Safeguarding and Child Protection Policy
Introduction

Wandle Learning Trust is a multi-Academy Trust made up of Primary and Secondary Academies. It is constituted under the Department for Education’s Academies Act 2010. Academy Trusts are charitable companies limited by guarantee that operate independent, state funded academies and Free Schools. They are governed by a Board of Trustees and regulated by the Secretary of State of Education.

In order to provide effective leadership and oversight, Trustees have established Local Academy Committees (LACs) for each academy in the Trust. These provide local leadership, support and challenge and ensure the Trust’s vision, values and ethos, as well as its statutory duties, are delivered and maintained. The Trust’s Scheme of Delegation details the roles and responsibilities retained by the Trust Board and those delegated to each LAC.

The scheme also sets out which policies the Trust Board has responsibility for setting and which ones the LACs have delegated responsibility for. Broadly, the Trust Board sets all policies related to the statutory and regulatory provisions. This ensures all academies in the Trust comply with the law and the requirements of their Funding Agreements and other legislative requirements. Individual academies then have the delegated responsibility to set academy-specific policies according to their local preferences and circumstances.

The Trust has put in place this overarching safeguarding and child protection policy, which it requires all academies in the Trust to follow. However, where necessary the policy reflects the detail/contact names and local procedures/circumstances of the constituent academies within the Trust.
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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, visitors and volunteers must raise any safeguarding concerns with one of the appropriate safeguarding leads immediately.

If in exceptional circumstances, the designated safeguarding lead (or their deputy) is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from the Local Authority children’s social care team (see appendix 12 for contact numbers). In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

All concerns must be logged using the report form at appendix 4.

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 Team (IPOC) immediately (see contact details below) - wherever possible with the support of the designated safeguarding lead or a deputy lead. If a child is in immediate danger the police should also be contacted.

Staff members should ensure they are prepared for the referral with clear details of their concern and the child’s name, dob, address and contact details for parents / carers. This information is available on SIMs.

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

Referrals to IPOC can be made by:

Telephone: 020 8871 6622

e-mail: IPOC@wandsworth.gov.uk

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.
Chesterton Primary School and Centre for Children and Families

Designated Members of Staff at Chesterton Primary School are:

Danine Smith (Designated Safeguarding Lead)

Alex Green (Deputy DSL)

Vicky Linke (Deputy DSL)

Isobel Henderson (Deputy DSL for the Centre for Children and Families)
The Trust recognises its responsibilities and duties placed upon it to have arrangements to safeguard and promote the welfare of all pupils in its academies and centres.

Trustees will ensure they comply with their duties under legislation. They will ensure their policies, procedures and training in their academies and centres are effective and comply with the law at all times and take into account the procedures and practices of Wandsworth Safeguarding Children’s Board (WSCB).

The Trustees recognise that all staff, including volunteers and visitors, have a full and active part to play in protecting pupils from harm. Employees of the Trust, in particular, have an important role as they are in a position to identify concerns early, and to prevent them from escalating.

A Trustee of WLT will have a lead responsibility for safeguarding across the Trust.

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

Trustees believe that all academies and centres within the Trust 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. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

The Trust 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.

The academies and centres 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.

Every academy and centre in the Trust must have a designated safeguarding lead (DSL) and deputy safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care. The name of the DSL and other staff with specific safeguarding responsibilities are for this academy/centre is shown on page 7 of this policy.

Each academy and centre will ensure that members of staff are aware of the systems that support safeguarding including the child protection policy, the behaviour policy and the role of the DSL. These will be explained to them as part of their induction process. Staff will be provided with the appropriate training in child protection and safeguarding issues, including Early Help processes, as recommended in statutory guidance.

DSLs and other relevant staff will be released to attend the necessary enhanced training courses. 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. DSLs will also ensure that all staff are provided with Part One of Keeping Children Safe in Education 2018 guidance and assisted to understand and discharge their roles and responsibilities as set out in this policy/guidance.

All members of staff must read this policy carefully and to be aware of their role in these processes. All new members of staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.
Staff working in academies or centres who have been dealing with child protection issues may find the situation stressful or upsetting. The Trust will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.

