



**St Mary's CE Primary School**  
Felsham Road  
Putney

# **Safeguarding and Child Protection Policy**

*At St. Mary's we aim to provide an education of the highest quality to enable every child to reach their potential within a nurturing Christian community*

September 2018

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## IMPORTANT NOTICE

### SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child.

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

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

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

A referral in urgent circumstances can be made on the telephone but a completed Early Help Assessment form is required as soon as possible with key details included (even if additional background information is completed later) as Section 47 enquiries cannot be progressed with the police unless a referral has been received.

Referrals to IPOC can be made by:  
Telephone: 020 8871 6622  
e-mail: [IPOC@wandsworth.gov.uk](mailto:IPOC@wandsworth.gov.uk)

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

St. Mary's Designated Safeguarding Lead:  
Cheryl Payne – Head Teacher/DSL  
[head@st-marys-putney.wandsworth.sch.uk](mailto:head@st-marys-putney.wandsworth.sch.uk)

St. Mary's Deputy Designated Safeguarding Lead:  
Amanda Bishop – Deputy Head Teacher/DDSL  
[amanda.bishop@st-marys-putney.wandsworth.sch.uk](mailto:amanda.bishop@st-marys-putney.wandsworth.sch.uk)

St. Mary's Designated Lead for Children Looked After  
Wendy Livingstone – Deputy Head/Pupil Premium Lead  
[Wendy.livingstone@st-marys-putney.wandsworth.sch.uk](mailto:Wendy.livingstone@st-marys-putney.wandsworth.sch.uk)

St. Mary's Safeguarding Lead for the Governing Body:  
Sally McGeachie – Chair of Governors  
[chairofgovernors@st-marys-putney.wandsworth.sch.uk](mailto:chairofgovernors@st-marys-putney.wandsworth.sch.uk)

## INTRODUCTION

The Governors and staff of St. Mary's CE Primary School, Putney fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

Safeguarding and promoting the welfare of children is defined as:

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

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

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

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

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

The school will ensure that all staff are provided with the appropriate training in Child Protection and Safeguarding issues, including Early Help processes, as recommended in the guidance. In particular the Designated Safeguarding Leads (DSL) will have their role explicitly stated in their job descriptions and will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively. Designated leads will also ensure that all staff are provided with Part One and Annex A of Keeping Children Safe in Education 2018 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.

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

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

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

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

All adults are required to read this policy carefully and to be aware of their role in these processes. All new adults will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

#### AIMS

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

in the name of honour; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

## DEFINITIONS

**Safeguarding** is a term that is broader than Child Protection. It applies to all children (persons under the age of 18) and is positive and practical action, which minimises risk by focussing on prevention.

**Child Protection** means protecting children from physical, emotional or sexual abuse or neglect.

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by adults or another child or children
- Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender-based violence / sexual assaults
- Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 3.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-

contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

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

The definition of **Domestic abuse** is:

*'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.'*

### **Honour Based Violence (HBV)**

'Honour' based violence is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives, and women who do not abide by the 'rules' are then punished for bringing shame on the family.

### **Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Schools have a mandatory duty to inform the local authority of such arrangements.

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

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

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

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

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

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

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

**Prevent:** all schools must have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised. We will ensure that staff



are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. Concerns will be discussed with the child's parents whenever possible and with the Local Authority Prevent co-ordinator and referrals made to the Channel programme when appropriate.

#### KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and/or abuse
- We recognise that abuse and neglect are complex issues and rarely stand alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with child protection and safeguarding issues. However we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately, whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated/key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.

- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.
- The ethos of the school supports open practice, good communication and a safe culture in which children can thrive and learn.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately

## PROCEDURES

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

**All adults should verbally share any concerns with the Designated Safeguarding Lead (DSL) at the earliest opportunity and complete a concern form as soon as possible thereafter. It is imperative that all verbal concerns/conversations are recorded in writing as soon as possible. Any concern forms should be placed in a sealed envelope, marked confidential and placed in the DSL's pigeon-hole, following a face to face conversation with the DSL.**

We will therefore ensure that:

