Child Protection and Safeguarding Policy

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INTRODUCTION

Hall School Wimbledon (HSW) fully recognises its Child Protection responsibilities within the broader context of safeguarding. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child. Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay.

WHO TO CONTACT

Please refer to the procedure and forms in Appendix 2 on page 28 for detailed guidance.

Senior School
If you have a safeguarding concern please contact the following people in this order:

Concern about a child
Bruce Rickards, Designated Safeguarding Lead (DSL)
If absent: Clare Gaye, Deputy DSL
If absent: Jan Healey, Deputy DSL
If absent: MASH (Multi-Agency Safeguarding Hub, Local Safeguarding Children Board)

Concern about a member of staff
Jonathan Hobbs, Principal
If absent: Local Authority Designated Officer (LADO)

Concern about a member of the Senior Management Team
Local Authority Designated Officer (LADO)

Junior School

Concern about a child
Jackie England, Designated Safeguarding Lead (DSL)
(EYFS only: Lisa Scoones, Deputy DSL)
If absent: Deputy DSL Susan Harding
(EYFS only: Jackie England, DSL, or Susan Harding, Deputy DSL)
If absent: Lisa Scoones, Deputy DSL
If absent: Sheila O’Sullivan, Safeguarding Administrator
If absent: MASH (Multi-Agency Safeguarding Hub, Local Safeguarding Children Board)

Concern about a member of staff
Jonathan Hobbs, Principal
If absent: Local Authority Designated Officer (LADO)

Concern about a member of the Senior Management Team
Local Authority Designated Officer (LADO)

Merton:
Telephone: 020 8545 4226 / 020 8545 4227  Out of Hours Duty Service: 020 8770 5000
Email: mash@merton.gov.uk
Local Authority Designated Officer (LADO): Tel 020 8545 3179
Email: lado@merton.gov.uk

Wandsworth:
Email: MASH@wandsworth.gov.uk
Access to the LADO is via MASH ‘Front Door’ in the first instance
LADO Tel: 020 8871 7208   Email: lado@wandsworth.gov.uk
HSW PROCEDURE TO BE FOLLOWED

FLOWCHARTS

HALL SCHOOL WIMBLEDON - Senior School
FLOW CHART FOR RAISING SAFEGUARDING CONCERNS

CONCERN ABOUT A CHILD

Concern put in writing on a Safeguarding concern form

Hand concern form to:
Rev. Bruce Rickards

Designated Safeguarding Lead(s):
Rev. Bruce Rickards
Deputies:
Clare Gaye
Jan Healey

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Discuss

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

In exceptional circumstances, concerns may be referred directly to children’s social care

Monitor

Designated Safeguarding Lead decides to discuss with parents, monitor or refer to social care

Refer

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file.

Decision made to refer the concern to social care

Discuss

The Local Authority Designated Officer for concerns about staff:
0208 545 3179

The Local Authority Designated Officer for concerns about staff:

Contact Details
MASH TEAM:
020 8545 4226
020 8545 4227
0208 8770 5000
(OUT OF HOURS)
mash@merton.gov.uk
HALL SCHOOL WIMBLEDON - Junior School
FLOW CHART FOR RAISING SAFEGUARDING CONCERNS

CONCERN ABOUT A CHILD

Concern put in writing on a Safeguarding concern form

Hand concern form to:
Jackie England

Designated Safeguarding Lead(s):
Jackie England
Deputies:
Susan Harding
Lisa Scoones
Sheila O'Sullivan

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

Decision made to monitor the concern.

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

In exceptional circumstances, concerns may be referred directly to children’s social care

Decision made to discuss the concern informally with the parents/carers

Discuss

Designated Safeguarding Lead decides to discuss with parents, monitor or refer to social care

Monitor

Refer

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file.

Decision made to refer the concern to social care

Designated Safeguarding Lead discusses decision with a Senior Tutor and the Principal and agree to refer to social care

Contact Details
MASH TEAM:
020 8871 6622
020 8871 6000
(OUT OF HOURS)
mash@wandsworth.gov.uk

The Local Authority Designated Officer for concerns about staff:
0208 8871 7208

CONCERN ABOUT A MEMBER OF STAFF

PRINCIPAL

CONCERN ABOUT A MEMBER OF SMT
Safeguarding and promoting the welfare of children is everyone’s responsibility. Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged.

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

Staff members should ensure they are prepared for the referral with clear details of their concern and the child’s name, date of birth, address and contact details for parents or carers. An Early Help assessment is not immediately required in these circumstances but should be provided within 48 hours.

If a member of staff:

- suspects that child abuse is occurring, including suspicion of a child abusing a child
- identifies child abuse.
- is concerned that school practices or the behaviour of others may be putting a child at risk of abuse
- has an incident, complaint or suspicion reported to him/her.

Responding to children

- Immediately stop any other activity to listen. Accept what is being said without showing shock, or disbelief. Try to remain as calm as possible, particularly with the child.

- Do not ask leading questions (it may prejudice the investigation). Do not ‘interview’ the child in detail. You should avoid leading questions that could point the child towards giving a particular answer. Sometimes children make ambiguous statements and you may need to clarify basic information. It is helpful to clarify what, if anything, the child is saying, and then, if appropriate who was involved, as well as when and where did the alleged harm take place.

- Do not give guarantees of confidentiality but give assurances that only those who need to know will be informed; you have a duty to refer. Explain what you have to do next and who you have to talk to.

- Ask the child if they have any questions or concerns.

- All verbal conversations must be recorded in writing. Make a written record of the information on the pink Concern form, where possible in the child’s own words stating when the alleged incident took place, who was present and what was said to have happened. See Appendix 2 for form and a repeat of this HSW guidance. Sign and date the record. Ensure that these original notes are kept.

- Do not feel anxious about completing a form; you should trust your instincts. You have a duty to record and raise concerns which, along with other reports possibly from other members of staff, may help to build a picture of a situation.

  1. The pink Concern Form is completed for any observation or incident that you believe may constitute a safeguarding concern. These should be passed to the DSL, who may be receiving them about the same child from others. The forms become a chronological record of evidence that supports a growing minor concern.

  2. The Overview Grid provides a summary of evidence over time.

  3. The Chronological Log is useful to note the concerns sequentially.
It is important that child protection forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

- Enter all the administrative details neatly in pen, not pencil. DO NOT use initials. Include the name a child is known as, as well as their formal first and second name.

- Include your full name (not initials)

- Make sure the concern or incident is described in detail, when appropriate, use a child's own words

- Don't report what other people have told you - they must complete their own forms

- Only write about one child on each Concern Form (use a separate form for each child)

- Remember that Concern Forms are used in court cases and inquests as primary documents, so they must be complete and accurate.

- Make sure you use a Concern Form to record your concern. Do not use any other form or piece of paper. Writing on the back of other forms can cause confusion and error.

- Please also use a Body Chart form if appropriate.

- Forms are available in the Staff Room or can be downloaded from Principal's Pages. If the website is not accessible, please ask Sheila O’Sullivan for a form to be sent to you.

- Complete a hard copy of the form. Do not email details of the concern. Emails get missed, go to the wrong person and cannot be signed. Email trails may be used as evidence. Confidentiality might be compromised if email systems are insecure.

- The Headmaster/Principal or Deputy Head must countersign each form at each school.

- Completed Concern Forms must be sent to the relevant DSL without delay (List of names on Page 2, and in Appendix 9).

- Please alert the safeguarding team to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better. In all cases, forms should be sent in a sealed envelope addressed to the relevant DSL, marked as Private and Confidential. The DSL must be alerted that a form is being sent to ensure it is safely received, preferably by a non-detailed email (please copy in the Safeguarding Administrator Sheila O’Sullivan), or, where necessary, by text or telephone call.

- Finally, please remember to sign, date and time all forms.

These forms may be applicable to concerns, incidents or observations about staff as well as pupils.

The Designated Safeguarding Leads will use the Chronological Log and Overview Grid, and other forms, for their own use.
Do not make any attempt to investigate the incident but inform the Designated Safeguarding Lead and/or the Headmaster immediately, unless the observation or incident would be a safeguarding concern only if it were repeated.

In exceptional circumstances, 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 the local authority Multi-Agency Safeguarding Hub (MASH) immediately - wherever possible with the support of the designated safeguarding lead or a deputy lead. If a child is in immediate danger the police should also be contacted. Flowchart below. See Page 2 for current contact details (repeated in Appendix 9 CONTACT DETAILS).

If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

If after a referral the child’s situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

The following Action Flowchart from Keeping Children Safe in Education (KCSIE) 2016 illustrates the statutory guidance.
In cases which also involve an allegation of abuse against a staff member, see Annex 4 of this policy (or Part 4 of KCSIE 2016).

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children 2015 provides detailed guidance on the early help process.

Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children 2015.

This could include applying for an Emergency Protection Order (EPO).
Subsequent action taken by the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will decide upon any action needed to ensure the immediate protection of the pupil concerned and any further means of investigation. Please see Appendix 3 for details of the role of the Designated Safeguarding Lead and the procedure followed.

The school will cooperate with all relevant authorities involved and will share all relevant information about the person who is the subject of the allegation and the alleged victim to assist in any further investigation. The DSL will ensure that the member of staff who highlighted the concern receives feedback on what had been done, and how the child is/children are safer as a result, including when the concern related to a member of staff.

Records and Monitoring

Well-kept records are essential to good child protection practice. All incidents relating to child protection must be recorded on the HSW Child Protection safeguarding forms (See Appendix 2: Child Protection Safeguarding forms), together with any accompanying notes. This information must then be given to the Designated Safeguarding Lead, who will ensure that a copy is kept securely in a separate child protection file. The Designated Safeguarding Lead will also ensure that details are given to any other person who needs to know about the particular child under threat, and who might be involved in the monitoring of that child. He will also be responsible for liaising with any other agencies to which a referral might be warranted, and will transfer the record on to a future school, obtaining a receipt from the receiving school. On admission to our school, enquiries are routinely made to a child’s previous school to ensure that any relevant information is relayed to us. The school will also notify the relevant social care if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

Information Sharing

The school will be guided by the seven golden rules for information sharing, (from Information Sharing: Advice for Practitioners March 2015):

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.
Information Sharing Flowchart (from Information Sharing: Advice for Practitioners March 2015):

1. You are asked to share information
   - Is there a clear and legitimate purpose for sharing information?
     - Yes
     - No
       - Does the information enable an individual to be identified?
         - Yes
         - No
           - Is the information confidential?
             - No
             - Yes
               - Do you have consent?
                 - Yes
                 - No
                   - Is there another reason to share information such as to fund a public function or to protect the vital interests of the information subject?
                     - Yes
                     - No
                       - Share information:
                         - Identify how much information to share.
                         - Distinguish fact from opinion.
                         - Ensure that you are giving the right information to the right individual.
                         - Ensure where possible, you are sharing the information securely.
                         - Inform the individual that the information has been shared if they were not aware of this as long as this would not cause or increase risk of harm.
                       - No
                         - Do not share
       - Yes
         - You can share

Record the information sharing decision and your reasons in line with your organisation or local procedures.