For staff working in Early Years Settings and the Foundation Stage in its academies and centres the Trust will ensure that formal supervision is provided (see supervision policy).

KEY PRINCIPLES OF WANDEL LEARNING TRUST’S SAFEGUARDING POLICY

The Trust:

Believes that:

- All children have a right to be protected from harm and/or abuse;
- 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 each academy/centre must support 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.

Recognises that:

- Abuse and neglect can be physical, emotional and sexual, are complex issues and are rarely stand alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems;
- Abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child’s cultural and social background when dealing with CP and safeguarding issues. However, we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned;
- Because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse;
- 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;
- The academies/centres may provide the only stability in the lives of children who have been abused or are at risk of harm;
- In order to help all pupils succeed, the academies/centres play an important role in supporting the pupil to be resilient and mentally healthy;
- 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.

Accepts 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.

Knows 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.
Acknowledges 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, 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.

Adheres to:

- The commitment to working in partnership with those who hold parental responsibility for each child.
The aims of WLT’s Safeguarding Policy are to ensure that all its academies and centres operate consistent procedures to identify safeguarding concerns and robust and compliant actions are taken when dealing with them.

Specially, this policy is designed to:

- Raise awareness of all academy/centre staff, Trustees and Local Academy Committee members, volunteers and regular visitors of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse without delay;
- Emphasise the need for good communication between all members of staff in matters relating to child protection;
- Develop a structured procedure that will be followed by all members of the academy/centre community in cases of suspected abuse;
- Provide a systematic means of monitoring pupils known or thought to be at risk of significant harm or where there are ongoing concerns;
- Work openly and in partnership with parents in relation to child protection or safeguarding concerns;
- Support all pupils’ development in ways that will foster security, confidence and independence;
- Promote safe practice and challenge poor and unsafe practice;
- Further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children;
- Ensure that all adults working within WLT academies/centres have been checked as to their suitability to work with children, in line with current guidance;
- 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; and
- Take account of and inform policy in related areas, such as anti-bullying; e-safety; 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.
WHAT STAFF SHOULD LOOK FOR

It is important that all staff are aware of the signs of abuse and neglect, child sexual exploitation, FGM, honour based violence, forced marriage and radicalisation so that they are able to identify cases of children who may be in need of help or protection.

We recognise that knowing what to look for is vital to the early identification of all of the above.

Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Signs, or indicators of children at risk will include but not be limited to a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/ goes missing from care 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.

Wandsworth Local Safeguarding Children’s Board (LSCB) can advise on useful material and sources of advice on the signs of abuse and neglect, child sexual exploitation, FGM, honour based violence, forced marriage and radicalisation.

The Academy’s annual training provides clear information on what to be aware of and is available to all staff.
WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

If staff members have concerns about a child they should raise these with their DSL. This also includes situations of abuse that may involve staff members. The DSL will decide whether to make a referral to children's social care. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment in order to identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional such as a teacher, a special educational needs coordinator, a General Practitioner (GP), a family support worker, and/or a health visitor.

If, at any point, there is a risk of immediate, serious harm to a child the DSL will make a referral to children's social care immediately. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. The Trust recognises that Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
DEFINITIONS

Abuse

Child abuse is taken to refer to any child under 18 years who, through somebody’s actions or failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others (eg via the internet), an adult, adults, another child or children can cause abuse.

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 2.

- **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 (including exclusion from home or abandonment), failing to protect a child from physical harm or danger, ensure adequate supervision (including the use of inadequate care givers) 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 a carer(s) (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.