- We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.
- We will ensure designated staff attend training and receive relevant updates every year and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates at least annually
- Induction and refresher training for staff members will include the school's behaviour policy and procedures for children missing education as well as the staff code of conduct and this policy
- The roles of the designated safeguarding leads are explicit in their job descriptions
- Every member of staff, volunteer and governor knows the name of the designated safeguarding lead (DSL) and their role and what the back-up arrangements are if the DSL is unavailable. These are displayed in every classroom and office (Appendix 5)
- We will ensure that staff have access to a DSL at all times during the school day so that they can report concerns and seek advice/guidance if required
- All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and that these issues are included in the induction for each new staff member

- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Children's Services (Social Services) if needed
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place
- We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape safeguarding arrangements and policy
- We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems and educated in how to be as safe as possible online
- When considering referrals to support agencies the school will act in accordance with WSCB Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL
- All staff know how to respond appropriately to a child who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example this information is included in the school handbook).
- We will request a minimum of three emergency contact numbers for each child as we acknowledge that this is a protective measure for children to enable swift contact with families when necessary
- We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay, and will follow up any such referral in writing as quickly as possible (on the same day)
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- We will carry out risk assessments where required and ensure any assessed risk is appropriately managed and key staff have been provided with the relevant information and with strategies to support safety and wellbeing of pupils and staff members
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (model format attached as appendix 2). We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.

- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations
- All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.
- All staff members are made aware of the record keeping requirements and how they are expected to record any safeguarding concerns.
- The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay
- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and in a secure manner which ensures acknowledgement of receipt of the information. The child's social worker will also be informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor, a duty manager in IPOC/MASH or directly from the Safeguarding Standards Service. (useful numbers listed in Appendix 5)

#### EARLY INTERVENTION AND HELP

- All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible
- This involves identifying emerging problems; liaising with the designated lead or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (EHA)
- Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.
- Any child may benefit from Early Help but school staff will be particularly alert to the potential need for support for any pupil who
  - is disabled and has specific additional needs;
  - has special educational needs (whether or not they have a statutory education, health and care plan);
  - is a young carer;
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - is frequently missing/goes missing from care or from home;

- is misusing drugs or alcohol themselves;
  - is at risk of modern slavery, trafficking or exploitation;
  - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
  - has returned home to their family from care;
  - is showing early signs of abuse and/or neglect;
  - is at risk of being radicalised or exploited;
  - is a privately fostered child.
- If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies
  - A Team Around the Child will be established where appropriate and a Lead Professional identified
  - If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (e.g. to social care) if the child's situation does not appear to be improving
  - Early Help Assessments will follow the Signs of Safety and Wellbeing model

#### CURRICULUM INPUT

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. We will ensure that the curriculum includes input about safe relationships and personal resilience. This is differentiated according to age and understanding of the pupil cohort.

#### CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

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

## CONTEXTUAL SAFEGUARDING

- Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college.
- All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur.
- This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process.
- This will allow any assessment to consider all the available evidence and the full context of any abuse.

## LOOKED AFTER CHILDREN, CARE LEAVERS and OTHER CHILDREN LIVING AWAY FROM HOME

- The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.
- We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.
- School will work with the virtual school head to discuss how the pupil premium plus funding can be best used to support the progress of Looked After Children in the school.
- The school recognises that children who were previously Looked After; Care Leavers and other children living away from home are also additionally vulnerable and may continue to require support at a higher level

## MENTAL HEALTH AND BEHAVIOUR

- In order to help our pupils succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy
- We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events

- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems
- Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (e.g. CAMHS)

#### COMMUNICATION WITH PARENTS/CARERS

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

#### CONFIDENTIALITY

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

#### SUPPORT FOR STAFF

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

#### ALLEGATIONS AGAINST STAFF OR VOLUNTEERS

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff or volunteer. The term allegations refers to concerns reported or raised that might indicate a person has caused harm to a child, acted in a way that created potential serious risk to a child or would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.
- The majority of allegations against staff and volunteers relate to their behaviour in the workplace. However some concerns may relate to their

personal life or the care of their own children. In some cases there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children the staff member or volunteer is responsible for.

