



A1 Safeguarding and Child Protection Policy

Dolphin School inc. Noah's Ark Nurseries

Reviewed by:	A Woodcraft L Price
Last reviewed:	September 2024
Next review:	September 2025

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Multi Agency Safeguarding Hub (MASH) Out of Hours		0208 871 6000
Multi Agency Referral Form (MARF)		https://wandsworth-self.achieveservice.com/service/Make a Referral to the Wandsworth MASH MARF
Wandsworth Safeguarding Children Partnership		www.wscp.org.uk 020 8871 7401
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Police		999 for emergencies and 101 for non-emergencies
Wandsworth Family Information Service -Thrive		Family Information Service thrivewandsworth@richmondandwandsworth.gov.uk Helpline - 9am to 5pm, Monday to Friday: 020 8871 7899
Wandsworth Support		Wandsworth - Community Safety – Domestic Abuse One Stop Shop Hestia

Crimestoppers free phone		0800 555 111 [information may be passed anonymously]
TPD (Training & Professional Development)	Training & Professional Development Online	https://www.tpd.org.uk/ https://www.tpd.org.uk/cpd/portal.asp
DFE (Department for Education) Helpline	DFE	For non-emergency advice: contact DfE (Department for Education) dedicated helpline: counter.extremism@education.gov.uk 020 7340 7264 - Monday to Friday from 11am to 3pm (excluding bank holidays) Home Office Prevent Duty Training
Report suspected extremism online		https://www.gov.uk/report-suspicious-activity-to-mi5
Report terrorist activity online		https://www.gov.uk/report-terrorism
NSPCC (National Society for the Prevention of Cruelty to Children)	NSPCC	<u>Reporting child abuse, neglect and exploitation NSPCC</u> : online reporting 24 hours day 0808 800 5000 (Telephone: Monday to Friday 8am – 10pm or 9am – 6pm at the weekends.)
Female Genital Mutilation FGM	Police	www.gov.uk/contact-police Metropolitan Police Service Project Azure Partnership Team: 020 7161 2888 NSPCC FGM free phone helpline: 0800 028 3550 [information may be passed anonymously] GOV UK FGM: resource pack (Includes free e-learning training 'Recognising & Preventing FGM')
Whistleblowing		NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri) help@nspcc.org.uk

Homelessness		Housing Wandsworth Local Authority https://www.wandsworth.gov.uk/housing/
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School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due annual)	September 2024	September 2025
Senior Designated Safeguarding Lead (DSL) (Due every <u>TWO</u> years)	September 2023	September 2025
Deputy Senior DSL (Due every <u>TWO</u> years)	September 2022	September 2024
Whole School Staff Refresher/updates & regular e-bulletins (Annual)	10.9.2024 Regular training throughout the year	September 2025
Safer Recruitment Training (at least one member of every interview panel) (Due every <u>THREE</u> years)	March 2024 / Sept 2024	March 2027 / Sept 2027
Governor Training (Due annual)	March 2024	March 2025
Annual DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	September 2024	September 2025 https://www.support-people-susceptible-to-radicatisation.service.gov.uk/portal#referrals-course

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Safeguarding Policy:

INTRODUCTION:

- 1.1. It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child**.
- 1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested. [Home - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](http://www.wscp.org.uk)
- 1.3. Our school is a community and all those directly connected, staff members, governors, parents, families, and pupils, have an essential role to play in making it safe and secure for all.
- 1.4. This procedure document provides the basis for good safeguarding practice within the school which should be followed by all. It should be read in conjunction with the Wandsworth Safeguarding Childrens Partnership' safeguarding Policies and Procedures [Policies and procedures - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](http://www.wscp.org.uk) All documents are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

2 OUR ETHOS:

- 2.1. We believe that Dolphin School Trust should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, spiritual, and moral development of the individual child; enabling all children to thrive.
- 2.2. We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- 2.3. We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents, and governors, have a full and active part to play in:
Providing help and support to meet the needs of children as soon as problems emerge
Protecting children from maltreatment, whether that is within or outside the home, including online
Preventing the impairment of children's mental and physical health or development
Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
Taking action to enable all children to have the best outcomes, protecting our pupils from harm.
- 2.4. We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