**Specific Safeguarding Issues can include:**

- Domestic Violence
- Child sexual exploitation (CSE)
- Female Genital Mutilation (FGM)
- Forced marriage
- Children Who Go Missing From Home or Care
- Children Missing From Education
- Violence in the name of Honour
• Radicalisation - Prevent
• Drug abuse
• Faith abuse
• Gangs and Youth Violence
• Gender Based violence/violence against women and girls (VAWG)
• Illness – Fabricated and Induced
• Mental health
• Peer to Peer
• Private fostering
• Radicalisation
• Sexting
• Teenage relationship abuse
• Trafficking

Further details on these issues and related Trust Policies are contained in the Safeguarding Procedures appended to this policy.
Every academy and centre must:

- Report concerns immediately;
- Appoint a designated member of staff/designated safeguarding lead (DSL) who is a member of the academy’s senior leadership team, has received appropriate training and support for this role, in accordance with mandatory requirements;
- Have a deputy DSL.
- Have a minimum of one additional member of staff who will act in the absence of the DSL and has also received appropriate training for this role;
- Ensure designated staff attend training and receive relevant updates every year and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates at least annually;
- Induction and refresher training for staff members will include the school's behaviour policy and procedures for children missing education as well as the staff code of conduct and this CP / safeguarding policy
- The roles of the designated safeguarding leads are explicit in their job descriptions
- Ensure every member of staff, volunteer, visitor, LAC member and Trustee knows the name of the DSL and their role and what the back up arrangements are if the DSL is unavailable;
- 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
- Ensure all staff are familiar with the Trust’s Safeguarding and Child Protection Policy as well as the staff code of conduct and that these documents included in the induction for each new staff member;
- Ensure all staff have the opportunity to discuss general safeguarding queries at meetings;
- Maintain an open door policy and/or hold at least one meeting a week where referrals can be discussed.
- Ensure all staff develop their understanding of signs and indicators of abuse and report any concerns to the DSL but know that they can also refer direct to Children’s Services (Social Services) if needed;
- 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;
- 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;
- Be 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;
- Offer a curriculum that teaches children how to manage online risk.
- Act in accordance with WSCB Thresholds for Intervention guidance when considering referrals to support agencies;
- Ensure all staff are aware that they should raise any concerns about colleagues or other adults with the DSL;
- Ensure all staff know how to respond appropriately to a child who discloses abuse;
- Ensure all parents/carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information in academy prospectuses);
- 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
- Ensure they 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);
- 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
• 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 (see referral form at appendix 5)

• 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, take responsibility for finding out what is happening and keep pressing for action to be taken;

• Keep written records of all concerns, whether or not there is a need to refer the matter immediately, and keep such records securely, separate from the main pupil file, and in locked locations;

• Ensure all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing;

• Ensure all staff members are made aware of the record keeping requirements and how they are expected to record any safeguarding concerns;

• Ensure any volunteers/visitors are given basic safeguarding training and asked to sign appendix 13 to ensure they have understood and will act upon any safeguarding concerns;

• Ensure 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;

• Ensure 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;

• Transfers the records of a child who leaves the academy and is subject to a Child Protection Plan to the new school without delay and in a secure manner which ensures acknowledgement of receipt of the information and that the child’s social worker is informed of the change;

• Ensure that if school staff member is unsure how to proceed in a potential Child Protection situation, or requires advice, this will be appropriately sought via the Education Safeguarding Advisor, a duty manager in IPOCC/MASH or directly from the Safeguarding Standards Service (useful numbers are listed in Appendix 12);

• Ensure safeguarding posters are displayed around the school and centre showing pictures of the designated members of staff.
COMMUNICATION

Every academy and centre must:

- Ensure that all parents/carers 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;
- Ensure pupils, parents and carers are made aware of how the school’s safeguarding system works and with whom they can discuss any concerns;
- Ensure information will also be made available about any local and national telephone helplines.
- In individual cases, ensure parents/carers are notified of the schools’ concerns as soon as possible.

CONFIDENTIALITY

We recognise that matters related to Child Protection are of a confidential nature. The DSL 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.

PROJECT TEAROSE

Project Tearose is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. The Trust has signed up to this agreement. This only applies to Wandsworth residents and does not replace the established pathways for referrals to children’s social care.

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. 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.