- We expect any member of staff or volunteer who is concerned about the behaviour or presentation of a colleague, or sees an incident which concerns them, to discuss this as soon as possible with the DSL or Headteacher. If necessary the whistleblowing procedures can be used but an ethos should be encouraged which enables open discussion, and allows staff or volunteers to feel able to discuss any concerns without fear of reprisal.
- In this event the Headteacher (or Chair of Governors, if allegation is against the Head) must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate within 24 hours of the concern / allegation becoming known.
- The criteria for making a referral to The LADO is that an individual may have:
  - behaved in a way that has, or may have, harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- The LADO also offers a consultation service, which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. This means the school will have a clear record of their correspondence with the LADO, which provides important evidence ( for example if they are inspected by OFSTED). It also holds the LADO accountable for the advice given.
- All staff are expected to recognise the need for absolute confidentiality in these situations.

#### SAFE RECRUITMENT

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training
- Appropriate checks (i.e. enhanced DBS checks and checks against the barred list) will be carried out on all potential employees and all references will be taken up and verified.
- The school will carry out risk assessments for any volunteers to determine if they need to undertake an enhanced DBS check or barred list check.



- The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity
- The school will ensure compliance with Section 3 of Keeping Children Safe in Education 2018 in relation to recruitment, recruitment checks, obtaining of references, s128 checks (where applicable) and information that must be included on the single central record (SCR)
- Interview panels will follow recommendations from the HR section in relation to practice. One member of each interview panel must have completed Safer Recruitment training
- At interview, candidates will be asked to account for any gaps in their employment history.

#### GOVERNING BODY RESPONSIBILITIES

- The Governors will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times and take into account the procedures and practice of the WSCB and Keeping Children Safe in Education 2018
- The Governors will ensure that a member of the Governing Body (usually the Chair) has been nominated to liaise with the LA and/or partner agencies on issues of Child Protection and in the event of an allegation of abuse being made against the Headteacher or Principal.
- The Governors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay

#### POSITIVE HANDLING and PHYSICAL INTERVENTION

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

#### SPECIFIC SAFEGUARDING ISSUES

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary

- The DSL will attend relevant training and cascade information, or where relevant organise additional briefings or training input for staff. to ensure that staff are aware of issues such as those listed below, understand the indicators and recognise the complexities of these issues for young people
  - Child Sexual Exploitation
  - Female Genital Mutilation
  - Radicalisation
  - Illness Fabricated and Induced
  - Domestic Abuse
  - Violence in the name of Honour
  - Children missing education
  - Children and the court system
  - Children with family members in prison
  - County lines
  - Domestic abuse
  - Homelessness
  - Peer on peer abuse
  - Sexual violence and sexual harassment

#### ANTI-RADICALISATION

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

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

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

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

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

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

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

## CHILDREN WHO ABUSE OTHER CHILDREN

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

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

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

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

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

## OTHER RELATED POLICIES

- This policy links with and should be read in conjunction with a number of other school policies, practices and action plans, in particular with any policies concerned with the protection of all children in the school from various kinds of harm including:
  - Keeping Children Safe in Education – September 2018 – Part One and Annex A
  - Working Together to Safeguard Children 2018
  - What to do if You're Worried a Child is Being Abused – March 2015
  - Staff Handbook
  - Staff code of conduct, including acceptable use of technologies, staff/pupil relationships, communications including the use of social media
  - Whistleblowing
  - Induction and Probation
  - School Handbook
  - Anti-Bullying
  - Online/e-Safety

- Taking and Use of Photographs and Other Electronic Media (including video) in School and at School Events
- Behaviour Policy and Practice
- Positive Handling and Physical Intervention
- Equality Information and Objectives
- Health and Safety
- GDPR/Data Protection
- Personal Care
- Accessibility Plan
- First Aid, Medicines and Supporting Children with Medical Conditions in School
- Inclusion
- Allegations Against Staff
- Attendance
- Personal, Social, Health and Economic Education (PSHE)
- Sex and Relationships Education (SRE)
- Recruitment and Selection Policy

### **Monitoring and Review**

The policy is reviewed at least annually and adopted by the Full Governing Body.

### **Consultation and Participation**

All staff will then review this policy **once every year** as well as responding to trends that suggest the need for earlier review.