If there are concerns that a child is suffering or likely to suffer harm then follow the relevant procedures without delay. Seek advice if unsure what to do at any stage and ensure that the outcome of the discussion is recorded.
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 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 Principal must be informed and the detailed Procedures for Managing Allegations against Staff, detailed in Appendix 4, must be followed.

This will always involve a discussion with Local Authority officers and a referral to the Local Authority Designated Officer (LADO) where appropriate.

If the allegation is against a member of the Senior Management Team it should be reported directly to the designated officer(s) at the local authority (LADO). Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

All staff are expected to recognise the need for absolute confidentiality in these situations.

The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should therefore be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Low Level Concerns about Staff

Where concerns meet the thresholds outlined above, the procedure is clear. However, where a concern falls below the threshold, drawing on academic research and serious case reviews, the school has decided that a mechanism will be introduced whereby concerns are shared with the relevant DSL.

Details of concerns that do not meet the threshold will be retained in a confidential, central safeguarding file, but not on personnel files or for use in references, unless and until guidance provides otherwise. This should encourage a more open and transparent culture; enable the school to identify concerning behavior early; minimize the risk of abuse; and ensure that adults working in the school are clear about professional boundaries and act within them.
POLICY STATEMENT

Hall School Wimbledon (HSW) fully recognises its Child Protection responsibilities within the broader context of safeguarding. The school aims to provide an environment in which there are effective systems for promoting the welfare of all pupils in our care, from school security measures to our wide range of policies, including Health and Safety. This policy provides guidance for all who may come across Child Protection concerns within the context of their interaction with Hall School Wimbledon. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

Safeguarding and promoting the welfare of children is defined as:

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

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

The school will raise child protection and safeguarding concerns with parents or carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes. The school recognises its responsibilities and duties to report child protection concerns to social care services and to assist in child protection enquiries to support children in need.

This policy is written in accordance with the London Child Protection Procedures 2016 (amended 31st March 2017), Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2016 and Safeguarding Handbook: Andrew Hall, Safeguarding in Schools. Other key legislation and documents with which this policy is in line with are listed in Annex 8 and include:

- The Education Acts
- Education (Independent Schools Standards) (England) Regulations 2014
- DBS Code of Practice (Revised November 2015)
- Disqualification under the Childcare Act 2006, Feb 2015
- Childcare (Disqualification) Regulations 2009
- The Counter Terrorism and Security Act 2015

Designated HSW staff have been appointed in each of our settings: Senior School, Junior School and Early Years Foundation Stage (EYFS).

The school ensures that all staff are provided with the appropriate training in child protection and safeguarding issues, including Early Help processes, as recommended. In particular the designated safeguarding leads will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively. The school’s Training Record can be seen in Appendix 6.

Designated leads will also ensure that all staff are provided with Part One of Keeping Children Safe in Education 2016 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.

All staff are aware of their role in these processes, and have signed a declaration to confirm that they have read and understand this policy; Part 1 of the government guidance Keeping Children Safe in Education 2016; and the Code of Conduct for Staff. All staff and children also sign to state their adherence to the safety Acceptable Use (ICT) e-safety Policy which promotes safe social
media use. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

Child protection is taken very seriously, and all staff wear lanyards containing an identity card and an information insert which summarises the referral procedure if they are have a safeguarding concern. All visitors receive an information leaflet, which provides them with all contact details.

AIMS

• To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse

• To emphasise the need for good communication between all members of staff in matters relating to child protection

• To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse

• To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm or where there are ongoing concerns

• To work openly and in partnership with parents in relation to child protection concerns

• To support all pupils’ development in ways that will foster security, confidence and independence

• To promote safe practice and challenge poor and unsafe practice

• To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children

• To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance

• To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages

• To take account of and inform policy in related areas, such as anti-bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; FGM; honour based violence; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

DEFINITIONS

• Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by adults or another child or children

• Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender-based violence / sexual assaults
Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 1.

- **Neglect** is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).

- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

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

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

*Any incident or pattern of incidents of controlling, coercive 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.*

**SPECIFIC SAFEGUARDING ISSUES**

Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary. Useful information can be found in Appendix 8.

The DSLs will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation, Female Genital Mutilation, Illness Fabricated and Induced, Domestic Abuse, Honour based Violence and other issues, understand the indicators and recognise the complexities of these issues for children.

**Child sexual exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants, and/or
(b) for the financial advantage or increased status of the perpetrator or facilitator.
The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

It involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Like all forms of child sexual abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media).
- Can be perpetrated by individuals or groups, males or females, and children or adults.
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- Is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In Child Sexual Exploitation (February 2017) the Government set out its ambitions to support vulnerable children to lead safe and positive lives, and to protect them from child sexual exploitation. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Child sexual exploitation is never the victim’s fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

**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) therefore encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse, regardless of the motivation, and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place are:
• Absence and persistent absence.
• Request for extended leave of absence and failure to return from visits to country of origin.
• Fear about forthcoming school holidays
• Surveillance by siblings or cousins at school.
• Decline in behaviour, engagement, performance or punctuality.
• Poor exam results.
• Being withdrawn from school by those with parental responsibility.
• Not allowed to attend extra-curricular activities
• Prevented from going on to further/higher education

There have been occasions when women have presented with less common warning signs such as cut or shaved hair as a form of punishment for disobeying or perhaps ‘dishonouring’ her family. In some cases, a girl may report that she has been taken to a private practice to be examined to see if she is a virgin. There have been reports of women presenting in the NHS with symptoms associated with poisoning. In certain communities, it is considered important that women undergo female genital mutilation (FGM) before being able to marry – usually this will be performed during childhood, but there have been reports of young girls or young women undergoing FGM just before a forced marriage.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM is discovered, teachers have a specific mandatory reporting duty, detailed below

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

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

It will be rare for teachers to see visual evidence, and they should not be examining pupils. However, if staff have concerns that FGM has taken place they should consider and discuss any case of FGM with the Designated Safeguarding Lead and involve children's social care as appropriate. Staff must personally report to the police, by calling 101, where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

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

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

**Emotionally Based School Refusal:** School Refusal or School Phobia includes young children with relatively mild separation anxiety and more severe cases where a pupil misses weeks or months of school because of debilitating anxiety or depression. Sustained patterns of non-attendance over a period of time can also impact on an individual's opportunity for social interaction with peers, their self-esteem and mental health. As school refusal may have serious long-term social and educational consequences, the problem needs to be addressed promptly and firmly with a team approach that includes, teachers, parents, administrators, support staff and in some cases, specialist medical and counselling practitioners. The school’s procedure can be found within the Attendance Policy.

**Radicalisation**

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

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

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

All staff members are aware of these issues and relevant staff have attended training, as detailed in the Training Record, Appendix 7.

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

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

Schools already have a duty to promote the spiritual, moral, social and cultural development of pupils and, within this, pupils are encouraged to respect specified fundamental British values. Staff are reminded of the school’s legal duty to promote British values within the curriculum, and are instructed to take every opportunity to do so as part of their teaching. Teachers do not promote extremist views, or partisan political views, through their curriculum and/or teaching, and offer
pupils a balanced presentation of views when political issues are brought to their attention, repelling radicalisation. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. Any visiting speakers are suitably and appropriately supervised, in accordance with our Visitor Policy.

Concerns will be discussed with the child’s parents whenever possible and with the Local Authority Prevent co-ordinator. If appropriate, referrals will be made to the Channel process, which has three objectives: to identify individuals at risk of being drawn into violent extremism; to assess the nature and extent of that risk; to develop the most appropriate support for the individuals concerned. This key element of the Prevent strategy adopts the multi-agency approach to protect people at risk from radicalisation, focussing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The school’s Prevent Officers are the Designated Safeguarding Leads. The school risk assessment is attached in Appendix 5. The Risk Assessment has been completed to identify areas of potential risk from radicalisation at the school. The risk in the school is ‘moderate to low’ and the likelihood is ‘low’. All staff and pupils are aware that the promotion of extreme political or religious ideology, whether directly or indirectly, is strictly forbidden at the school. Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding.

Children Who Abuse Other Children

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

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.

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.

We recognise that there are different gender issues that can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Abuse is abuse and it should never be tolerated or passed off as "banter" or "part of growing up". 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 its policies, including Anti-Bullying, Acceptable Use (ICT), Behaviour Management and the Code of Conduct for Pupils; the guidance issued in relation to children who abuse others; and local procedures and make referrals to social care, CAMHS and/or police as appropriate.

Children With Special Educational Needs / Disabilities

- We recognise that children with SEN and/or 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 SEN, can feel confident and able to discuss their concerns.
• 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).

**Looked After Children**

• The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.
• We will ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child’s social worker and any other relevant member Local Authority staff.

**Mental Health And Behaviour**

• In order to help our pupils succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy
• We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support
• We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events
• Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems
• Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (e.g. CAMHS)

**Bullying**

The school’s policy on bullying is set out in our separate Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

**Discrimination**

As detailed in our Equal Opportunities/Anti-prejudicial Policy, the school opposes discrimination against pupils or potential pupils on the basis of the following ‘protected characteristics’, as outlined in the Equality Act 2010: **race**

• race;
• religion or belief;
• gender;
• sexual orientation;
• disability;
• gender reassignment; and
• pregnancy and maternity

**Positive Handling And Physical Intervention**

• Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/ carers.
• Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.
KEY PRINCIPLES

• We believe that all children have a right to be protected from harm and/or abuse

• We recognise that abuse and neglect are complex issues and rarely stand alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems

• We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child’s cultural and social background when dealing with CP issues. However we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.

• We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse

• We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.

• We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.

• We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.

• We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.

• We acknowledge that, although all designated staff have the skills and experience to respond to a variety of situations and issues, there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff who has received enhanced training if this is felt to be appropriate.

• We adhere to the principles of working in partnership with those who hold parental responsibility for each child.

• The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

• The ethos of the school supports open practice, good communication and a safe culture in which children can thrive and learn.

• All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately
ROLES AND RESPONSIBILITIES

The Teacher Standards state that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff have a responsibility to take appropriate action, working with other services as needed, and are aware of systems within the school which support safeguarding.