EARLY INTERVENTION AND HELP

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

- If appropriate support is not available within school’s own resources, an Early Help Assessment will be completed to identify the child’s needs and enable additional support to be sought from other agencies
- A Team Around the Child will be established where appropriate and a Lead Professional identified
- If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (eg to social care) if the child’s situation does not appear to be improving
- Early Help Assessments will follow the Signs of Safety and Wellbeing model

**CURRICULUM**

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.

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

Every academy and centre will:

- Ensure there is a designated teacher (Danine Smith) 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;
- 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.
• 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 academy.

• Inform the Local Authority if they believe a child is being fostered privately.

• Recognise 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

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

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

CONTEXUAL 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.

ALLEGATIONS AGAINST STAFF

We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. 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. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

• 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.

In this event the Headteacher/Head of School must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. If the allegation is against a Headteacher/Head of School, then the relevant jExec Head must be informed. If the allegation is against a jExec Head the Chair of Trustees must be informed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate.

All staff must recognise the need for absolute confidentiality in these situations.

**CHILDREN WHO ABUSE OTHER CHILDREN**

We recognise that children are capable of abusing their peers. As a Trust 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 academy or centre 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 10).

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)

**POSITIVE HANDLING AND PHYSICAL INTERVENTION**

Staff must be aware of the academy/centre’s policy on positive handling and physical intervention by staff (see related policies). This sets out that only trained staff should only use physical intervention in particular circumstances. XXXX

**TRUSTEE AND LAC MEMBER RESPONSIBILITIES**

Trustees and LAC members 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
• ensure that a member of the Trust Board (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 a Head teacher of any academy in the Trust or one of the joint Executive Heads.
• remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay
APPENDIX 1 – Guidance Documents


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
www.gov.uk/government/publications

Working Together to Safeguard Children 2015
Working Together to Safeguard Children March 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

Children Missing from Home and Care
WSCB procedures, available on WSCB website www.wscb.org.uk

Positive Handling
WSCB guidance, available on WSCB website www.wscb.org.uk

Sexual exploitation
WSCB protocol and guidance, available on WSCB website www.wscb.org.uk

Sexual violence and sexual harassment between children in schools and colleges
DfE statutory guidance issued May 2018
www.gov.uk/government/publications

Domestic Violence – guide for schools
Wandsworth guidance issued June 2012

Thresholds for Intervention – Multi-Agency guidance
Wandsworth Guidance issued 2014, available on WSCB website 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

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
APPENDIX 2
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 3 - DEFINITIONS

Domestic Violence

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 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.

This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial and emotional.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Domestic violence and abuse can affect adults and children within a family setting. The risks to victims of domestic violence and abuse and children are likely to increase significantly when relationships finish and for some time following any break-up. Although both men and women can experience domestic violence and abuse it is much more likely that women and children will be affected in cases of ongoing abuse, with the risk of serious harm and homicide being higher for women than men.

Children who live with domestic violence and abuse are highly likely to be suffering emotional abuse themselves and are likely to be facing many risks, such as: suffering direct physical abuse; injuries being caused when intervening in domestic violence situations; the emotional effects of witnessing domestic violence and abuse; emotional stress and abuse through the overhearing of domestic violence in the home. These risks can cause both short and long term effects on the child’s safety, welfare and development even if the parents are doing their best to protect them.

Child sexual exploitation (CSE)

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.

Staff should be aware that any of the following might indicate FGM:

- Girls being withdrawn from Health; they may be at risk as a result of the parents wishing to keep them uninformed about her body and rights;
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- Parent may take a girl out of the country for a prolonged period to a country where the practice is prevalent;
- A girl may have frequent urinary or menstrual problems; spending longer than usual in the toilet;
- Noticeable behaviour changes, particularly after prolonged absence;
- Reluctance to undergo normal medical examinations;
- Difficulty walking, sitting or standing.

It is important for schools to create an 'open' and supportive environment by:

- Raising awareness about FGM with students and staff; circulating and displaying materials and information about FGM (books, DVDs etc);
- Introducing FGM into the Health curriculum (and other subjects, e.g. Citizenship, PBE, Drama, History, Sociology);
- Ensuring that the designated member of staff with responsibility for safeguarding is well informed of the issues;
- Ensuring that a private telephone is available should students need to seek advice.