- 2.5 Every pupil should feel safe and protected from any form of abuse, neglect and exploitation.
- a. All staff should understand the indicators of abuse, neglect and exploitation and specific safeguarding risks so that they can identify them and report any concerns about children. The indicators and key safeguarding risks for the School community are set out in Appendix 1.
 - b. Members of the School community (including alumni) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they will be supported, the matter will be handled sensitively, and appropriate action taken.
 - c. Anyone about whom a concern is raised should feel confident that they will be supported, and the matter will be handled sensitively, and that appropriate action will be taken.
 - d. All staff should understand the indicators of abuse, neglect and exploitation and specific safeguarding risks so that they can identify them and report any concerns about children. The indicators and key safeguarding risks for the School community are set out in Appendix 1.
 - e. Members of the School community (including alumni) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they will be supported, the matter will be handled sensitively, and appropriate action taken.
 - f. Anyone about whom a concern is raised should feel confident that they will be supported, and the matter will be handled sensitively, and that appropriate action will be taken.
 - g. This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
 - h. Although this policy is necessarily detailed, it is important to the School that our safeguarding policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

3 SCOPE AND APPLICATION

- 3.1 This policy applies to the whole School including the Early Years Foundation Stage (EYFS).
- 3.2 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN (Special Educational Needs) it is up to 25 years of age.
- 3.3 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.
- 3.4 This policy applies at all times including where pupils or staff are away from the School, whether they are on school-arranged activities or otherwise, and whether or not the School is open. It will therefore apply out of School hours and in the holidays.
- 3.5 This policy applies to core School activities and to out of hours and activities run by the school. Where a third party is using the premises, the School will ensure that there is a written agreement in place confirming they have adequate safeguarding procedures.

- 3.6 This policy is designed to address the specific statutory obligations on the School to safeguard and promote the welfare of children.

4 THE LEGAL FRAMEWORK

4.1 Regulatory framework

This policy has been prepared to meet the School's responsibilities under the following legislation:

1. The Education (Independent School Standards) Regulations 2014;
2. Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
3. Education and Skills Act 2008;
4. Children Act 1989;
5. Children Act 2004;
6. Childcare Act 2006;
7. Education and Training (Welfare of Children) Act 2021;
8. Safeguarding Vulnerable Groups Act 2006;
9. Children and Social Work Act 2017;
10. Human Rights Act 1998; and
11. Equality Act 2010.

This policy has regard to the following guidance and advice:

i. Statutory guidance:

1. [Keeping children safe in education](#) (DfE, September 2024) (**KCSIE**);
2. [Working together to safeguard children 2023](#) (HM Government, updated December 2023) (**WTSC**);
3. [Disqualification under the Childcare Act 2006](#) (DfE, August 2018);
4. [Revised Prevent duty guidance for England and Wales](#) (HM Government, April 2021);
5. [Multi-agency statutory guidance on female genital mutilation](#) (HM Government, July 2020);
6. [Children missing education](#) (DfE, September 2016);
7. [Relationships education, relationships and sex education and health education guidance](#) (DfE, September 2021);
8. [Channel duty guidance: protecting vulnerable people from being drawn into terrorism](#) (HM Government, February 2021);
9. PACE Code C 2019

ii. Non-statutory advice

1. [What to do if you're worried a child is being abused: advice for practitioners](#) (HM Government, March 2015);
2. [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (HM Government, July 2023);
3. [Behaviour in schools: advice for headteachers and school staff](#) (DfE, September 2022)
4. [Working together to improve school attendance](#) (DfE, August 2023);
5. [Meeting digital and technology standards in education](#) (DfE, March 2023);
6. [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DCMS and UKCIS, December 2020)
7. [Searching, screening and confiscation: advice for schools](#) (DfE, July 2023);
8. [Teaching online safety in schools](#) (DfE, January 2023);
9. [Virginity testing and hymenoplasty: multi-agency guidance](#) (DHSC, July 2022);
10. [Safeguarding children and protecting professionals in early years settings: online safety considerations](#) (UK Council for Internet Safety, February 2019);
11. [Harmful online challenges and online hoaxes](#) (DfE, February 2021);
12. [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) (TCE support programme);
13. [Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation](#) (DfE, February 2017);
14. [Forced marriage resource pack](#) (Home Office, May 2023);
15. [Educate Against Hate](#) (HM Government 2018);
16. [Managing the risk of radicalisation in your education setting](#) (DfE, October 2022);
17. [Keeping children safe in out-of-school settings](#) (DfE, April 2022); and
18. Equality Act 2010: advice for schools (DfE, June 2018)
 - iii. Wandsworth Safeguarding Children Partnership's referral / threshold procedures / guidance - www.wscp.org.uk
<https://wandsworth-self.achieveservice.com/service/Make a Referral to the Wandsworth MASH>
 - iv. The following School policies, procedures and resource materials are relevant to this policy:
 - v. Code of Conduct for Employees policy;
 - vi. Behaviour Management policy;
 - vii. Anti-bullying policy
 - viii. Acceptable Use Agreement for Staff;
 - ix. Acceptable Use Agreement for Pupils;
 - x. Health and Safety and Welfare policy;
 - xi. IT Policy;
 - xii. Staff mobile phones and Smart Device policy
 - xiii. Whistleblowing Policy;
 - xiv. Recruitment Policy;
 - xv. Risk Assessment policy;