Staff are advised of national and local guidance, and receive an induction to the school which covers, in particular:

- Part One of ‘Keeping Children Safe in Education’ Department for Education Guidance July 2016 and Annex A
- This Child Protection and Safeguarding Policy
- Staff Code of Conduct (Attached as Appendix 5)
- Acceptable Use (ICT) Policy.
- Whistleblowing Policy
- Health and Safety policies and associated First Aid and Fire procedures, including evacuation procedures
- Equal Opportunities Policies

All staff sign a declaration agreeing to work in accordance with this policy; the Code of Conduct for Staff; and the Acceptable Use Policy, and confirm that they have read and understood Part 1 of ‘Keeping Children Safe in Education’.

Training in child protection and safeguarding is an important part of child protection. Our Training Record is reproduced in Appendix 7. We will ensure all staff attend training and receive relevant updates as necessary. Staff are therefore alert to the signs of abuse, bullying or children at risk of exploitation and radicalisation. Promotion of extreme political or religious ideology, whether directly or indirectly, is strictly forbidden at the school and staff are vigilant for signs of children at risk of being drawn into terrorism. All new and existing staff undertake regular Child Protection, Health and Safety, Child Exploitation and Online Safety training. New and existing staff must read, and sign a declaration to say they understand, the latest version of Part 1 and Annex A of KCSIE; the school’s Safeguarding Policy; and the Code of Conduct staff behaviour policy, which refers to the Whistleblowing Policy. All staff and children also sign to state their adherence to the safety Acceptable Use (ICT) e-safety Policy which promotes safe social media use. The children also adhere to their Code of Conduct for Pupils and Behaviour Management Policy.

Through these mechanisms, staff are made aware of the signs, symptoms and indicators of unsafe practices. They are also reminded that there are legal requirements to take action without delay, including those reporting duties related to staff considered to be unsuitable to work with children and the mandatory obligation for teachers to report to the police where they have discovered signs that Female Genital Mutilation has taken place on a girl under the age of 18.

All staff in our school have signed a declaration confirming that there are no reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including ‘by association’ i.e. they live in the same household as someone (or someone is employed in their household) who has unspent cautions or convictions for a relevant offence. The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.

Our Code of Conduct for Staff aims to ensure that members of staff do not compromise their position of trust in or outside of the school by inappropriate actions. All members of staff, both teaching and non-teaching, are aware of the importance of recognising signs of child abuse and are familiar with the correct procedures for communicating their concerns. 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. They will ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.

**SCHOOL SYSTEMS**

Our school systems are in accordance with those agreed by the local Safeguarding Children Board, the Local Authorities and the Secretary of State. Details of relevant guidance documents are provided in Appendix 8.

We will therefore ensure that

- We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.
- We will ensure designated staff attend training and receive relevant updates every year and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates at least annually.
- Every member of staff or volunteer knows the name of the designated safeguarding leads and their role, their deputies (DSL and DDSLs) and what the back up arrangements are if the DSL is unavailable.
- All staff are familiar with the school's Child Protection and Safeguarding Policy as well as the staff Code of Conduct and these issues are included in the induction for each new staff member.
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to social care if needed.
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place.
- Enquiries will be made to the previous school of any new child to confirm that there were no safeguarding issues.
- We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape safeguarding arrangements and policy.
- We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems.
- When considering referrals to support agencies the school will act in accordance with Wandsworth or Merton Safeguarding Children Board Thresholds for Intervention guidance, which are consistent with the London-wide Continuum of Need thresholds.
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL.
- All staff know how to respond to a child who discloses abuse.
- All parents and/or carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- We will refer any child believed to have suffered or to be likely to suffer significant harm to children’s social care without delay, and will follow up any such referral in writing within 48 hours.
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection case conferences wherever possible and providing reports as a matter of course (sample format attached as Appendix 6). We will contribute to multi – agency assessments of children’s
needs where appropriate and work in a fully integrated way with other relevant services as appropriate.

- If a child’s situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations
- All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.
- All staff members are made aware of the record keeping requirements and how they are expected to record any safeguarding concerns.
- The child’s social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child’s allocated social worker without delay
- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and the child’s social worker informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor, or the link social worker for the school, a duty social worker or directly from the safeguarding standards service. (Contact numbers listed in Appendix 9)

OTHER RELATED POLICIES

This policy has clear links to other policies in our school, in particular to any policies concerned with the protection of all children in the school from various kinds of harm. These policies include:

- Code of Conduct for Staff
- Code of Conduct for Pupils
- Behaviour Management
- Acceptable Use (ICT)
- Whistleblowing
- Anti-bullying
- Equal Opportunities and Anti-prejudicial policy
- Health and Safety
- Missing Children
- Safer Recruitment

MODERN TECHNOLOGY

The school recognises that children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children school staff are vigilant when school computers are being used, as directed in the Code of Conduct for Staff and the Acceptable Use (ICT) policy. The acceptable and unacceptable use of ICT based technology at the school is detailed. It includes policies on staff/pupil relationships and communications between them, specifically through social media. To ensure that they do not compromise their position, these policies clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring.

The school has strict rules governing staff use of mobile phones, contained in the Code of Conduct for Staff:

1. Staff are not permitted to make/receive calls/texts during contact time with children. Emergency contact should be made via the school office.
2. Staff using mobile telephones in non-contact, private time, must do so with consideration for others nearby.
3. Staff should have their phones on silent or switched off and out of sight (e.g. in a drawer, handbag or pocket) during class time. Bluetooth functions should be off.
4. Mobile phones should not be used in a space where children are present (for example, classroom, playground).
5. Use of phones (including receiving/sending texts and emails) should be limited to non-contact time when no children are present e.g. in office areas, staff room, empty classrooms.
6. It is also advised that staff security protect access to functions of their phone.
7. Should there be exceptional circumstances (e.g. acutely sick relative), then staff should make the Principal aware of this and can have their phone in case of having to receive an emergency call.
8. Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings of children, or sharing images. Legitimate recordings and photographs should be captured using school equipment such as cameras and ipads.

Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency. The school’s Anti-Bullying Policy will also be adhered to.

The school is conscious of potential child protection issues and of the need to protect children so that they are not exposed to potential harm, e.g. sexting and radicalisation. The school’s Data Protection Policy also governs the correct use of images.

The school uses Smoothwall internet filtering to ensure that inappropriate material is not accessed. However, to avoid ‘overblocking’, we do not place unreasonable restrictions on what children can be taught with regards to online teaching and safeguarding.

Internet use by pupils and staff is informally monitored and, in due course, an automatic software-driven monitoring programme will be installed for formal monitoring and review of practice.

CURRICULUM INPUT

The school will support the pupil through the following:

- The content of the curriculum.
- The school ethos, The Spirit of the School, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- Liaison with other agencies that support the pupil such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology service, attending case conferences where necessary.
- Providing opportunities for feedback
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

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

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

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

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

Prevention of harm

In addition to maintaining a safe recruitment culture, as detailed in the Recruitment Policy, the school recognises its role in the prevention of harm to its pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

  o Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

  o Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

  o Include in the curriculum opportunities that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

COMMUNICATION WITH PARENTS / CARERS

• We will ensure that all parents are informed that the school has a child protection and safeguarding policy and is required to follow Merton or Wandsworth Safeguarding Children Board guidelines in respect of reporting suspected abuse to Children’s Social Care.

• Pupils and parents will be made aware of how the school’s safeguarding system works and with whom they can discuss any concerns.

• Information will also be made available about any local and national telephone helplines.

• In individual cases, parents will be notified of the schools’ concerns at the earliest appropriate opportunity.

The Child Protection Safeguarding Policy is prominently positioned on the school website and in the specific Parents’ Area.

THE CHILD’S WISHES

Where there is a safeguarding concern the school will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Guarantees of confidentiality cannot be given but we can give assurances that only those who need to know will be informed. Systems will be put in place for children to express their views and give feedback. Ultimately any systems and processes will operate with the best interests of the child at their heart.
CONFIDENTIALITY

Members of staff have access to confidential, personal information in order to undertake their everyday responsibilities. This information must be handled responsibly and sensitively.

It is important to:

- Avoid sharing information casually in conversation or other than on a need-to-know basis
- Avoid holding sensitive discussions about pupils in public areas, such as corridors, dining areas or playgrounds
- Keep notes and records about pupils suitably secure
- Be careful about the kinds of personal information about pupils which are on view in staff rooms, work areas and offices, especially if these areas are used or visited by parents, visitors or contractors
- Ensure you are familiar with your responsibilities under the Data Protection Act 1998 (further guidance is available on the staff intranet)

In areas where confidentiality may be an issue, it is important to remember that it is the welfare and safety of the pupil, which is the key focus.

Children need to be educated that other members of staff may have to pass information on to others in order to help them and keep them safe. In certain circumstances, it may also be the case that pupils themselves receive a disclosure, and should understand the importance of passing such information on, and who to speak to. It is important to reassure pupils, including very young children, that if their personal information is shared it will only be passed on to those who need to know and will not become common knowledge amongst other staff/pupils. This can be brought to the attention of pupils through:

- PSHE
- RS/RE discussions on ethical issues
- Assemblies
- Leaflets and other material telling pupils and parents about pastoral care arrangements
- Discussions with parents

It is essential that staff avoid being pressured into promising that they will keep information ‘secret’ when pupils give them information about changes in their family, their concerns, worries or other possible indications of abuse. The dangers of keeping secrets are that this approach:

- helps perpetuate the cycle of secrecy and concealment which characterises much abusive behaviour
- leads to the child feeling a greater sense of betrayal when material has to be disclosed, again reinforcing a sense that adults cannot be trusted
- will put you into an impossible situation, for example, if the child then discloses evidence of extensive abuse or a situation in which a vulnerable sibling is clearly at risk of significant harm

We recognise that matters related to child protection are of a confidential nature. The designated member of staff / Headmaster / Principal will therefore share detailed information about a child 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.
SAFE RECRUITMENT

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- It is school policy that staff, regardless of their employment start date, have a satisfactory DBS Enhanced level certificate, and are linked to the DBS Update Service. This enables annual checks to be made.
- Appropriate checks (i.e. against lists of prohibitions, sanctions and restrictions) will be carried out on all potential employees and volunteers,
- All references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity
- 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
- At interview, candidates will be asked to account for any gaps in their employment history.
- All relevant staff will sign a declaration confirming that there are no reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence. The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.

Supporting Staff

The school recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and will consider further support for Leads and other staff as appropriate. We will consider what arrangements can be made to provide supervision for designated leads and any other staff members as appropriate.

Reviewing practice

The Child Protection Safeguarding Policy will be reviewed annually. At the conclusion of any case, whether the allegation is substantiated or not, the school will review its procedures and practice to help prevent similar events in the future.