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

**Forced marriage**

A Forced Marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

**Children Who Go Missing From Home or Care**

Children who go missing from home or care are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

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

Longer-term risks include:

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

Children Missing From Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority as set out in ‘Missing From Home’ document guidelines (see appendix 10 for further information). 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.

Each academy will place all pupils on an admissions register and an attendance register on the first day on which the school has agreed or they have been notified that the pupil will attend the school. If the pupil fails to attend on the date agreed or notified the academy will notify the relevant local authority to help prevent the pupil going missing from education.

The academy will notify the relevant local authority:
- If a student has been absent for a continuous period of 10 full days without the academy’s permission;
- Within five days when a pupil’s name has been added to the school register;
- When a student is to be deleted from the Academy’s admission register under any of the 15 grounds set out in the Education Pupil Registration England Regulations 2006 as amended, as soon as the grounds for the deletion are met and no longer than the time that which the pupil’s name is deleted from the academy’s admission register.

A pupil can only be deleted from an academy’s admission register if the school and the relevant local authority have failed to establish the pupil’s whereabouts after jointly making reasonable enquiries.

Advice on what constitutes reasonable enquiries is found in the Children Missing Education Guidance. The academy will provide the relevant local authority with the following information when it deletes a student from its admission register:
- The full name of the student
- The full name and address of any parent with whom the student is living
- One telephone contact for the parent with whom the student is living
- The full name and address of the parent with whom the student is going to live and the expected date they will be living at this address from
- The name of the student’s destination school and their expected start date
- The grounds in regulation 8 under which the student is to be deleted from the Academy Admission Register

The academy will notify the relevant local authority if they have been unable to obtain any of the above information from the parent. The Academy will send a CTF (common transfer file) to the pupil’s new school.

Honour based violence

The terms “honour crime” or “honour-based violence” or “izzat” embrace a variety of crimes of violence (mainly, but not exclusively, against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. Honour based violence (HBV) can be present in any community or culture and even though women falls victims to such abuse, males can also be victims. It is often associated where family members or acquaintances mistakenly believe that the individual has brought ‘shame’ to the family/community because they have not conformed to the traditional beliefs of their culture.
Radicalisation - Prevent

The Academy 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 Academy 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 Academy, 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.

Sexual Harassment and Sexual Violence

Each academy will:

- Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- Understand that all of the above can be driven by 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) as described in Part 3 of this advice is important.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO or the named person with oversight for SEN in a college.

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
We recognise that children are capable of abusing their peers. As an academy 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 8)

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 10)
At Chesterton Primary School we use a computerised system for recording concerns called CPOMs. Concerns can also be logged on the form below:

Safeguarding Concern: Incident Report Form

Name of Child: ___________________________  DOB: _________  Class: _______

Date: ________________  Time of day: ________________

Name of adult recording concern: ___________________________

Reason for the concern: (brief statement of the safeguarding issue) *
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

What was happening before and throughout the time the concern was noticed or the disclosure made (e.g. where were you, who else was around, what activity was happening etc.) *
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Signed by referrer: ________________

Concerns referred to: (circle one)

Miss Smith   Miss Green   Miss Linke   Miss Henderson

*Please continue on a separate sheet if you feel that you need to.
To be completed by Miss Smith, Miss Green, Miss Linke, Miss Henderson

Immediate response:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Outcome:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Issues to be followed up (by whom and when?)

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Body Map (to be completed only when necessary)

- Do not complete this form in isolation.
- Attach to safeguarding form
APPENDIX 5 – REPORT FORM TO CHILD PROTECTION CONFERENCE/LOOKED AFTER CHILD REVIEW

School report to Child Protection Conference or Looked After Child review

<table>
<thead>
<tr>
<th>School</th>
<th>Chesterton Primary School</th>
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<tbody>
<tr>
<td>Name of child</td>
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<td>Date of birth</td>
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<td>Year group</td>
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<tr>
<td>Name of classteacher</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>What is working well?</th>
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<tbody>
<tr>
<td>What are we worried about?</td>
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<tr>
<td>What needs to happen?</td>
<td></td>
</tr>
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</table>