Policy reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Name: **Mrs Bryony Barron – Inclusion Manager**

Date: **March 2015**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Name: **Mrs Bryony Barron – Inclusion Manager**

Date: **March 2016**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher/DSL**

Date: **August 2016**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher/DSL**

Date: **August 2017**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher/DSL**

Date: **August 2018**

Formally adopted by governors: **September 2018**  
Suggested date of next review: **September 2019**

## **Appendix 1**

### St. Mary's CE Primary School: Safeguarding and Child Protection Protocol/Procedures

The designated member of staff (DSL) in our school is (2018-19)

**Miss Cheryl Payne – Head Teacher**

The deputy designated member of staff (DDSL) in our school is (2018-19):

**Mrs Amanda Bishop – Deputy Head Teacher**

The designated teacher for looked after children is:

**Mrs Wendy Livingstone – Deputy Head Teacher**

The safeguarding link governor is:

**Mrs Sally McGeachie – Chair of Governors**

All staff members have a statutory responsibility to safeguard and promote the welfare of all pupils at all times. If you have a concern about a pupil or you receive information that leads you to be concerned that a pupil has been harmed or is at risk of harm or their welfare is being compromised **you are required to act appropriately to ensure action can be taken to protect the pupil concerned.**

The concern may be as a result of a disclosure from a pupil, a parent or a third party or may arise due to behaviour that has caused you to become concerned.

If a pupil discloses abuse please note the following key points:

- Listen carefully to what the pupil is telling you without interrupting.
- Do not promise confidentiality.
- Remain non-judgemental and keep an open mind.
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you. Use T.E.D. (Tell me more about this... Explain about this... Describe this...) if helpful.
- Be honest with the pupil and explain what will happen next.
- After the discussion, record **all** of the information **immediately** using the agreed school pro forma (Appendix 2) as well as the body; head, neck and face maps (Appendix 3 and 4) where appropriate (PUBLIC > Staff > Child Protection and Safeguarding).
- Pass on to the designated safeguarding lead (DSL) **immediately**.
- **In the event that the DSL is not on site, pass it to the Deputy DSL or other named person with responsibility for Safeguarding and Child Protection.**

In the case of any concerns always record the information clearly and be clear how the concern has arisen.

If the information you have indicates that the pupil has suffered harm or there is a high level of risk, ensure this is passed to the DSL immediately.

In all other instances concerns should be passed on to the DSL as soon as possible – do not delay.

Please remember the DSL is available to offer help, advice and guidance to staff and pupils where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.

In all cases ensure ongoing support is offered to the pupil as appropriate.

## Appendix 2

### Reporting Disclosures/Concerns to DSL Pro Forma



St. Mary's CE Primary School

# **Safeguarding and Child Protection** **Concern Report Form**

Date:	Time:
Child's Name:	Reporter's Name:
Location of the disclosure/concern:	Witnesses:
Outline of concerns (including what the child actually said if possible)	
Signed: _____ Date: _____	
Body/Face Map included: Yes / No Reported to CP or AB: Time reported to CP or AB:	
FOR DSL USE ONLY: Referred: Yes/No Reasons for referral/non-referral and actions taken/results of action:	
Feedback given: Yes/No	
Signed: _____	Date: _____



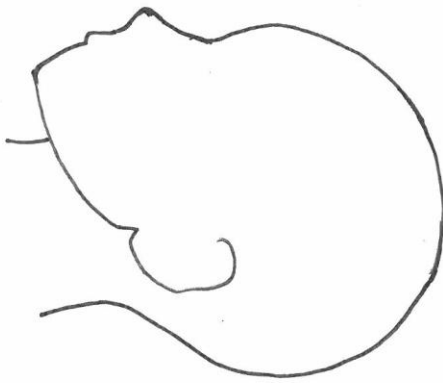
**Appendix 3**  
**Face, Neck and Head Map**

**Head/Neck/Face Map**

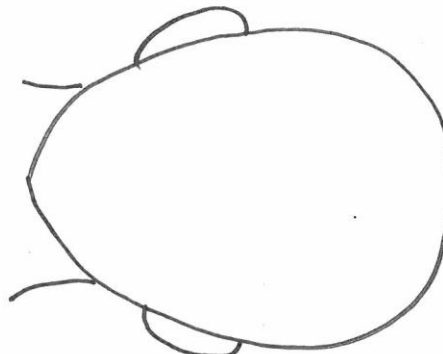
Date:  
Child's Name:

Time:  
Reporter's Name:

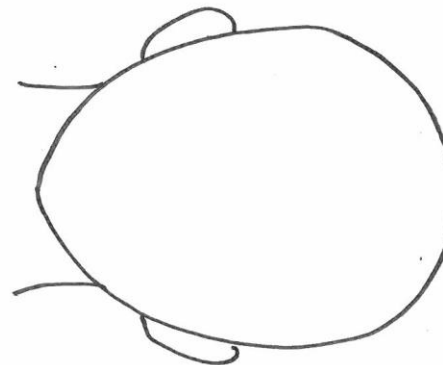
Please mark area of injury/mark on face/head below and draw or describe the size.