The school operates its safeguarding practice in collaboration with the Local Safeguarding for Children Boards of both Wandsworth and Merton

JMH
May 2017
APPENDIX 1

Recognising Physical Abuse

Guidance re potential signs of abuse from London SCB procedures

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 2

HSW SAFEGUARDING FORMS AND GUIDANCE

Hall School Wimbledon
Child Protection Forms - Guidance

Designated Safeguarding Leads:
  The Downs: Bruce Rickards
  Beavers Holt: Jackie England

Deputy Designated Safeguarding Leads.
  The Downs: Clare Gaye and Jan Healey;
  Beavers Holt: Susan Harding, Lisa Scoones (EYFS) and Sheila O'Sullivan (Safeguarding Administrator)

Introduction

There are two referral forms that require completion by a member of staff who has a concern about a child or member of staff.
(1) The pink Concern Form is completed for any observation or incident that you believe may constitute a safeguarding concern that requires immediate attention.
(2) The blue Incident or Observation Form is completed when a member of staff would consider an observation or incident to be a safeguarding concern, especially if it were repeated. The forms become a chronological record of evidence that supports a growing concern.

The Designated Safeguarding Leads will use the Chronological Log and Overview Grid to record details.

These forms may be applicable to concerns, incidents or observations about staff as well as pupils. In all cases, they should be sent in a sealed envelope addressed to the DSLs, marked as Private and Confidential.

Guidance on completing Concern and Incident Forms

It is important that child protection forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

• Enter all the admin details neatly. DO NOT use initials. Include the name a child is known as, as well as their formal first and second name.

• Include your full name (not initials)

• Make sure the concern or incident is given in detail, when appropriate, use a child's own words

• Don't report what other people have told you - they must complete their own forms

• Only write about one child on each Concern or Incident Form (use a separate form for each child)

• Remember that Concern Forms are used in court cases and inquests as primary documents, so they must be complete and accurate.
• Make sure you use a Concern Form to record your concern. Do not use any other form or piece of paper. Writing on the back of other forms can cause confusion and error.

• All the forms are available in the Staff Room and can be downloaded from Principal’s Pages. If the website is not accessible, please ask Sheila O’Sullivan for a form to be sent to you.

• Complete a hard copy of the form. Do not email details of the concern. Emails get missed, go to the wrong person and cannot be signed. Email trails may be used as evidence. Confidentiality might be compromised if email systems are insecure.

• The Headmaster/Principal or Deputy Head must countersign each form at each school.

• Completed Incident/Observation and Concern Forms must be sent to the DSL without delay.

• Please alert the safeguarding team to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better. In all cases, forms should be sent in a sealed envelope addressed to the DSL, marked as Private and Confidential. The Principal must be alerted that a form is being sent to ensure it is safely received, preferably by a non-detailed email (please copy in the Safeguarding Administrator Sheila O’Sullivan), or, where necessary, by text or telephone call.

• Finally, please remember to sign, date and time all forms.

JMH

2016-17
Hall School Wimbledon  
Child Protection Form  
Concern Form

Please complete this form if you have any concerns about a pupil.  
This form can also be used for concerns about a member of staff.

<table>
<thead>
<tr>
<th>Pupil Name</th>
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<table>
<thead>
<tr>
<th>Concern Day/Date/Time</th>
<th>Year/Class</th>
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| Member(s) of staff noting concern  
(Full name please – no initials) |
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<tr>
<th>Concern (Please describe as fully as possible)</th>
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</table>

Would you like feedback about this concern?  
☐ Yes  ☐ No

Signature .............................................................. Date and Time submitted  ................................

PLEASE PASS ON IMMEDIATELY TO DSL FOR CONCERN ABOUT A CHILD  
OR TO PRINCIPAL FOR CONCERN ABOUT A MEMBER OF STAFF

(DSL/Principal Use Only: Headmaster/Deputy Head Countersignature .............................................. Date ..............)
Please pass this form to the DSL when completed

HSW Body Chart

This chart must be used together with the Concern Form or Incident or Observation Form.
Show clearly the location of your concern and label with a number and a brief description, e.g. 'Burn about 4cm'. On the Concern Form refer to the injury using the same number and description.

Child's Name ____________________________

Observations made by ____________________ Signed ____________________ Date ____________

Once completed attach this body chart to the relevant form
**HSW Chronological Log**

For completion by the Designated Safeguarding Lead

**Child’s Name**…………………………………

<table>
<thead>
<tr>
<th>DATE AND TIME</th>
<th>DETAILS</th>
<th>ACTION REQUIRED AND BY WHOM</th>
<th>ACTION COMPLETED</th>
<th>Name and Signature</th>
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<tbody>
<tr>
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<td>e.g. phone call, conversation, observation, meeting</td>
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Note: For completion by the Designated Safeguarding Lead

Hall School Wimbledon
Child Protection Form
Date Check List

<table>
<thead>
<tr>
<th>Concern (C) / Incident (I) Form Completed</th>
<th>Name: _______________________________</th>
<th>Year Group: ______</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
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<td>August</td>
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</table>

Put a ‘C’ or ‘I’ in the relevant box. Each entry should relate to the submission of either a Concern or Incident form. This helps Designated Staff identify patterns of concern.
APPENDIX 3

Role of the designated safeguarding lead

The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This person should have the appropriate status and authority within the school to carry out the duties of the post, to support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

The designated safeguarding lead is expected to:

Manage referrals

- Refer cases of suspected abuse to the local authority children’s social care as required;
- Support staff who make referrals to local authority children’s social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Provide feedback to those who have raised concerns.

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.
In addition to the formal training set out above, their knowledge and skills should be
refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or
simply taking time to read and digest safeguarding developments) at regular intervals, as
required, but at least annually, to allow them to understand and keep up with any
developments relevant to their role so they:

• Understand the assessment process for providing early help and intervention, for example
through locally agreed common and shared assessment processes such as early help
assessments;
• Have a working knowledge of how local authorities conduct a child protection case
conference and a child protection review conference and be able to attend and contribute to
these effectively when required to do so;
• Ensure each member of staff has access to and understands the school’s or college’s child
protection policy and procedures, especially new and part time staff;
• Are alert to the specific needs of children in need, those with special educational needs and
young carers;
• Are able to keep detailed, accurate, secure written records of concerns and referrals;
• Understand and support the school with regards to the requirements of the Prevent duty
and are able to provide advice and support to staff on protecting children from the risk of
radicalisation;
• Obtain access to resources and attend any relevant or refresher training courses; and
• Encourage a culture of listening to children and taking account of their wishes and feelings,
among all staff, in any measures the school may put in place to protect them.

Raise Awareness

• The designated safeguarding lead should ensure the school or college’s child protection
policies are known, understood and used appropriately;
• Ensure the school or college’s child protection policy is reviewed annually (as a minimum)
and the procedures and implementation are updated and reviewed regularly, and work with
governing bodies or proprietors regarding this;
• Ensure the child protection policy is available publicly and parents are aware of the fact that
referrals about suspected abuse or neglect may be made and the role of the school in this;
and
• Link with the local LSCB to make sure staff are aware of training opportunities and the
latest local policies on safeguarding.

Child protection file

• Where children leave the school ensure their child protection file is transferred to the new
school as soon as possible. This should be transferred separately from the main pupil file,
ensuring secure transit and confirmation of receipt should be obtained.

Availability

• During term time the designated safeguarding lead (or a deputy) should always be
available (during school hours) for staff in the school to discuss any safeguarding concerns.
Whilst generally speaking the designated safeguarding lead (or deputy) would be expected
to be available in person, it is a matter for individual schools and colleges, working with the
designated safeguarding lead, to define what “available” means and whether in exceptional
circumstances availability via phone and or Skype or other such mediums is acceptable.
• It is a matter for individual schools and colleges and the designated safeguarding lead to
arrange adequate and appropriate cover arrangements for any out of hours/out of term
activities.
Specific Role of the HSW Designated Safeguarding Lead

The **Designated Safeguarding Lead (DSL)** is the senior member of staff designated to take lead responsibility for child protection at the school, and to support all other staff in dealing with any child protection concerns that arise. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

Key aspects of the role include:

1. Making sure that all staff are aware of how to raise safeguarding concerns
2. Maintain **detailed, accurate, secure written** records of concerns and referrals
3. Ensuring that all staff understand the symptoms of child abuse and neglect
4. Referring any concerns to social care
5. Monitoring children who are the subject of child protection plans
6. Maintaining accurate and secure child protection records
7. Ensuring that all staff adhere to the school’s safeguarding policy and procedures
8. Promoting a safe environment

The broad areas of responsibility for the DSL are:

**Managing referrals**

The DSL is expected to:

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies. Act as a source of support, advice and expertise for staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Refer all cases of suspected abuse to the local authority children’s social care (MASH, LSCP);
- Refer all cases where a person is dismissed or has left due to risk/harm to a child, to the Disclosure and Barring Service;
- Refer all cases where a crime may have been committed to the Police;
- Liaise with the Principal to inform him of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;

**Training**

From May 2017, DSL and Deputy DSL staff will have available telephone advice and support, and will receive visits from a safeguarding consultant, initially every half term and thereafter, every term, from safeguarding consultants Dialogue Ltd. This provision will be reviewed each year.

The DSL should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep **detailed, accurate, secure written** records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
In addition to the formal training, the DSL should update her/his knowledge at regular intervals and at least annually, in order to keep up with any developments relevant to their role. The DSL is also responsible for organising staff safeguarding training, delivering the training where appropriate, and keeping accurate records of all training undertaken.

**Raising Awareness**
The DSL should ensure that the school’s policies are known and used appropriately:

- Ensure that the school’s Safeguarding and Child Protection Policy and Safeguarding Procedures (as reviewed at least annually) are customised with appropriate names and contact details; and that implementation is reviewed regularly. Work with the SMT to ensure that documentation and procedures are reviewed in an annual audit
- Ensure that the Safeguarding and Child Protection Policy is available publicly on the school’s website, and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Ensure that staff are kept informed of changes to the Safeguarding and Child Protection Policy and to the Safeguarding Procedures and to other relevant legislation and guidance, in particular *Keeping Children Safe in Education*
- Link with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

The DSL is also responsible for ensuring information relating to safeguarding concerns is sought from any feeder schools and, where children leave the school, ensuring their child protection file, is transferred to the new school, as soon as possible. This should be transferred separately from the main pupil file, via secure transit, and confirmation of receipt should be obtained.

**Preventing radicalisation**

- In accordance with the *Prevent duty*, the DSL has the following responsibilities: Act as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the *Prevent Duty*
- Co-ordinate *Prevent* Duty procedures in the School
- Undergo appropriate training on the *Prevent* Duty, such as the Home Office 'Workshop to Raise Awareness of Prevent' (*WRAP*) training
- Undergo appropriate training on the Channel programme
- Assess the training needs of all school staff in relation to the *Prevent* Duty, and implement and maintain an on-going training programme for staff including induction training for all newly appointed staff and volunteers; keeping records of such staff training
- Monitor the keeping, confidentiality and storage of records in relation to the *Prevent* Duty
- Liaise with local *Prevent* co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstances relating to the *Prevent* Duty.

