even if on maternity leave they must inform the Head immediately.
6. In order to further minimize the risk of accusations being made against staff as a result of their daily contact with pupils all staff should follow the school's *Use of Force Policy*.

## Responsibilities

### Responsibilities of the Proprietorial Body

The Proprietorial Body is responsible for:

1. Ensuring there is a senior board level lead to take **leadership responsibility** for Safeguarding.
2. Ensuring there is a Designated Safeguarding Lead (DSL) who is a member of the senior leadership team who has received appropriate, up to date training and has sufficient time and resources to take **lead responsibility** for safeguarding and promoting pupil's welfare.
3. Ensuring there is at least one deputy DSL who has received appropriate, up to date training and has sufficient time and resources.
4. Ensuring that there are adequate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote the pupil's welfare and that the Safeguarding Policy is developed and implemented in full to including all training needs.
5. Cooperating with and following the procedures set out by the Wandsworth Safeguarding Children Board (WSCB), the London Safeguarding Children Board (LSCB), the Local Authority Designated Officer (LADO) and the DfE guidance *Working Together to Safeguard Children (July 2018)* and *Keeping Children Safe in Education (September 2018)*.
6. Ensuring effective links are developed with relevant agencies and cooperate as required with their enquiries regarding safeguarding matters including attendance at case conferences.
7. Undertaking an annual review of the school's safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. This review will be undertaken in collaboration with the DSL and other Directors with input sought from staff via Heads of Year. Any deficiencies or weaknesses in Safeguarding arrangements will be remedied without delay as soon as they are identified.
8. Ensuring all staff and volunteers receive regular safeguarding and child protection training to:
  - a. know the name of the DSL and deputies and understands their role.
  - b. understand that Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their

approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

- c. be aware of their responsibility in being alert to the signs of abuse and responsibility for referring any concerns to the DSL and have read and understood the DfE guidance *Keeping children safe in education: information for all school and college staff including Annex A (September 2018)*.
  - d. understand the issues of peer on peer abuse and their responsibility to deal with this.
  - e. understand what to do in the case of allegations made against staff, volunteers and the Head.
  - f. are able to raise concerns about poor or unsafe practices and that such concerns are handled sensitively.
9. Ensuring that written records of concerns about children are kept, even where there is no need to refer the matter immediately.
  10. Ensuring all records are kept securely, separate from the main pupil file, and in locked locations.
  11. Ensuring that Policies adequately cover the additional challenges faced by pupils with SEND.
  12. Ensuring that there is a designated member of staff to have responsibility for the welfare and progress of looked-after children if there are looked after children on the school roll and that staff have up to date information including the most recent care plan and contact arrangements for children who are "looked after" by a local authority.
  13. Ensuring that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the terms and conditions. Raising parents' awareness should avoid later conflict if the school does have to take appropriate action to safeguard a child.
  14. Ensuring that pupils have an understanding of Safeguarding including e-safety and sex and relationship education through teaching and learning opportunities as part of the curriculum. More details can be found in the *esafety Policy* and *Wellbeing Curriculum*.
  15. Ensuring that appropriate internet filters and monitoring systems are in place.
  16. Ensuring that safer recruitment practices are always followed in accordance with the *Recruitment and Selection Policy*.
  17. Ensuring this Policy is implemented where an allegation is made against a member of staff or volunteer and that appropriate referrals are made to the DBS and TRA if necessary.

### **Responsibilities of the DSL**

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding issues and that there is a dedicated resource available for other staff and volunteers to draw upon. The DSL will undertake the following responsibilities:

1. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review.
2. Ensure that all members of staff are familiar with school and WSCB/LSCB/DfE guidelines and procedures for identifying and reporting abuse, including allegations of abuse against staff.
3. Have an understanding of locally agreed processes for assessment and intervention such as "Early Help Assessment".
4. Have an understanding of the requirements of the Prevent Duty and be able to provide advice and support staff on protecting children from the risk of radicalisation.
5. Investigate and manage instances of youth produced sexual imagery.
6. Develop links with relevant statutory and voluntary agencies including the LSCB obtaining access to resources and attending any relevant refresher training courses.
7. Refer any suspicion of abuse to the MASH within 24 hours and coordinating action and liaising with other agencies including the LADO (in cases concerning a staff member) the Police (where a crime may have been committed), Channel (where radicalisation is a concern), the DBS and the TRA (steps 16 and 17 under Allegations against Staff, Volunteers and the Head).
8. Assist Children's Services and MASH in enquiring into allegations of child abuse. This will include ensuring the school is represented at safeguarding case conferences and that information about the child is provided as required.
9. Follow as appropriate recommendations made by the Children's Services and MASH.
10. Liaise with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations.
11. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies such as MASH and Channel.
12. Be alert to the specific needs of children in need and those with special educational needs and young carers.
13. Encourage a culture of listening to children and taking account of their wishes and feelings in any measures that may be put in place to protect them.
14. Ensure that detailed and accurate written records of referrals/concerns are kept in a secure location, along with a record of which members of staff information has been shared with.
15. Monitor unauthorised absence patterns to detect signs of possible abuse and notify social services if there is an unexplained absence of more than two days of a pupil who is on the safeguarding register.
16. Ensure that the Safeguarding Policy is reviewed at least annually and that the procedures and implementation are updated and reviewed regularly and work with the proprietorial body regarding this.
17. Ensure that the Safeguarding Policy and procedures are accessible, known, understood and used appropriately by all staff and volunteers.