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 and bring copies for those attending the meeting.
APPENDIX 6 – SAFEGUARDING/CHILD PROTECTION PROCEDURES

The designated members of staff/LAC member in our academy are:

**Danine Smith** (Designated Safeguarding Lead)

**Alex Green** (Deputy DSL)

**Vicky Linke** (Deputy DSL)

**Isobel Henderson** (Deputy DSL for the Centre for Children and Families)

**Edress Kheir** and **Roger Stephens** are the LAC members with responsibilities for Safeguarding.

All members of staff 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
- Be honest with the pupil and explain what will happen next
- Record the information fully
- Pass on to the designated member of staff (DSL)

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.
ARE YOU WORRIED AND

Need to talk?
ARE YOU CONCERNED
About a child?

Meet the team ready to listen.

Miss Smith
Designated Safeguarding Lead

Miss Green
Deputy Child Protection Officer

Miss Linke
Deputy Child Protection Officer

Miss Henderson
Child Protection Officer for the Children’s Centre

Mr Kheir
Designated Governor for Child Protection

Mr Stephens
Designated Governor for Child Protection

Our Safeguarding Governors are:

Miss Smith should be contacted in the first instance with any child protection or safeguarding concerns. If she is not available contact Miss Green or Miss Linke.
APPENDIX 7 – REFERRAL FLOW CHART

Staff have concerns about a child(1)

Staff discuss with designated safeguarding lead

Referred not required- school takes relevant action, possibly including early help(2) and monitors locally

Referred made if concerns escalate

Designated safeguarding lead makes referral to children’s social care (and calls police if appropriate)

Within one working day social worker makes a decision about the type of response required…

Child in need of immediate protection-referred informed

Section 47(3) enquiries appropriate-referred informed

Section 17(3) enquiries appropriate-referred informed

No formal assessment required-referred informed

Appropriate emergency action taken by social worker, police or NSPCC(4)

Identify child at risk (s47) of significant harm- possible child protection plan(3)

Consider child in need section 17 enquiries

Identify if child in need and offer appropriate support

School considers early help assessment(2), accessing universal services and other support

At all stages staff should keep the child’s circumstances under review and re-refer, if appropriate, to ensure the child circumstances improve- the child’s best interests must always come first
APPENDIX 8 – 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 that 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 academy/centre, 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 (e.g. 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 (e.g. 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
APPENDIX 9 - SAFER RECRUITMENT

Recruitment, selection and pre-employment vetting

All academies and centres operate a safe recruitment policy, which helps deter, reject or identify people who might abuse children. They will ensure they are following the most recent guidance in respect of these issues.

Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training. One member of each interview panel must have completed Safer Recruitment training.

For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in ‘regulated activity’ if as a result of their work they: will be responsible, on a regular basis, in any setting for the care or supervision of children; or will regularly work in a school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor).

A supervised volunteer, who regularly teaches or looks after children, is not in regulated activity. All volunteers must adhere to the Trust’s Volunteers Policy before they enter an academy/centre.

In addition to the DBS checks described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. See the pre-appointments section which follows.

When placing a pupil with an alternative provider the academy continues to be responsible for the safeguarding of that pupil. The academy must obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the academy would otherwise perform in respect of its own staff.

Types of check

Disclosure and Barring Service (DBS checks)

The DBS is responsible for administering three types of checks:

- **Standard**
  A check of the Police National Computer (PNC) records of convictions, cautions, reprimands and warnings.

- **Enhanced**
  A check of the PNC records as above, plus other information held by the police that is considered relevant by the police;
• **Enhanced with barred list information**
  
  For people working in regulated activity with children. This adds checks of the DBS Children's Barred List to the enhanced check. More information is available on the DBS website.