**Specific Role of the HSW Designated Safeguarding Lead**

The **Deputy Designated Safeguarding Lead** is the member of staff designated to deputise for the DSL in child protection matters at the school. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Deputy DSL’s role may encompass two dimensions:

1. Deputise for the DSL in the latter’s absence, covering all areas of responsibility described in the DSL Role
2. Lead on child protection responsibilities within a defined section of the school.

The Deputy DSL must be trained to the same standard as the DSL.
APPENDIX 4

Managing Allegations of Abuse against Staff

Introduction

All staff understand that if they receive an allegation against another member of staff, or they have concerns about the behaviour of another member of staff, the matter should be reported immediately to the Principal. The Principal should not speak to the member of staff who is the subject of the allegation at this point.

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out below, or may do so without warranting consideration of either a police investigation or enquiries by local authority children’s social care services. In these cases, local arrangements should be followed to resolve cases without delay.

It is essential that any allegation of abuse made against a member of staff, students on placement or volunteers, in our setting is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Thus, the procedures outlined in this policy will be followed alongside the school's complaints procedure policy.

It is our policy that all allegations will be reported straight away, to the Principal who becomes the ‘case manager’. Some rare allegations will be so serious they require immediate intervention by children’s social care services and/or police. The local authority designated officer should be informed of all allegations that come to the school’s attention and appear to meet the criteria so they can consult police and children’s social care services as appropriate.

Where a safeguarding-related allegation or cause for concern is made against the Designated Safeguarding Lead or the Headmaster, the following should apply: Such allegations should be reported directly to the designated officer at the local authority (still known as the LADO in Wandsworth and Merton). Staff may consider discussing any concerns with the school’s designated safeguarding lead and make any referral via them.

Purpose

This policy will be adopted in respect of allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. The School's complaints procedure will be followed alongside this policy. This policy will be used in respect of all cases in which it is alleged that a member of staff (including a volunteer, student) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. This will include cases of verbal abuse.

There may be up to 3 strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children’s social care about whether a child is in need of protection or in need of services;
- consideration by the School of disciplinary action in respect of the individual.
Procedure when receiving an allegation of abuse against staff

Responding to an allegation or a complaint, the person who receives the information regarding the allegation will not question the child or investigate the matter any further. That person will

1. Treat the matter seriously, avoid asking leading questions, communicate with the child in a manner appropriate to the child’s understanding and communication style.

2. Make a written record of the information, where possible in the child’s own words stating when the alleged incident took place, who was present and what was said to have happened

3. Sign and date the record.

4. Report the matter immediately to the Principal.

Initial action by the school Designated Lead

The Principal will not investigate the matter by interviewing the accused, the child making the allegation or any of the potential witnesses. He will

1. Countersign and date the written details provided of the allegation.

2. Record any other information about times, dates and location of any incident and the names of any potential witnesses.

If the allegation meets any of the criteria outlined above, the Principal will approach the local authority. This will always involve a discussion with local authority officers and a referral to the local authority Designated Officer (LADO) where appropriate. Referral to the LADO will not be delayed in order to gather any further information.

The initial sharing of information and evaluation may lead to a decision that no further action (i.e. suspension) is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the local authority designated officer, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the local authority designated officer what action should follow both in respect of the individual and those who made the initial allegation.

Informing accused person/Suspension

The case manager should inform the accused person about the allegation as soon as possible after consulting the local authority designated officer. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children’s social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with statutory guidance. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour, under s.93 of the Education and Inspections Act 2006 and Use of Reasonable Force in Schools 2013.
Supporting those involved

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children’s social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. For staff in maintained schools and colleges, that may include support via the local authority occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children’s social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children’s social care services, or the police as appropriate, should consider what support the child or children involved may need.

Suspension

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher’s family, those concerns should be reported to the designated officer(s) or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the designated officer(s). In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL’s investigation.
The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the designated officer(s), police and children’s social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the local authority designated officer. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children’s social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the proprietor of the school, or governing bodies of the school who are the employers of staff at the school or college. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children’s social care services and/or an investigation by the police, the designated officer(s) should canvass police and children’s social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

**Information sharing**

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable
the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children’s social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain absolute confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraph 164). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice. Legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

The case manager should take advice from the local authority designated officer, police and children’s social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Outcomes

If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take account of the fact that school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour, under s.93 of the Education and Inspections Act 2006 and Use of Reasonable Force in Schools 2013

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated**: there is sufficient evidence to prove the allegation;
- **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False**: there is sufficient evidence to disprove the allegation;
- **Unsubstantiated**: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
The additional definition of ‘unfounded’ can be used to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances.

In cases where a formal strategy discussion is not considered appropriate because the threshold of "significant harm" is not reached, but a police investigation might be needed, the Principal will consult with the Designated Officer, police and any other agencies involved with the child to evaluate the allegation and decide how it should be dealt with.

The police will be consulted about any case in which a criminal offence may have been committed.

The local authority designated officer and the Principal may conclude that the complaint or allegation is such that it is clear that an investigation by police and/or enquiries by social care is not necessary. In these circumstances the school will be guided by the local authority designated officer as to the most appropriate action. The options open to the school depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal.

**Timescales**

It is in everyone’s interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days. and subsequent procedures, as outlined in the Grievance and Disciplinary Procedure will be followed.

If, on conclusion of the case, it is decided that the person can return to work, the Principal will consider how best to facilitate the return and provide relevant support to the staff member and consider how to best manage the person’s contact with the child who made the allegation. The parents/carers of the child will be kept fully informed of any decisions/action taken by the Management Committee.

**Resignations and "Compromise Agreements"**

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school would not be complying with its legal duty to make the referral.
It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

‘Settlement agreements’ (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Furthermore, it will not override the statutory duty to make a referral to the DBS (and NCTL, if appropriate) for consideration where circumstances require that.

Where we cease to use the services of any person (staff member (including agency staff), peripatetic teacher, volunteer or any other person) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with our legal duty. In cases involving teaching staff, the School will also decide whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching. Where required to do so, we will provide information requested by the DBS or NCTL in respect of a member of staff or volunteer in accordance with our legal duty.

**Record Keeping**

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

**Oversight and monitoring**

The local authority designated officer has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The designated officer(s) will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.
On conclusion of a case

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the designated officer(s) should discuss with the case manager and their personnel adviser whether the school will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching. **Employers are legally required to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.**

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school or college.

**In respect of malicious or unsubstantiated allegations**

If an allegation is determined to be unsubstantiated or malicious, the local authority designated officers should refer the matter to the children’s social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

**References**

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. **A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference**

**Action on Conclusion of a Case**

If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the Principal will determine with the Designated Officer whether a referral to the DBS is required, or advisable. The school must report to the DBS, any person (whether employed, contracted or a volunteer) whose services are no longer used because he or she is considered unsuitable to work with children. This report will be made within one month of the decision to cease using the services of that person.

In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work the school will consider how best to facilitate that. We appreciate that most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to
provide assistance and support in the short term may be appropriate. The school will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the school.

**Learning lessons**

At the conclusion of a case in which an allegation is substantiated, the local authority designated officer should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school or college’s procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officers(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

**Low Level Concerns about Staff**

Where concerns meet the thresholds outlined in this Appendix, the procedure is clear. However, where a concern falls below the threshold, drawing on academic research and serious case reviews, the school has decided that we will introduce a mechanism whereby concerns are shared with the relevant DSL. Details of concerns that do not meet the threshold will be retained in a confidential, central safeguarding file, but not on personnel files or for use in references, unless and until guidance provides otherwise. This should encourage a more open and transparent culture; enable the school to identify concerning behavior early; minimise the risk of abuse; and ensure that adults working in the school are clear about professional boundaries and act within them.
APPENDIX 5

Code of Conduct for all Staff
Includes all volunteers and peripatetic teachers

The purpose of this Code of Conduct is to define in detail the manner in which members of staff should carry out all aspects of their work at Hall School Wimbledon (HSW). HSW has very specific and clearly defined principles and staff must believe in, adhere to and promote these principles.

This Code does not supersede the school policies, which you should always refer to for clarification.

This document defines a code of conduct between a member of staff and

1. Children
2. Colleagues
3. Headmaster
4. Parents
5. Visitors
6. General Public

Individually the following standards are expected of a member of staff.

Each member of staff must:

• attend on time and for all those hours for which they are paid.
• always be smartly dressed (jeans may not be worn and trainers only with tracksuit).
• promote the interests of their pupils and their school.
• not drink or eat in the classroom.
• not use a mobile telephone during contact hours and never use a mobile telephone to photograph children, under any circumstances (See Personal Mobile Telephones – Staff and Visitors – Annex 2)
• not at any stage leave their class unattended.
• in any of their dealings with their pupils, consider first safety, second happiness. Please see Annex 1 Health and Safety Code of Safe Conduct.
• adhere to the Code of Manners. While certain aspects of table and other manners might be disputed, staff are expected to observe the particular code which this school happens to follow.
• in every aspect of their appearance and behaviour, set an extremely high standard. Examples of what may be considered to be misconduct are contained in the Behaviour Management Policy
• report, to the Designated Safeguarding Lead, any concerns regarding the possible abuse of a child (including neglect, physical, emotional and sexual abuse) and make an accurate, detailed record of these concerns. Please adhere to the procedure outlined in the school’s current Child Protection and Safeguarding Policy.
• report, to the Principal, any safeguarding concerns relating to a member of staff; or to the relevant LADO, any safeguarding concerns relating to a member of the Senior Management Team.
• comply with all school policies and procedures, such as Equal Opportunities and Anti-Bullying policies, and all contract clauses. All staff should be aware that the promotion of extreme political or religious ideology, whether directly or indirectly, is forbidden.

Staff must devote the whole of their time, attention and abilities during their hours of work for the School to their duties for the School. You may not under any circumstances whether directly or indirectly undertake any other employment of whatever kind during your normal hours of work for the School. This includes, examination marking, peripatetic music lessons and private tutoring.
They may not, without the prior written consent of the Headmaster or Principal (which will not be unreasonably withheld) engage, whether directly or indirectly, in any business or employment outside their normal hours of work for the School.

A. Children

The sole purpose of HSW is to provide an excellent education for its pupils. The school has no other purpose and in all matters the children must always be considered first. Staff should also realise that we are actually rendering a service to parents who pay fees to send their children to this school. Staff act in 'loco parentis' and must care for their pupils as if they were their own children.

1. Children must be treated courteously at all times. Staff must consider the dignity of the child and never seek to humiliate or demoralise him/her. Children should be addressed by their first name.