18. Ensure that the safeguarding policy is made available to parents and prospective parents via the public website and that parents are made aware both via the Safeguarding Policy and also the Terms and Conditions of the fact that the school may need to make referrals.
19. Where children leave the school roll contact the pupil's intended destination to inform them of any safeguarding issues and ensure their file is transferred to the new school but separately from the main school file as soon as possible and their social worker is informed. If a child leaves and the new school is not known, the Local Education Authority must be alerted so that these children can be included on the database for lost pupils.
20. Ensure that pupils are safe online whilst they are at school and their knowledge and understanding of online risks is upto date.
21. Ensure that the additional risks that pupils with SEND face online are recognised and are suitable mitigated.
22. Ensure there is always cover for the role when absent from school and that either the DSL or a deputy is contactable when school activities are taking place out of hours or during school holidays.
23. The DSL (and their deputies) will have a good understanding of harmful sexual behaviour.

### **Responsibilities of Staff**

1. All school staff including volunteers have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their care. In doing so they should always be alert and question behaviours seeking advice and support as necessary from the DSL.
2. Staff are expected to provide a safe and caring environment in which pupils can develop the confidence to voice ideas, feelings and opinions. Pupils should be treated with respect within a framework of agreed and understood boundaries. Staff must be vigilant of any suspected peer on peer abuse, for example serious bullying, which must be investigated in line with the school's policies.
3. If presented with a disclosure of suspected abuse, staff should follow the procedures defined in the section **Child Protection Procedures**.
4. Staff are expected to monitor and report to the DSL as required on the welfare, attendance and progress of any pupils on the safeguarding register.

### **Training**

1. The DSL, deputies, mental health lead and designated board level lead must attend training at least every two years in Level 3 Safeguarding and Inter-agency Working and Prevent awareness. This training is carried out by Wandsworth Council or JH Child Protection Training.
2. The DSL will oversee training for other staff which may be carried out by the DSL or a deputy which will include Safeguarding, Recording and Report Concerns, Early Help, Prevent awareness, e-safety/online safety, response to children missing in education and data protection.

3. All staff who work with children including volunteers in regulated activity will receive updated training in safeguarding annually which will include *Safeguarding, Early Help, Code of Conduct, e-safety, Data Protection, Children Missing in Education, Visiting Speakers* and *Whistleblowing* procedures. Training will be proportionate to their role.
4. All new staff, temporary staff and volunteers will be provided with induction training that includes:
  - a. The identity and role of the Designated Safeguarding Lead (DSL) and Deputies
  - b. Identifying pupils at risk of a Safeguarding issue including radicalisation and sexual violence and harrasment
  - c. *Safeguarding Policy* including the Response to Children Missing in Education
  - d. *Whistleblowing Policy*
  - e. *Code of Conduct* (Guidance will be given covering all situations relevant to the school)
  - f. *School Handbook*
  - g. *e-safety Policy*
  - h. *Electronic Devices and Internet AUP for Staff*
  - i. *Electronic Devices and Internet AUP for Pupils*
  - j. *Behaviour Policy*
  - k. *Anti-Bullying Policy*
  - l. *Physical Intervention Policy*
  - m. *Keeping Children Safe in Education Part 1 including Annex A (September 2018)*
  - n. *What to do if you're worried a child is being abused - Advice for practitioners (March 2015)*
  - o. Data Protection
5. Visiting staff and volunteers with limited access to pupils will be made aware of the of the school's arrangements for safeguarding. This will be relevant to their needs to enable them to identify and report any concerns to the DSL immediately.
6. The training of staff is reviewed annually as defined in the *Staff Development Policy*.
7. The DSL will communicate any changes or updates to Safeguarding immediately via email and or staff meetings.
8. The DSL will consult with LSCB and guidance from PIAT and NSPCC as reference material when planning training for other staff.

## **Appointment of Staff**

1. The Head will ensure that, when appointing staff, it is made clear that safeguarding is a high priority of the school and that enhanced checks including the Barred List check will be made of any candidate through the Disclosure and Barring Service before appointments are confirmed.