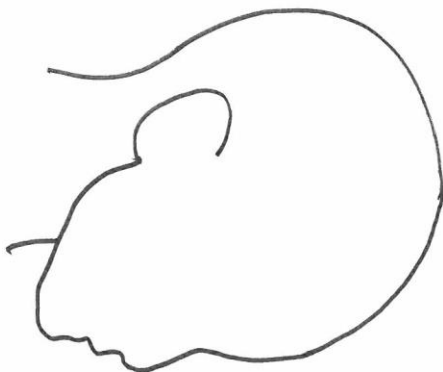
LEFT



FACE



BACK OF HEAD



RIGHT

Type of mark (cut/graze/bruise etc):  
Colour:  
Size (cm) and shape:  
Adult noticed or child reported:  
Other details:

Reported to CP or BD:

Time reported to CP or BD:

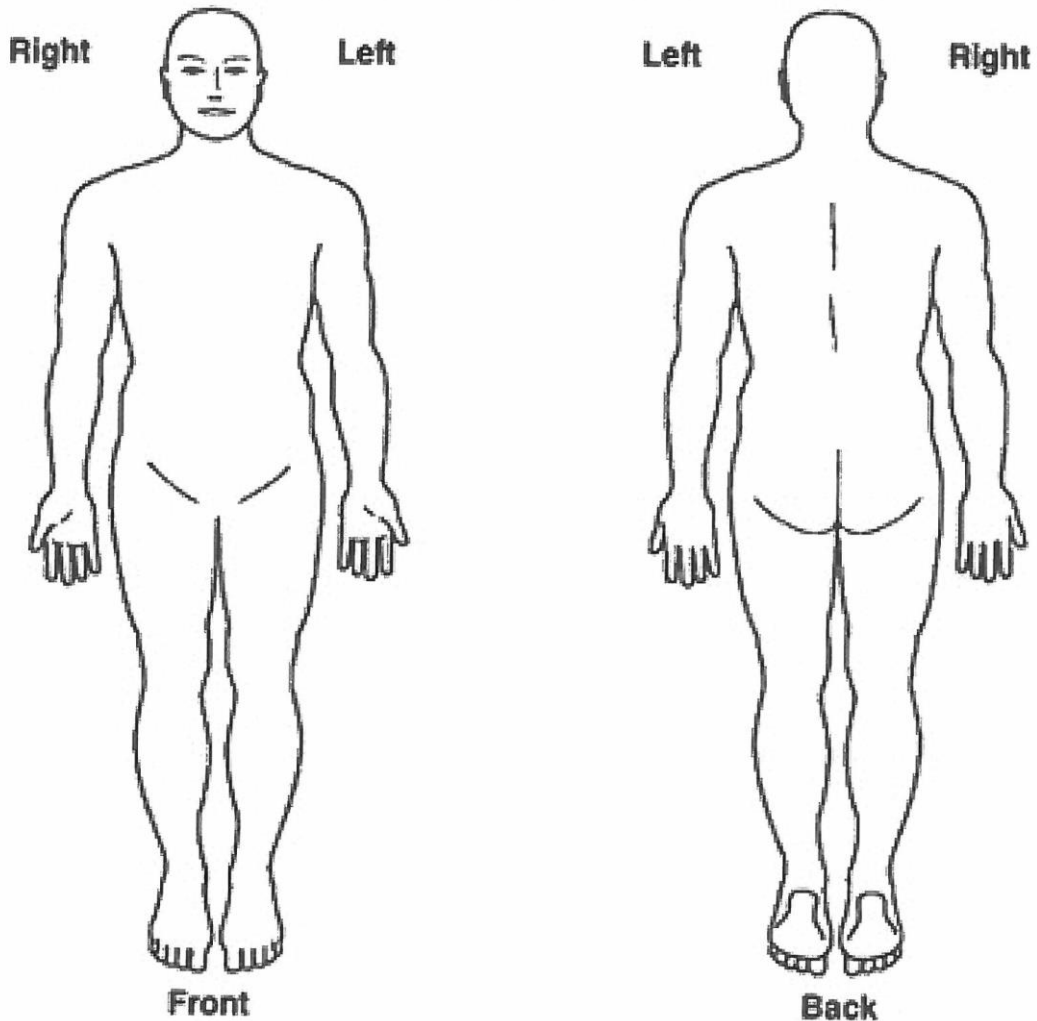
**Appendix 4**  
**Body Map**

**Body Map**

Date:  
Child's Name:

Time:  
Reporter's Name:

Please mark area of injury/mark on body below and draw or describe the size.



Type of mark (cut/graze/bruise etc):  
Colour:  
Size (cm) and shape:  
Adult noticed or child reported:  
Other details:

Reported to CP or BD:

Time reported to CP or BD:

## Appendix 5

Signage which should be present in all Classrooms/Offices

**Safeguarding Concerns**

# Are you concerned about a pupil?

If you are worried about a pupil  
Make a written record of your concern.  
(Include the day, date, time, concern and your signature).  
**You must share your concerns without delay**



Cheryl Payne - Head Teacher Designated Safeguarding Lead	Amanda Bishop - Deputy Head Teacher Deputy Designated Safeguarding Lead
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Book Safeguarding Consultancy and Training  
[www.safeguardinginschools.co.uk](http://www.safeguardinginschools.co.uk)

## **Appendix 6**

### References

London Child Protection Procedures, 5<sup>th</sup> edition  
available electronically via Wandsworth Safeguarding Board website  
[www.wscb.org.uk](http://www.wscb.org.uk) and London SCB website – [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

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

Keeping Children Safe in Education  
DfES statutory guidance issued Sept 2018  
Keeping Children Safe in Education 2018  
Or via [www.gov.uk/government/publications](http://www.gov.uk/government/publications)  
This guidance contains links to guidance and advice about many of the key  
specific safeguarding issues.

Working Together to Safeguard Children 2018  
[Working Together to Safeguard Children July 2015](#)

What To Do If You Are Worried a Child Is Being Abused  
[What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused](#)

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