2. Staff may not punish children. They must apply the sanctions as detailed in the Behaviour Management Policy. Children will err either by misbehaviour or by omission. This school accepts that school itself and the disciplines involved are strange and sometimes uncomfortable for children. A child will err through misjudgement or through lack of experience. We believe that a child will only very rarely misbehave wilfully. The purpose of discipline is to secure a settled, cooperative environment in which learning is possible. It is not to secure peace and quiet and an easy life for the teacher.

   a. Initially, control will be established through the natural authority of the teacher, wholly supported by the school. Thereafter, any mistakes made by a child should result in the child being told off, the consequences of any action explained, an apology given and an undertaking by the child not to repeat his error. Further episodes of poor behaviour should then be referred to the relevant senior member of staff who will repeat this process. In the last resort, the child should be taken to the Headmaster or Principal.

   b. Children may not be hit, be put off any school activity, be insulted or be put in the corner. A child may be deprived of the company of his class by standing outside provided this is controlled and safe. Ultimately, a child can be separated from his class with the permission of the Headmaster or Principal. A child should accept discipline with good grace and should not sulk.

   c. It goes without saying that any misbehaviour should be reported to the parent at time of collection or later in writing.

   d. Any issues relating to behaviour must always be explained to the children in terms of the society and environment of the school. They should behave because it is social to do so. They should work hard because that is the culture of the school. No aspect of the school’s discipline should unreasonably spoil or hinder a child’s enthusiasm and happiness.
3. Staff must ensure that good English is spoken at all times by the children. Any and all errors must be corrected. In this regard the following expressions must not be used.
   • Like [when used without meaning] as a pause in conversation.
   • There you go instead use: Here you are
   • There was this man instead use: There was a man
   • Toilet instead use: Lavatory
   • Yeah instead use: Yes
   • Yeah Miss Jones instead use: Yes Miss Jones
   • Mum, Dad instead use: Mother, Father
   • Ginormous, humungous etc.
   • In the olden days instead use: In the past
   • Sort of/um………..to name but a few!

4. Staff must encourage courtesy and consideration at all times.

5. Staff should not criticise a child’s parents nor relay messages to the parents via the child.

6. At no stage should a child go out of his teacher’s sight unless it is within the school premises to visit the lavatory.

7. Staff should not create any false ogres. Most particularly they must not frighten or intimidate a child about examinations. It is the policy of the school that good teaching and proper, timely preparation should take the place of any panic or trepidation about exams.

8. Staff should not accept any casual language, any swearing or blasphemy from the children nor at any stage should staff set a bad example in this regard.

9. No child must derive an impression that he is disliked. Children must be treated with absolute equality. This does not exclude the possibility of honest and enthusiastic reaction to some example of excellence.

10. **Safeguarding Children:** The School has the following expectations of all staff with regard to the treatment of children, as referred to in the school’s current Child Protection Safeguarding Policy.
    a. Treat all children and young people with respect
    b. Provide an example of good conduct that you wish others to follow
    c. Ensure that whenever possible there is more than one adult present during activities with children and young people, or at least that you are within sight or hearing of others
    d. Alert a colleague if it is strictly necessary to speak to a child on their own. This should not be a secluded area of the school, and you should ensure visual access and/or an open door.
    e. A ‘no touch’ approach is impractical for some staff and may be appropriate in some circumstances. When physical contact is made, this should be in response to a pupil’s needs at the time, of limited duration and appropriate given their age, gender, stage of development, ethnicity and background.
    f. Be aware that physical contact with a child or young person may be misinterpreted.
    g. Adults should never touch a child in such a way that could be considered indecent, nor indulge in horseplay, tickling or play fighting.
    h. If you intervene in a fight to prevent harm, you should use the minimum force possible. Avoid contact with bare skin, or any areas that could be considered erogenous.
    i. If physical contact is necessary (e.g. to demonstrate a piece of equipment or a racket stroke) the pupil should be asked in advance, and if they say ‘no’ or indicate discomfort this must be respected.
    j. Recognise that special caution is required in moments when you are discussing sensitive issues with children or young people. You may wish to take guidance from a senior member of staff in these situations.
k. Any sexual behaviour by a member of staff with or towards a child is inappropriate and illegal. It is a criminal offence for any person in a position of trust to engage in sexual activity with a child under 18.
l. Staff must be vigilant when children are using the school’s computers. Under no circumstances should adults or children in schools access inappropriate or indecent images. Please also adhere to the school’s Acceptable Use Policy in this regard.
m. Mobile ‘phones must not be used to take images of pupils under any circumstances. If specifically asked to take photographs of sporting events or off-site activities, teachers must use a school camera. Please also adhere to the school’s Acceptable Use Policy in this regard.
n. Staff must not use their mobile ‘phones during pupil contact time. ‘Phones must be switched off or on silent and out of sight during contact time. Bluetooth must be switched off.
o. If you think a pupil may be infatuated with you, speak to a senior colleague as soon as possible so that appropriate action can be taken.
p. Respect a child’s right to personal privacy. If a child requires assistance with intimate care (e.g. help with toileting) staff should ensure another appropriate adult is in the vicinity and is aware of the task to be undertaken.
q. Confidential information about a child should never be disclosed without good reason, or used to intimidate or embarrass the pupil.
r. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Underwear must not be visible.
s. Staff should not accept gifts from children or parents. Occasionally children or parents may give tokens of appreciation (for example at Christmas). These may be accepted if they are not of significant value.
t. Staff should not establish social contact with any pupil, or seek to. This includes not giving out personal details such as address, phone number or email. Mobile phone or electronic communications, including any contact through social media, with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring.
u. Babysitting for a child at the school is discouraged.
v. Wherever possible, transport should not be undertaken in private vehicles. Children may be transported in a teacher’s car with that child’s parent’s permission. The child must travel in the rear seat. Where possible, a minimum of two children should be transported together. Please refer to the policy Volunteers – Transport.
w. Staff should challenge unacceptable behaviour by another member of staff and bring this to the immediate attention of the Principal.
x. Staff should feel able to raise concerns about any suspected wrongdoing or dangers at work. These referrals should be made to the Principal. Alternatively, an appropriate Whistleblowing Policy is in place for such concerns to be raised. If a staff member feels unable to raise the issue with the Principal or feels that their genuine concerns are not being addressed, other members of the Senior Management Team or a senior member of staff should be approached. (The Policy also provides information on independent whistleblowing channels.)
y. In the event that a member of staff has received an allegation or has child protection concerns involving another member of staff, such allegations must be reported straight away to the Principal, who becomes the ‘case manager’. When concerning a member of general staff, the school is obliged to refer the allegation to the Local Authority Designated Officer (LADO). Some rare allegations will be so serious they require immediate intervention by children’s social care services and/or police. The Designated Safeguarding Lead will make such referrals.
z. In cases where the Principal is absent or he or a member of the Senior Management Team is the subject of the allegation or concern, the allegation should be reported to the local authority (LADO). Please also refer to Appendix 4 of the school’s Child Protection and Safeguarding Policy for the full procedure.
9. As stated in the Code of Conduct for the children, staff have the responsibility -

- to give pupils the opportunity to succeed
- to plan and deliver appropriate lessons
- to provide adequate equipment
- to ensure material and progression are appropriate
- to provide age and level appropriate lessons
- to be punctual to lessons
- to provide a safe, stimulating and orderly environment for learning. To ensure ‘emotional’ safety for pupils to contribute and build confidence
- to monitor pupil progress, mark work regularly and provide feedback to let pupils know how they are doing
- to challenge and stretch pupils, to be responsible for the whole well-being of pupils and enable them to fulfil their full potential
- to prepare pupils for examinations
- to respect pupils and treat them with politeness and consideration
- to listen to pupils’ problems and allow them to express their points of view
- to be consistent in discipline
- to reward and praise good work and behaviour
- to apply sanctions properly and carry out threats
- to be fair and explain reasons for actions
- to support and enforce rules even if they don’t agree with them
- to liaise with parents as appropriate, following consultation with the relevant senior member of staff
- to support other staff members
- to be aware of school policies and procedures and implement them
- to act in a professional way and lead by example and most especially by attitude and conduct to provide good role models for pupils
- to apologise and admit when in the wrong
- to promote equal opportunities and challenge racist/sexist remarks and behaviour.

Classroom Rights

Pupils have the right in lessons to -

- well prepared lessons that challenge them to work to their best ability
- have Flints and other work set regularly, which is achievable within the time available
- lessons free from disruption by other pupils
- ask for help and receive it
B. Colleagues

It is highly desirable that cordial relations should pertain amongst staff.

1. Staff must be loyal to their colleagues when talking to the children or staff.
2. Staff should not enter conspiratorial huddles anywhere on the school premises. It is expected that staff should be honest, friendly, open and courteous to each other at all times.
3. Staff must not correct colleagues or imply criticism in front of the children.
4. During lessons or when on duty at lunch or break time, staff must be present and vigilant and must not be distracted by talking to colleagues other than very briefly and in relation to that period of responsibility.
5. Staff should be sensitive to the possibility of colleagues doing more than their fair share of tasks. The spirit of the school is to ‘muck in’ and share work equally.
6. The administration staff are accountable only to the Headmaster and Principal and may not accept tasks or instruction from other staff. It is the intention to always keep staff properly informed but this will usually be on a ‘Need to Know’ basis. The administration staff should not be discomfited by being asked questions that they are uncertain whether they should or should not answer.
7. Staff must take great care not to confuse the emotions of their pupils.
8. At the end of each day children should shake hands with their class teacher and any other teacher in the immediate vicinity. It is the duty of the teacher to clear the air of any disagreement that might have occurred during the day.

C. Parents

This school has an often-stated policy of free and full communication between school and parents. This is in part because it assists the process of education but also because as fee payers parents have a right to full and free information about their child’s performance. It is also the case that the school has established a relaxed and informal working relationship with parents. Surprisingly, this policy of openness requires significantly more subtlety than otherwise. The presumption must always be a slightly adapted version of ‘the customer is always right’. This could be adapted for our purposes to ‘the customer always has a right to make a comment which must be courteously and rapidly dealt with’. On those occasions when a teacher might feel that something is entirely the matter for his/her professional judgement and, further, that a parent is wrong, then great diplomacy and tact are required.