2. Detailed of the checks carried out to ensure safer recruitment are detailed in the *Recruitment and Selection Policy*.
3. When a member of staff is employed by an outside organisation, such as a supply teacher, assurances that the appropriate checks have been carried out will be obtained and their identity checked before they start.

### **Use of Third Party Organisations**

1. Assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation working with the school's pupils either on-site or on another site (for example, in a separate institution).

### **Record Keeping and Storing**

1. The Head will ensure that teachers monitor closely the welfare, progress and attendance of pupils on the safeguarding register and will provide information as required.
2. All staff are expected to maintain high quality legible (preferably typed) signed and dated safeguarding records which separate fact, allegation, hearsay and opinion and which clearly indicate concerns, discussions, decisions of action taken and reasons for those decisions. These records will be kept confidentially by the DSL and may in some cases be required in court proceedings.
3. All staff must assist the WSCB/LSCB by providing information for safeguarding case conferences as required and in the form prescribed by the WSCB/LSCB.
4. All staff must record all discussions with parents, EWO and EP that pertain to attendance, behavioural or general concerns. Any decisions made must be recorded along with why the decision was made.
5. All reviews of plans must be recorded and wherever possible these should be given to parents. Actions agreed must be recorded.
6. For any child where there are safeguarding concerns, a note must be stored in their regular file (available to all staff) stating that there is also a secure file in a locked cabinet with details of any child protection concerns.
7. Child Protection records must be stored separately in a locked cabinet and must be passed on if the child changes school.
8. Child Protection records will be transferred securely to the child's next school and a confirmation of receipt obtained. The DSL will, if necessary, contact the child's next school before transfer to ensure they are aware of any needs which may require prior provision.
9. Child Protection records will be kept securely in school until the child's 25th birthday if the child leaves Thames Christian School and does not go on to another school.
10. Information must be kept in accordance with Data Protection procedures and limited to one or two key members of staff on a 'need to know' basis. Fears about sharing information with professionals and local agencies must not be allowed to stand in the way or the need to promote the welfare and protect the safety of pupils. Records will be kept about who information is shared with, when it was shared and why it was shared. If in doubt the government guidance *Information sharing advice for*



*safeguarding practitioners (July 2018)* should be consulted.

11. All pupil/school records must be kept updated and passed on when the pupil transfers school.

### **Communicating Policy to Parents and Pupils**

1. Parents and pupils must be informed that the school has a Safeguarding Policy and is required to follow the DfE Guidelines for reporting suspected abuse to the appropriate authorities. This responsibility is contained in the *Terms and Conditions*.
2. Pupils and parents should know how the school's safeguarding system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone helplines.
3. This policy is sent to parents as part of the new pupil pack and updates of DSLs included in the annual list of staff responsibilities. The policy is available on both the public website and parents website and parents are informed when a new policy is issued.
4. Summary cards containing contact details are available to pupils on classroom notice boards and available to parents.

### **Policy Review**

1. The Proprietorial Body will ensure that this policy is reviewed immediately on the issuance of new guidance or if a suspected failing in the policy is identified.
2. An annual review will be carried out by the Proprietorial Body working with the DSL. The review will consider the content of the policy and procedures and will also assess the effectiveness of them. Any deficiencies or weaknesses will be remedied immediately. The meeting will be minuted and approved by all Directors. The Policy will be reviewed April 2019 at the latest.
3. The school recognises the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis. Therefore input will be sought by the DSL via termly Safeguarding review meetings with Heads of Year and at least termly updates at Staff Meetings.
4. Any changes to the policy will be disseminated via an updated training session for all staff and a new Policy will be made available to parents.

## Useful Contact Information

- Wandsworth Initial Point of Contact (IPOC) otherwise known as Multi Agency Safeguarding Hub (MASH) to which referrals should initially be made: 020 8871 6622 (weekday office hours 09:00-17:00) and 020 8871 6000 (after 17:00 and weekends). In case of emergency use 999.
- Wandsworth Education Welfare Officer: 020 8871 8306
- Wandsworth Local Authority Designated Officer(s) (LADO): 020 8871 7440 or [LADO@wandsworth.gov.uk](mailto:LADO@wandsworth.gov.uk)
- Wandsworth Prevent Lead: Omar Mulbocus, 020 8871 6094, 07774 331640 [omulbocus@wandsworth.gov.uk](mailto:omulbocus@wandsworth.gov.uk)
- For advice or information about private fostering contact [ccliff@wandsworth.gov.uk](mailto:ccliff@wandsworth.gov.uk) 020 8871 8932
- Information and support about how to complete the Early Help Assessment - Beverly Applewhaite 020 8871 7746
- For support and advice about extremism contact the police on 101 or the DfE telephone helpline on 020 7340 7264 or [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)
- NSPCC Child Protection Helpline 0808 800 5000
- NSPCC Whistleblowing Advice Line 0800 028 0285
- NSPCC Website [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Childline 0800 1111 (freephone)
- Rape Crisis (sexual abuse) <https://rapecrisis.org.uk/>
- Survivors Trust (sexual abuse) <http://thesurvivorstrust.org/>
- DBS, Box 181, Darlington DL1 9FA 01325 953795

Further contact details of a range of resources can be found in KCSIE Part 1 - Annex A which is issued to all staff and can be found on the staff information website under Safeguarding.