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

Children Missing from Home and Care  
WSCB procedures, available on WSCB website: [www.wscb.org.uk](http://www.wscb.org.uk)

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

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

Domestic Violence – guide for schools  
Wandsworth guidance issued June 2012

Thresholds for Intervention – Multi-Agency guidance  
Wandsworth Guidance issued 2015, available on WSCB website  
[www.wscb.org.uk](http://www.wscb.org.uk)

Mental Health and Behaviour in schools – departmental advice for school staff  
DfE guidance, issued June 2014  
DFE-00435-2014 [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

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

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

## Appendix 7

### School report to Child Protection Conference or Looked After Child review

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

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

What is working well?

What are we worried about?

--

What needs to happen?
-----------------------

Signature	
Print name	
Date	

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

Please send this report wherever possible at least 48 hours in advance of the relevant meeting to [Childrensplanning@wandsworth.gov.uk](mailto:Childrensplanning@wandsworth.gov.uk) and bring copies for those attending the meeting.



## **Appendix 8**

### Guidance re potential signs of abuse from London SCB procedures

#### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

#### Bruising

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

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

#### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

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

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

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

### Scars

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

Behavioural Indications:

Some children may behave in ways that alert you to the possibility of physical injury, for example:

- Withdrawal from physical contact
- Fear of returning home
- Self destructive tendencies
- Aggression towards others