- xvi. Missing Child Policy;
- xvii. Special Educational Needs and Disability (SEND) policy;
- xviii. Relationships and Health Education policy
- xix. Mental Health Policy

- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

[Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018](#)

[Keeping Children Safe in Education 2024](#)

All procedures can be found on the Wandsworth Safeguarding Children Partnership website: [Home - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](https://www.wscp.org.uk)

5 ROLES AND RESPONSIBILITIES

- 5.1 Keeping Children Safe in Education (KCSIE) remained in force throughout the response to coronavirus (COVID-19). Guidance within Keeping Children Safe in Education should continue to support the response to a pandemic if needed.
- 5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Adam Woodcraft at Dolphin School Trust. Rachael Strachan is the DSL for Noah's Ark West Side as this is located on a different site. We have deputy designated safeguarding leads, Lucy Price, Jeff Schmidt and Victoria Githae to ensure there is always appropriate cover for this role. **The responsibilities of all Designated Safeguarding Lead are described in detail on Appendix A of this policy (Pages 3-7).**

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

The DSL will also liaise with the Head to inform them of issues relating to any police investigations and the statutory requirements for children to have an appropriate adult. The

role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE code C and any other code of practice apply.

The DSL will take lead responsibility for pupils who are looked after children.

The DSL will also undertake the role of senior mental health lead and is responsible for developing a holistic approach to promoting and supporting the mental wellbeing of pupils and staff.

If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSL, who is trained to the same level as the DSL. The Deputy DSL's details are also set out in the School contacts list at the front of this policy.

- 5.3 The school has a **nominated governor**, Johnny Savile, responsible for safeguarding to champion good practice, to liaise with the head teacher and to ensure information and reports are provided to the governing body.
- 5.4 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors, Petronella Van der Vliet. **The procedure for managing allegations is detailed in Appendix C of this Document (Section 9 /Pages 16-17)**
- 5.5 The **headteacher** or proprietor will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children are missing from education. Please see the DfE document [Children Missing Education- Statutory guidance for local authorities.](#)
- 5.6 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice. They have a legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to relevant guidance issued by the Secretary of State;
- i. Strategic leadership responsibility for the School's safeguarding arrangements;
 - ii. Specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE; and
 - iii. Establishing appropriate delegation arrangements at School level, led by the Head and DSL, to enable the School to discharge its safeguarding duties effectively.
- 5.7 **All staff members, governors, volunteers, and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include but is not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and

assaults, harmful sexual behaviour, and sexting. Staff should recognise that children can abuse their peers.

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

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

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

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

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

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

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

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

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

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

All staff will receive on-line safety training as part of the ongoing safeguarding offer, which, amongst other things, will include an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. This training offer will be covered as part of induction. Alongside our Governing Body we will review the DfE Filtering and Monitoring Standards which can be found in the document [Meeting Digital Technology Standards in Schools and Colleges](#) (last updated March 2023) and discuss with IT staff and service providers what more needs to be done to meet all the standards in our setting. (See KCSIE 2024 para 140-146 for further information)

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

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

Additional considerations for EYFS settings

- 5.10 The Early Years Foundation Stage statutory framework, from January 2024, indicates all settings will have a lead practitioner for safeguarding. In our setting and in this policy, the lead practitioner in our setting is the Designated Safeguarding Lead - Adam Woodcraft. At Noah's Ark Westside the lead practitioner is Designated Safeguarding Lead - Rachel Strachan. The EYFS requires that at least one person who has a current paediatric first aid (PFA) certificate should be on the premises and available at all times when children are present and should accompany children on outings. The certificate must be for a full course consistent with the criteria set out in annex A in the EYFS.