When the DBS has completed its check of an applicant's PNC record and, if appropriate, whether or not he/she is on the barred list, the relevant information will be recorded on a certificate (the DBS certificate) that is sent to the applicant. The applicant must show the DBS certificate to the potential employer before he/she takes up post or as soon as practicable afterwards. If an individual starts work in regulated activity before the DBS certificate is available then the Trust, academy or centre will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

The Trust recognises that that if it has reason to believe that an individual is barred, it will be committing an offence if it allows the individual to carry out any form of regulated activity and it or its those acting on its behalf could face a penalty if a barred individual is convicted of attempting to engage or engaging in such work.

**Secretary of State Prohibition Orders**

Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Teacher Services System Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by NCTL. Pending such consideration, the Secretary of State may issue an interim prohibition order if he considers that it is in the public interest to do so.

**Pre-appointment checks**

The Trust and its academies and centres will ensure that for all new appointments to regulated activities, an offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of pre-employment checks. These must include:

- Verification of a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- Obtaining a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- A check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- Verification of the candidate's mental and physical fitness to carry out their work responsibilities. The applicant will be asked relevant questions about disability and health in order to establish that they have the physical and mental capacity for the specific role;
- Verification of the person's right to work in the UK: this is to include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed using the NCTL Teacher Services System;
- Home Office guidance should be followed on criminal checks for overseas applicants;
- Verification of professional qualifications, as appropriate.

There is no requirement to obtain an enhanced DBS check if, in the three months prior to beginning work in their new appointment, the applicant has worked either in a school in England in a post which brought them into regular contact with children, or in any post in a school since 12 May 2006, or in a college in England in a position which involved the provision of education and regularly caring for, training, supervising or being in sole charge of children or young people under the age of 18. However, a school or college may request an enhanced DBS check with barred list information should there be concerns and bearing in mind the duty schools and colleges are under not to allow a barred person to work in regulated activity. A school or college may not request an enhanced DBS check with barred list check for anyone working in the school or college who is not in regulated activity, but may request an enhanced DBS check without a barred list check.

**Employment history and references**
The Trust, its academies and centres will always ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher a check with the school, college or local authority at which they were most recently employed will be undertaken to confirm details of their employment and their reasons for leaving.

The Trust its academies and centres will always request references directly from the referee and will never rely on open references, for example in the form of 'to whom it may concern' testimonials. These will always be scrutinised before the appointment is confirmed.

Whenever possible, references will be sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

Any information about past disciplinary action or allegations should be considered carefully when assessing the applicant's suitability for the post (including information obtained from the Employer Access Online checks referred to previously).
Single central record
Each academy and centre in the Trust will keep a single central record, covering:

- all staff (including long term supply staff) who work at the academy/centre;
- all others who work in regular contact with children in the school or college, including volunteers;
- all members of its Local Academy Committee or equivalent local governance body;
- all members and trustees of the Academy Trust.

This will include information on what checks have been carried out or certificates obtained, and the date on which the checks were completed, i.e:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person’s right to work in the United Kingdom.

N.B. This will include:

- Individuals who have lived or worked outside the UK, and where appropriate, further checks will be carried out
- Agency staff – we will obtain written notification from agencies that checks have been carried out
- Trainee / student teachers

Single Centre Record information on Members, Trustees and centrally employed Trust staff will be kept at the Trust’s registered address: Chestnut Grove Academy, 45 Chestnut Grove, London SW12 8JZ.

The Trust is aware that it has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Initial Teacher Training (ITT)
Salaried ITT students employed by the Trust must have an enhanced DBS certificate including barred list information. It is the responsibility of the training provider to carry out the necessary checks for fee funded ITT students and to inform the Trust that they have done so. There is no requirement for these to be recorded on the Central Register.
APPENDIX 10

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

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

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

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

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

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

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

**Sexual harassment** is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

• sexual “jokes” or taunting;

• physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  ➢ non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  ➢ sexualised online bullying;
  ➢ unwanted sexual comments and messages, including, on social media; and
  ➢ sexual exploitation; coercion and threats

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

• healthy and respectful relationships;

• what respectful behaviour looks like;

• consent;

• gender roles, stereotyping, equality;

• body confidence and self-esteem;

• prejudiced behaviour;

• that sexual violence and sexual harassment is always wrong; and

• addressing cultures of sexual harassment.