### Recognising Emotional Abuse

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

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self harming
- Running away

#### Recognising Neglect

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

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

#### Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age

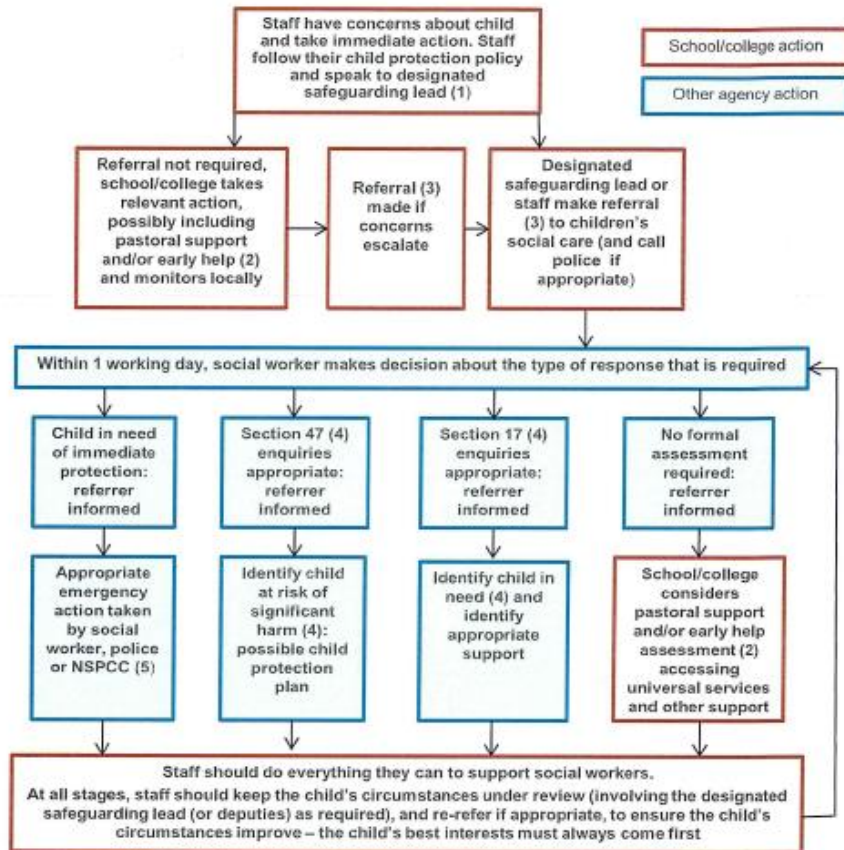
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

## Appendix 9 Referral flow chart

### 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).

## **Appendix 10**

### Guidance for schools re children who abuse other children

#### Introduction

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

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

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

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

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

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

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

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

#### Process

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

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

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident (s)
- Keep a detailed log of actions, discussions and decisions
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening ,comments
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations eg sexual exploitation – in these instances seek advice)
- Consider whether the situation warrants information being shared with other parents in the school (eg where press coverage is likely) and seek advice

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

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

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

they are living in the same household. Police will decide whether an alleged offence should be subject to criminal investigation.

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

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

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



## **Appendix 11**

### Guidance for schools re: child on child sexual violence and sexual harassment

#### Victims and alleged perpetrators

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

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

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

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

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

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

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

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

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

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

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

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a

hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments: such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

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

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

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

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

Disclosures from children should be dealt with sensitively in line with guidance about any safeguarding disclosures. The child should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem

by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

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

The risk and needs assessment should consider:

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

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

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

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

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

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

Additional guidance is available in Part 5 of KCSiE 2018 and [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

## **Appendix 12**

### Safeguarding sexually active young people (under 18s)

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

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

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

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

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

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

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

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

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

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

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

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

## **Appendix 13**

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

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

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

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

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

The notification will include:

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

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

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

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

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

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended	
1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that s/he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.



7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school
13	8(1)(m) - that he has been permanently excluded from the school
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate

## **Appendix 14**

### Role of Designated Safeguarding Lead (DSL)

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

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

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

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

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

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

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

#### Key responsibilities include

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

### Training

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

They must also attend Prevent training.

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

### Policy and procedures

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

### Recording

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

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

## **Appendix 15**

### Seven Golden Rules of Information Sharing

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Extract from HM Government Information Sharing: Guidance for practitioners and managers. Copies can be obtained from [www.ecm.gov.uk/informationsharing](http://www.ecm.gov.uk/informationsharing)

## **Appendix 16**

### Governing Body Responsibilities

The governors and staff are committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical, and moral development of our children, in line with our mission statement.

The purpose of this document is to raise the awareness of all governors of the need to safeguard children, and of their specific responsibilities.