1. Staff must always be cheerful and friendly towards parents. On an occasion when a parent is interrupting a lesson, or delaying the start the teacher should firmly and courteously say when a matter might be discussed.
2. A member of staff must at no time say anything to a parent about the running of the school or some incident at school that might reflect badly or be misunderstood.
3. A member of staff must never relay a domestic mishap that does not concern their child (discipline problem, exam failure) to a parent. A parent only has a right to know about his/her child and not to know anything concerning another child.
4. The school would never seek to deceive a parent about any issue that might have a bearing on their child’s school experience. However, certain areas are more sensitive than others and presentation of an issue is important e.g. management of a parent’s ambition for their child. Equally, certain things cannot adequately be discussed in casual conversation.
5. In discussing a child, a teacher must never give a view as to a child’s chances for a particular Public School. Such views may only be given in formal conversation between parents and Senior Managers. Teachers must also avoid any comment that implies any ceiling in a child’s future possibilities. It is impossible to foreclose any option or possibility. Until the very last moment a child is the responsibility of a teacher, that teacher’s presumption should always be that any child is potentially an Olympic athlete, a Shakespeare or an Einstein. The school acknowledges the phenomenon of the late developer.
6. Staff must ignore any critical comments about other parents, colleagues or the school. He or she should give no indication of agreeing with such comments. If appropriate, comments about the school and colleagues should be actively refuted. A teacher might quite properly say “I'm sorry would you mind discussing that with the Headmaster or Principal”.

7. Staff should not make hurtful or careless criticism of the home environment of parents, nor should they patronise parents.

D. Visitors

The school’s Visitor Policy should be adhered to in full. Any stranger on school premises should be stopped. He or she should be asked if they would like assistance. Casual passers-by should be escorted to the school office or seen off the premises. Those requiring information should likewise be taken to the School Office. Official visitors will be escorted by a member of staff.

1. Staff should greet visitors, introduce themselves and if appropriate the children in their lesson. The children are not required to stand up or greet the visitors. The lesson should continue as soon as possible.
2. Staff should communicate their enthusiasm for the school and be prepared to talk about it and answer questions.
3. If a visitor is a guest at lunch the teacher should ensure that the guest is being properly entertained.
4. On no account should a teacher tell a child off in front of a visitor or do anything that might cause embarrassment.
5. If a guest looks at a loss at the end of a visit, a member of staff must be assigned to that guest who should then be taken to the person coordinating the visit or to the school’s Reception office.
6. Staff must show some sensitivity to the location of the guests so that they are never in sight of apparent chaos.

E. General Public

When the school is outside the school building it is on show and standards of behaviour must be exemplary. Children must walk in pairs, in lines and with every consideration for other pedestrians. In the event that a member of the public should criticise the children then an apology must be readily given; conversely, a compliment should be gratefully received. Members of the public may not photograph the children.
Annex 1

HEALTH AND SAFETY CODE OF SAFE CONDUCT

This list is not exhaustive and does not have greater precedence than the school’s Health and Safety policy.

Staff are expected to

- Conform to the Health and Safety at Work policy, all health and safety rules and signs, fire precautions and emergency procedures.
- Report any matters that might put at risk pupils, parents, staff or visitors.
- Ensure that they understand and follow the safe operation of their duties; ask if they do not understand any aspect of these.
- Report all accidents, near misses, potential hazards and damage immediately.
- In the event that personal protective equipment or clothing are provided, they must be used and properly looked after.
- Not to interfere with or misuse anything provided for the health and safety of employees.
- Not to act in a way that could endanger themselves or others; they should not play practical jokes.
- Not to run, especially on stairs or steps. Use handrails; never read while walking.
- Keep work areas tidy and clear of obstructions; do not to leave things lying around.
- Clean up any spilt liquids, tracked in rain etc. immediately.
- In the event of being called upon to handle bulky or heavy objects, only lift or move what they can easily manage; always bend knees and keep backs straight – take the stress in legs, not backs. GET ASSISTANCE if in doubt. Not to overreach; not to climb on anything not meant for the purpose; use a ladder, ensuring that it is good condition.
- Ensure electrical equipment is regularly checked and is normally safe when properly used, BUT:
  - never touch electrical equipment with wet hands
  - always disconnect electrical equipment before moving it
  - never attempt electrical repairs unless authorised
  - always keep electrical supply cables and wires away from wet areas or from where they could be walked over etc.
  - always switch off equipment if not in use; including computers, Science, DT and Music equipment; disconnect from the mains outside term times, unless instructed otherwise
- Information on any specific hazards and precautions (e.g. COSHH, DSE) will be issued as appropriate and is available from the executive responsible for health and safety. Training in dealing with hazards will be conducted as appropriate.

Smoking constitutes a fire hazard and can be dangerous for pupils, the smoker and colleagues. Smoking in enclosed parts of the premises is not permitted. A designated smoking area has been provided at each school.
Annex 2

Personal Mobile Telephones – Staff and Visitors

May 2017

Personal Mobiles - Staff

9. Staff are not permitted to make/receive calls/texts during contact time with children. Emergency contact should be made via the school office.

10. Staff using mobile telephones in non contact, private time, must do so with consideration for others nearby.

11. Staff should have their phones on silent or switched off and out of sight (e.g. in a drawer, handbag or pocket) during class time. Bluetooth functions should be off.

12. Mobile phones should not be used in a space where children are present (for example, classroom, playground).

13. Use of phones (inc. receiving/sending texts and emails) should be limited to non-contact time when no children are present e.g. in office areas, staff room, empty classrooms.

14. It is also advised that staff securely protect access to functions on their phone.

15. Should there be exceptional circumstances (e.g. acutely sick relative), then staff should make the Principal aware of this and can have their phone in case of having to receive an emergency call.

16. Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings of children, or sharing images. Legitimate recordings and photographs should be captured using school equipment such as cameras and ipads.

17. Staff should report any usage of mobile devices that causes them concern to the Principal.

Mobile Phones for work related purposes

We recognise that mobile phones provide a useful means of communication on off-site activities. However staff should ensure that:

1. School mobile telephone use on these occasions is appropriate (but will never include taking photographs of children).

2. Unless in an emergency, no personal mobile phones should be used to make contact with parents during school trips – all relevant communications should be made via the school office.

3. Where parents are accompanying trips they must not make contact with other parents (via calls, text, email or social networking) during the trip or use their phone to take photographs of children.
Use of cameras

An increasing number of electronic devices now have built-in cameras and have the capability to capture copy and transmit images and other recordings through a range of technologies and formats. Staff must not take or transmit any recording of pupils on any personal device. Only school hardware must be used for this purpose.

No parent or visitor is permitted to use a camera (including a mobile phone’s camera facility) whilst on school premises, except for some¹ specific events such as plays, recitals, concerts, sporting events, open days or other promotional events. We strongly advise parents against the publication of any such photographs on the internet (e.g. on social media), and will request parents to remove any such material if we deem it illegal, harmful or inappropriate in any way. Where appropriate, our policy regarding this matter should be explained clearly to parents by a member of staff before difficult situations arise.

The live recording of a school event may only take place with the prior permission of the Principal. This applies to staff, parents, visitors and professional photographers. Any permitted recording must relate to the recording of a parent’s child only and must not be distributed.

JMH

SUMMARY

1. No mobile telephone use by staff during pupil contact time. Keep out of sight.

2. Mobile devices must be on silent or switched off and Bluetooth turned off during pupil contact time.

3. Use of the camera in a mobile phone to photograph children on school premises is prohibited, unless permitted under the following item (4.)

4. Parents may use their camera to photograph their own child in a play, recital, concert or sporting event. They must not share these images with others.

5. Personal mobile telephones belonging to staff or parents, must not be used to contact parents during school trips.

6. The use of a mobile telephone on school premises must take account of school activities and the user should always consider withdrawing from an event or place so as not to disturb others.

7. Concern over the use of a mobile telephone in school must be reported to the Principal.

¹ We reserve the right to prohibit the use of cameras for some events if deemed inappropriate by staff.
APPENDIX 6
Prevent Duty Risk Assessment

HALL SCHOOL WIMBLEDON

Prevent Duty – risk of pupils being drawn into terrorism
September 2016

RISK ASSESSMENT

<table>
<thead>
<tr>
<th>DATE</th>
<th>September 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSOR</td>
<td>Jonathan Hobbs, Principal</td>
</tr>
<tr>
<td>LOCATION</td>
<td>Junior and Senior School</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DESCRIPTION OF POTENTIAL RISK AND INADEQUATE PROVISION</th>
<th>WHO IS AT RISK?</th>
<th>CATEGORY OF RISK</th>
<th>LIKLIHOOD</th>
<th>COMMENTS, ACTION TAKEN/PLANNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal distribution of terrorist recruitment material</td>
<td>Pupils and staff</td>
<td>2</td>
<td>1</td>
<td>Vigilance of staff and pupil whistleblowing will make this unlikely. Notice to Parents/Staff</td>
</tr>
<tr>
<td>External distribution of terrorist recruitment material</td>
<td>Pupils and staff</td>
<td>2</td>
<td>1</td>
<td>Again, parent, pupil and staff vigilance will make this unlikely. Notice to Parents/Staff</td>
</tr>
<tr>
<td>Radicalisation through external speakers</td>
<td>Pupils and staff</td>
<td>1</td>
<td>1</td>
<td>External speakers must be approved by SMT making this very unlikely. Notice to Staff</td>
</tr>
<tr>
<td>Security of school premises</td>
<td>Pupils and staff</td>
<td>1</td>
<td>1</td>
<td>School boundaries are secure and provide little opportunity for radicalisation in school grounds.</td>
</tr>
<tr>
<td>DESCRIPTION OF POTENTIAL SIGNIFICANT HAZARD</td>
<td>WHO IS AT RISK?</td>
<td>CATEGORY OF RISK</td>
<td>LIKLIHOOD</td>
<td>COMMENTS, ACTION TAKEN/PLANNED</td>
</tr>
<tr>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Access to radicalisation through internet use</td>
<td>Pupils and staff</td>
<td>2</td>
<td>1</td>
<td>Potential danger of pupils and staff being influenced by personal, online activity. Internet filtering systems in place at both sites and Acceptable Use policy makes this unlikely, subject to effective software monitoring.</td>
</tr>
<tr>
<td>Use of school premises outside school hours</td>
<td>Pupils and staff</td>
<td>1</td>
<td>1</td>
<td>Buildings only used in the knowledge of the SMT and for school related activities only.</td>
</tr>
<tr>
<td>Direct or indirect reference to radicalisation by teaching staff</td>
<td>Pupils and staff</td>
<td>1</td>
<td>1</td>
<td>Radicalisation or political indoctrination not permitted. Notice to Staff. Curriculum Policy</td>
</tr>
<tr>
<td>Staff Training</td>
<td>Pupils and staff</td>
<td>1</td>
<td>1</td>
<td>To include awareness training, roles and responsibilities as they relate to the school’s Prevent Duty</td>
</tr>
<tr>
<td>School Curriculum</td>
<td>Pupils and staff</td>
<td>1</td>
<td>1</td>
<td>To provide opportunities to reinforce dangers and consequences of radicalisation and promote appropriate responses required of pupils and staff</td>
</tr>
<tr>
<td>Teaching of British Values</td>
<td>Pupils and staff</td>
<td>1</td>
<td>1</td>
<td>To ensure proper teaching of British Values and the dangers of radicalisation to their adherence and retention</td>
</tr>
</tbody>
</table>

JMH
2016-17
APPENDIX 7

Sample school report to Child Protection Conference or Looked After Child Review

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of child</td>
</tr>
<tr>
<td>Date of birth</td>
</tr>
<tr>
<td>Year group</td>
</tr>
<tr>
<td>Name of classteacher / tutor / HOY</td>
</tr>
</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.