## Contact details for referrals to neighboring Safeguarding Children Boards

Enter the pupil's home postcode into [www.gov.uk/report-child-abuse-to-local-council](http://www.gov.uk/report-child-abuse-to-local-council) to display contact details of the relevant LA. For convenience the contact details are listed below.

Borough	Contact	Out of Hours Contact	email
Bromley	020 8461 7373	020 8464 4848	referral.assessment@bromley.gov.uk
Camden	020 7974 3317	020 7974 4444	LBCMASHAdmin@camden.gov.uk
Croydon	020 8726 6400	020 8726 6400	childreferrals@croydon.gov.uk
Ealing	020 8825 8000	020 8825 5000	
Greenwich	020 8921 3172	020 8854 8888	safeguardingboard@royalgreenwich.gov.uk
Hammersmith + Fulham	020 8753 6600	020 8753 6600	familyservices@lbhf.gov.uk
Islington	020 7527 7400	020 7226 0992	wynand.mcdonald@islington.gov.uk
Kensington + Chelsea	020 7361 3013	020 7361 3013	socialservices@rbkc.gov.uk
Kingston	020 8547 5008	020 8770 5000	lscb@rbk.kingston.gov.uk
Lambeth	020 7926 5555	020 7926 1000	lscb@lambeth.gov.uk
Lewisham	020 8314 6660	020 8314 6000	safeguardingboard@lewisham.gov.uk
Merton	020 8545 4226	020 8770 5000	mash@merton.gov.uk
Richmond	020 8891 7969	020 8744 2442	maha.gadher@richmond.gov.uk
Southwark	020 7525 1921	020 7525 5000	sscb@southwark.gov.uk
Tower Hamlets	020 7364 2972	020 7364 4079	lscb@towerhamlets.gov.uk
Westminster	020 7641 6108	020 7641 6000	jfoster1@westminster.gov.uk

Signed:

 4/9/18

## Appendix A - Signs of Abuse

The following information should help alert to the signs of possible abuse.

### Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place some time later.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

### Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

### **Sexual Abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level,  sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money

- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

### **Neglect**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

### **Child Sexual Exploitation (CSE)**

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### **Female Genital Mutilation (FGM)**

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. It should note that girls at risk of FGM may not

yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Detailed guidance can be found in the document *Multi-Agency Practice Guidelines: Female Genital Mutilation* from which the following is taken.

Signs that FGM maybe imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.

Signs that FGM may have already occurred:

- A girl or woman may have difficulty walking, sitting or standing.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary or menstrual problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.

### **Honor Based Violence (HBV)**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.



## **Appendix B - Levels of Intervention**

**Level 1 – Children and Young People with Universal Needs – Children with no identified additional needs.** These are children for whom all their health and developmental needs will be met by universal services alone. Children and young people at this level are achieving expected outcomes. There are no identified unmet needs or need is low level and can be met by the universal services or with some limited additional advice or guidance. Children /young people, parents and carers can access services directly.

**Level 2 - Children and Young People with Additional Needs – Low risk to vulnerable.** These are children whose needs are not clear, not known or not being met. They may be vulnerable and showing early signs of abuse and/or neglect. Children and young people at this level are in need of coordinated early help and support from services. This is the threshold for a multi- agency early help assessment to begin (the Wandsworth EHA)

**Level 3 – Children and Young People with Multiple/Complex Needs.** These are children with high level additional unmet needs. They are unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired without the provision of services. They can also be children who are disabled. They may require longer term intervention from statutory and specialist services and need support by a clear, co-ordinated action plan. This is the threshold for an assessment led by children's social care under S.17 Children Act 1989 (Child in Need)

**Level 4 – Children and Young People with Acute/ Specialist Needs.** Acute needs. This is a smaller group of Children who require intensive help and specialist support. This could be due to safeguarding issues where there is no risk of actual or likely significant harm but needs are acute and multi-agency plans are not effective; or because there are child protection issues where there is actual or likely significant harm and intervention is required under Section 47 Children Act 1989. During the course of an assessment the concerns about the child may become so great that the Local Authority may seek to make arrangements for the child to be looked after outside of their usual family home (usually known as CLA, Children Looked After or LAC. Looked After Children). This may be a voluntary agreement with parents (Section 20) or through the courts to seek shared parental responsibility for the child (Section 31). Young people being worked with by the Youth Offending Services also meet this level of need.