#### **1. What is safeguarding?**

DfE guidance (*Working Together to Safeguard Children, DfE, 2015*) defines safeguarding as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking the role so as to enable all children to have optimum life chances and to enter adulthood successfully

The same guidance defines child protection as referring to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding encompasses issues such as pupil health and safety, and bullying, and a range of other issues, for example: arrangements for meeting the medical needs of children with medical conditions; providing first aid; school security; and drugs and substance misuse. There may also be other safeguarding issues that are specific to the local area.

#### **2. What are the statutory responsibilities of the governing body?**

We have a statutory duty to have arrangements in place to ensure that as the governing body, we:

- exercise our functions with a view to safeguarding and promoting the welfare of children
- have regard to any guidance issued by the Secretary of State for Education when drawing up those arrangements.

This means that a governing body is accountable for ensuring their establishment has effective policies and procedures in place (in accordance with appropriate guidance), and for monitoring the school's compliance with them. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff).

In particular, the governing body needs to ensure:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request

- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children
- the school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues (called the Designated Safeguarding Lead – DSL)
- ensure the curriculum educates children to keep themselves safe (for example, through personal safety, anti-bullying, e-safety etc.)

### **3. What is the role of the link governor for safeguarding?**

- Review the school's safeguarding policy annually with the school's Designated Safeguarding Lead
- Undertake an annual review of the school's safeguarding procedures, including ensuring the school has appropriate processes in place to train staff in safeguarding and child protection, and adopts safer recruitment processes
- Undertake an annual review of the single central record of recruitment and vetting checks
- Be familiar with LA guidance and policy relating to safeguarding and child protection, and be trained by Wandsworth Local Authority in Child Protection and Safeguarding Procedures
- Meet regularly with the school's Designated Member for Safeguarding to monitor the effectiveness of the school's safeguarding procedures
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed the accredited Safer Recruitment training
- Ensure there is an annual report on safeguarding to the governing body
- Encourage other governors to develop their understanding of the governing body's responsibilities with regard to Child Protection and to induct another governor into the role for succession planning purposes

### **4. What are the expectations of other governors?**

- Take part in child protection training every three years, or after appointment for new governors. Training includes advice on how to respond to 'Disclosures of Abuse'
- Be aware of and have regard to the school's safeguarding and child protection policy
- Report any safeguarding issues to the Designated Person at school
- Obtain an enhanced disclosure from the Disclosure and Barring Service (DBS) through the school

**Appendix 17**  
Useful contacts

**Stella Macaulay**

Safeguarding in Education Advisor  
Office: 0208-871-7961  
Blackberry: 07775 417475  
Mobile: 07931 325 665

**IPOC/MASH/referral and assessment service**

Telephone: 0208-871-6622  
Out of hour's duty service: 0208-871-6000

**Safeguarding Standards Service (manager: Ruth Lacey)**

Principal Administrator: Jackie Reynolds  
0208-871-7208  
WSCB development manager  
0208-871-8610

**LADO**

Chantel Langenhoven  
0208-871-7440

**Link Social Worker**

Shelley Carroll  
020-871-7215  
[SCarrol@wandsworth.gov.uk](mailto:SCarrol@wandsworth.gov.uk)

**Wandsworth Safety Net**

(for Independent Domestic Abuse advisors)  
0207-801-1777

**Education Welfare Officer**

Elizabeth Eyoma  
0208-871-8306  
[eeyoma@wandsworth.gov.uk](mailto:eeyoma@wandsworth.gov.uk)

**Head of Virtual School/Children Looked After Education Support Service**

Nova Levine  
0208-871-7351  
[nlevine@wandsworth.gov.uk](mailto:nlevine@wandsworth.gov.uk)

**Prevent Programme Lead**

*Post vacant*  
Telephone:  
Mobile:

**Prevent Education Officer**

Ameliah Rayn

Mobile: 07825-720941

[Ameliah.Rayn@RichmondandWandsworth.gov.uk](mailto:Ameliah.Rayn@RichmondandWandsworth.gov.uk)

**Wandsworth Safeguarding Children Board**

0208-871-7401

[wscb@wscb.org.uk](mailto:wscb@wscb.org.uk)

**Police**

Soraya Williams

Schools Liaison Officer

0208-785-8874

**NSPCC**

0808 800 5000

**Childline**

0800 1111