What is working well?

What are we worried about?
What needs to happen?

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 and bring copies for those attending the meeting.
Safeguarding Training Record

Safeguarding Training

It is school policy to follow DfE guidance in ‘KCSIE 2016’ that all members of staff should have appropriate training in child protection issues. The Designated Safeguarding Lead undertakes child protection refresher courses, including ‘inter-agency working’, every two years, and other members of staff, including part-time and voluntary staff, should have training in line with advice from the school's LSCB. Responsibility for the training of the teaching staff lies with the Principal.

Training Record:

May 2017   DSL and Child Protection Training for DSLs Bruce Rickards and Jackie England - Maggie Cook Dialogue Training
May 2017   All staff: Safeguarding and Child Protection - John Woodhouse, Dialogue Training
August 2016 All staff: Safeguarding and Child Protection - NSPCC Bespoke Training
2016       Key members of staff: ‘Workshop to Raise Awareness of Prevent’ - Home Office/LA
2016       All staff: The Prevent Duty - Educare
2015       All staff: Child Exploitation and Online Safety for Education Course - Educare
2015       All staff - Health and Safety in Education - Educare

May 2017   DSL and Child Protection Training for Deputy DSL Lisa Scoones (EYFS) - Maggie Cook, Dialogue Training

Clare Gaye, Deputy Head; Susan Harding, Deputy Head; Sheila O'Sullivan, Safeguarding Administrator:

May 2017   DSL and Child Protection Training for Deputy DSL Lisa Scoones (EYFS) - Maggie Cook, Dialogue Training
June 2016  Advanced Child Protection Safeguarding Child Training for Designated Safeguarding Leads - Safeguarding in Schools (A Hall)
2016       ‘Workshop to Raise Awareness of Prevent’ - Home Office/LA
2015       Leadership Team Inter-Agency Safeguarding and Child Protection (Level 3) - Wardell Assocs (LA recommended)
2015       Safer Recruitment in Education - NSPCC
2015       Child Protection in Education - Educare
2015       Child Exploitation and Online Safety for Education – Educare
APPENDIX 9

Further Information

Key documents with which this policy is in accordance:

- The Education Acts
- Education (Independent Schools Standards) (England) Regulations 2014
- Keeping Children Safe in Education (KCSIE) 2016
- What To Do If You Are Worried A Child Is Being Abused 2015 – Advice for Practitioners
- Working Together to Safeguard Children 2015 (Amended 2017) - A guide to inter-agency working
- Information Sharing: Advice for Practitioners 2015
- DBS Code of Practice (Revised November 2015)
- Disqualification under the Childcare Act 2006, Feb 2015
- The Counter Terrorism and Security Act 2015
- Teacher misconduct – Teacher misconduct – regulating the teaching profession 2014 (NCTL) and Disciplinary procedures 2013 (NCTL)
- Preventing and Tackling Bullying 2014
- Use of Reasonable Force in Schools 2013
- The Protection of Freedoms Act 2012
- Information Commissioner’s Office Data Sharing Code of Practice May 2011
- Safeguarding Vulnerable Groups Act 2006
- The Children Act 2004
- Referral Guidance (as may be amended from time to time)

Supplementary guidance on particular safeguarding issues

Further sources of information from ‘Working Together to Safeguard Children 2015 (Amended 2017)’

Department for Education guidance

Safeguarding children who may have been trafficked
Safeguarding children and young people who may have been affected by gang activity
Safeguarding children from female genital mutilation
Forced marriage
Safeguarding children from abuse linked to faith or belief
Use of reasonable force
Safeguarding children and young people from sexual exploitation
Safeguarding Children in whom illness is fabricated or induced
Preventing and tackling bullying
Safeguarding children and safer recruitment in education
Information sharing
Recruiting safely: Safer recruitment guidance helping to keep children and young people safe
Safeguarding Disabled Children: Practice guidance
Department of Health / Department for Education: National Service Framework for Children, Young People and Maternity Services
Government guidance on other issues listed below is available via GOV.UK and other government websites:

- breast ironing
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- faith abuse
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy private fostering
- preventing radicalisation – and relationship abuse
- sexting

**Local Guidance**


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).

**Information Sharing Guidance**
*Information Sharing Guidance 2015* – revised guidance on information sharing for all professionals

**Merton Safeguarding Children Board**

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

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

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

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

Domestic Violence – guide for schools
Wandsworth guidance issued June 2012

Thresholds for Intervention – Multi-Agency guidance
Wandsworth Guidance issued 2014, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

Mental Health and Behaviour in schools – departmental advice for school staff
DFE guidance, issued June 2014
Guidance issued by other government departments and agencies
Foreign and Commonwealth Office / Home Office: Forced marriage
Ministry of Justice: Guidance on forced marriage
Home Office: What is domestic violence?
Department of Health: The Framework for the Assessment of Children in Need and their Families 2000: Practice guidance
Department of Health: Responding to domestic abuse: A handbook for health professionals
NHS National Treatment Agency: Guidance on development of Local Protocols between drug and Alcohol Treatment Services and Local Safeguarding and Family Services
Home Office: Guidance on teenage relationship abuse
Youth Justice Board: Guidance on people who present a risk to children Department of Health: Violence against Women and Children
UK Border Agency: Arrangements to Safeguard and Promote Children’s Welfare in UKBA
Department of Health: Good practice guidance on working with parents with a learning disability
Child protection and the Dental Team – an introduction to safeguarding children in dental practice
Ministry of Justice: Probation service guidance on conducting serious further offence reviews Framework.
Missing Children and Adults - a cross Government strategy
Department of Health: Recognised, valued and supported: next steps for the Carers Strategy
Department of Health: Mental Health Act 1983 Code of Practice: Guidance on the visiting of psychiatric patients by children

Guidance issued by external organisations
BAAF: Private fostering
Royal College of Paediatrics and Child Health: Safeguarding Children and Young people: roles and competencies for health care staff - Intercollegiate document, September 2010
General Medical Council: Protecting children and young people - The responsibilities of all doctors
Royal College of Nursing: Looked after children - Knowledge, skills and competences of health care staff (Intercollegiate role framework)
NICE: Guidance on when to suspect child maltreatment
Supplementary guidance to support assessing the needs of children
DfE: Childhood neglect - Improving outcomes for children NICE: When to suspect child maltreatment
Supplementary guidance to support the Learning and Improvement Framework
INTERNAL CONTACT INFORMATION

Senior School
If you have a safeguarding concern please contact the following people in this order:

Concern about a child
Bruce Rickards, Designated Safeguarding Lead (DSL)
If absent: Clare Gaye, Deputy DSL
If absent: Jan Healey, Deputy DSL
If absent: MASH (Multi-Agency Safeguarding Hub, Local Safeguarding Children Board)

Concern about a member of staff
Jonathan Hobbs, Principal
If absent: Local Authority Designated Officer (LADO)

Concern about a member of the Senior Management Team
Local Authority Designated Officer (LADO)

Junior School

Concern about a child
Jackie England, Designated Safeguarding Lead (DSL)
(EYFS only: Lisa Scoones, Deputy DSL)
If absent: Deputy DSL Susan Harding
(EYFS only: Jackie England, DSL, or Susan Harding, Deputy DSL)
If absent: Lisa Scoones, Deputy DSL
If absent: Sheila O’Sullivan, Safeguarding Administrator
If absent: MASH (Multi-Agency Safeguarding Hub, Local Safeguarding Children Board)

Concern about a member of staff
Jonathan Hobbs, Principal
If absent: Local Authority Designated Officer (LADO)

Concern about a member of the Senior Management Team
Local Authority Designated Officer (LADO)
EXTERNAL CONTACT INFORMATION

WANDSWORTH

MASH / referral and assessment service 020 8871 6622
(Duty Social Worker)

Out of hours duty service 020 8871 6000

Email: mash@wandsworth.gov.uk

Local Authority Designated Officer (LADO) 020 8871 7208
(Initial referral via ‘Front Door’/MASH tel no)

Email: lado@wandsworth.gov.uk

Stella Macaulay, 0208 871 7961 office
Safeguarding In Education Advisor 07775 417475 b’berry
07931 325 665 mobile

Wandsworth safety net 0207 801 1777
(for Independent Domestic Abuse advisors)

MERTON

MASH / referral and assessment service 020 8545 4226
or 020 8545 4227

Out of hours service 020 8770 5000

Email: mash@merton.gov.uk

Local Authority Designated Officer (LADO) 020 8545 3179

Email: lado@merton.gov.uk

Police:
The Kingston, Merton and Wandsworth Child Abuse Investigation Team cover the boroughs of Kingston-upon-Thames, Merton and Wandsworth. Telephone: 101

NSPCC 0808 800 5000
Whistleblowing line: 0800 028 0285
Email: help@nspcc.org.uk
**OFSTED**

The Office for Standards in Education, Children's Services and Skills (Ofsted) is the body responsible for inspecting and safeguarding child protection issues:

<table>
<thead>
<tr>
<th>Ofsted</th>
<th>Head Office:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Piccadilly Gate</td>
</tr>
<tr>
<td></td>
<td>Store Street</td>
</tr>
<tr>
<td></td>
<td>Manchester M1 2WD</td>
</tr>
<tr>
<td></td>
<td>Tel: 0300 123 1231</td>
</tr>
</tbody>
</table>

**THE CHILDREN’S COMMISSIONER**

The Children’s Commissioner has a legal duty to promote and protect the rights of all children in England with a specific focus on children and young people with difficulties or challenges in their lives, and in particular those living away from home, in or leaving care, or receiving a social care service.

<table>
<thead>
<tr>
<th>The Office of the Children's Commissioner</th>
<th>Website:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.childrenscommissioner.gov.uk">www.childrenscommissioner.gov.uk</a></td>
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<tr>
<td>Children’s Commissioner</td>
<td>Tel: 020 7783 8330</td>
</tr>
<tr>
<td>Sanctuary Buildings</td>
<td>Children’s Freephone: 0800 528 0731</td>
</tr>
<tr>
<td>20 Great Smith Street</td>
<td></td>
</tr>
<tr>
<td>London</td>
<td></td>
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<td>SW1P 3BT</td>
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