Responding Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any report.
Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement and being supported by other agencies, such as children’s social care and the police as required.

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

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

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

The risk and needs assessment should consider:

• the victim, especially their protection and support;

• the alleged perpetrator; and

• all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

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

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

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

At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children’s social care and any appropriate specialist agencies.
The wishes of the victim in terms of how they want to proceed should be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how things are being taken forward.

APPENDIX 11 - 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 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 12 - 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 academy 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 academy 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. Where reasonably possible the academy will hold more than one emergency contact number for pupils and students.

The academy 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 academy 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 full name and address of the parent with whom the pupil is going to live and the expected date they will be living at this address from
e) The name of the pupil’s destination school and their expected start date
f) 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 academy will also notify the LA within 5 days of adding a pupil’s name to the admission register at a non-standard transition point. The notification will include all the details included in the admissions register. The school will also provide information about pupil admissions at standard transition points if requested to do so by the LA.
In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school must inform the LA of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more.

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

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<th>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</th>
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APPENDIX 13 – ROLE OF DESIGNATED SAFEGUARDING LEAD (DLS)

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

An appropriate, senior member of staff, who is a member of the academy’s leadership team, should hold the role of the DSL.

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

The DSL must have appropriate status and authority within the academy 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

Academy 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 academy day for staff to discuss any safeguarding concerns.

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

Key responsibilities include

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

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

They must also attend Prevent training.

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

Policy and procedures

The DSL should ensure there is a safeguarding policy which is reviewed and updated annually (as a minimum); that the policy and procedures are known to, and understood by, all staff in the academy; that the policy is available to parents and they understand the academy’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/academy in a timely fashion. Confirmation of receipt should be recorded. Safeguarding records should be transferred separately from the main file.

When a receiving academy, the DSL should receive the safeguarding record of a pupil immediately.
APPENDIX 14 – USEFUL CONTACTS

Stella Macaulay
Office
0208 871 7961

Safeguarding In Education Advisor
07775 417475  b’berry
07931 325 665  mobile

IOPC / referral and assessment service
020 8871 6622
(duty SW)

Out of hours duty service
020 8871 6000

Safeguarding Standards Service (manager: Ruth Lacey)
Principal administrator  Jackie Reynolds
020 8871 7208

WSCB development manager  Linde Webber
020 8871 8610

LADO
020 8871 7226

Tony Bird, Deputy manager, safeguarding standards service

Designated Officer  (day to day LADO work)

Chantel Langenhoven
020 8871 7440

Link Social worker  (name and contact to be entered by each academy)

School nurse  (Daniel Cross, 02088126246, CROSS, daniel.cross1@nhs.net)

Police  (schools liaison officers to be entered by each academy)

Wandsworth safety net
0207 801 1777
(for Independent Domestic Abuse advisors)
APPENDIX 15 – NOTICE TO BE PROVIDED TO VISITORS/VOLUNTEERS

Notification of Child Protection Responsibilities for volunteers/agency staff/students or visitors to Chesterton Primary School.

What is Abuse?

The 1989 Children Act states that there are 4 types of abuse, all as serious as one another, being physical abuse, sexual abuse, emotional abuse and neglect.

If you are a regular visitor please familiarise yourself with the Child Protection and Safeguarding policies. Occasional visitors should pay strict adherence to the statement they are asked to read and agree with when signing in.

Any adult working at Chesterton Primary School and Centre for Children and Families has a duty of care to bring to the attention of Danine Smith DSL, Alex Green/ Vicky Linke (DDSL) or Isobel Henderson (Children’s Centre DDSL) any circumstances that arise and cause suspicion of any child being abused or neglected. At no time or under any circumstances should the adult ever intervene in a situation on their own.

Declaration by volunteer/ agency staff/ student/ visitor (delete as appropriate)

   o I hereby certify that I have read carefully and fully understand the above statement and signposted documentation and I am in complete agreement with it.
   o I have read and understood Part 1 of Keeping Children Safe in Education

Name (please print)...........................................................................................................

Signed .................................................... Date ........................................