As an EYFS setting we understand we must:

- (a) Safeguard children.
- (b) Ensure the adults who have contact with children are suitable.
- (c) Promote good health.
- (d) Support and understand behaviour, and be curious regarding what factors, both within the setting and outside, may be influencing behaviour.
- (e) Maintain records, policies, and procedures.

6 SUPPORTING CHILDREN

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

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

6.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RSHE (Relationship, Sex and Health Education) and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice; the school recognises that a one size fits all approach may not be appropriate for children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'
- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; The Anti-bullying policy and The Behaviour Policy are located on the school website.
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of modern technologies and social media and to use these responsibly; plus, [Relationship, Sex and Health Education \(RSHE\)](#) requirements as outlined in Government Guidance. The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities so that pupils learn how to keep themselves safe online and when accessing remote learning. The school has ensured appropriate filters and monitoring systems are in place and meet the DfE's filtering and monitoring standards (see the IT policy) and is mindful that this should not lead to unnecessary restrictions on learning.
- liaising and working together with other support services and those agencies involved in safeguarding children; including the impact of domestic abuse. [Domestic Abuse – Statutory Guidance July 2022](#)
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peer-on-peer abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour'. (See [Centre of Expertise on Child Sexual Abuse](#))

- considering intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; The behaviour policy is located on the school website.
- ensuring the behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment, which are easily understood and easily accessible. Ensuring that training covers an understanding that children who have or who are experiencing sexual violence can display a wide range of behaviours, that it is important to remain alert to the possible challenges of detecting those signs and that sensitivity to their needs is consistently applied.
- playing a crucial role in preventative education and preparing pupils for life in modern Britain. We will embed a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- acknowledging the importance of 'contextual safeguarding', <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. ([Working together to safeguard children July 2018](#) and [Keeping Children Safe in Education 2023](#).)
- liaising with a range of Early Help agencies that support our pupils' needs such as Health Services, Wandsworth Social Care, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Services, Special Educational Support Services, Youth Services, and the Educational Psychology Service. (See PHE & DfE [Promoting Children and Young People's Mental Health and Wellbeing – a whole school approach](#))
- ensuring that, when a pupil who is the subject of a Child Protection (**CP**) Plan leaves, their information is transferred to the new school within FIVE DAYS as is the expectation for all in year leavers and that the child's Social Worker is aware that the child is planning to move and is informed when they have left the school;
- alerting the authority if it is aware of any child being looked after under a [Private Fostering](#) arrangement and ensuring that on admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CLA (Child that is Looked After)) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to ensure that CLA and children who were previously looked after are kept safe. Our setting will ensure that all agencies will work

together, and prompt action will be taken in response to any safeguarding concerns, especially for children, who are a particularly vulnerable group;

- carefully considering the risks of carrying out physical restraint within our setting, ensuring key staff members are appropriately trained and our restraint policy is understood and consistently applied.
- ensuring that sanctions applied due to behaviour incidents involving children with special educational needs and disabilities (SEND), are appropriate and the additional vulnerability of the group is considered. See guidance: [Reducing the Need for Restraint and Restrictive Intervention – June 2019](#)
- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. See guidance: [Use of Reasonable Force in Schools – July 2013](#) (current consultation being carried out)
- following the school's whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). Staff may also report concerns direct to the School's Local Authority if they consider that the School has failed to deal with concerns appropriately.
- giving pupils the opportunity to talk about safeguarding issues within the classroom environment and making them aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled. Children are informed that any concern should be raised to any member of staff or the DSL. These concerns may include but are not limited to – safety concerns, relationships/friendships, child-on-child abuse or bullying. There are posters in every classroom reminding children to talk to an adult, or use the “Ask it Basket” if they would like to be more discreet.
- The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and Relationship Time activities so that pupils learn to keep themselves safe online and when accessing remote learning. The governors have ensured that appropriate filters and monitoring systems are in place at the school and meet the DfE's filtering and monitoring standards (see the IT policy) and is mindful that this should not lead to unnecessary restrictions on learning.

7 SAFEGUARDING PROCEDURE

- 7.1 We will follow a structured procedure in line with Wandsworth Safeguarding Children Partnership in cases of suspected abuse; this process reflects the flow diagram found in Part One of Keeping Children Safe in Education 2024 (Page 24) and can be found **in the Appendix of this document on page 29.**
- 7.2 In line with the procedures, the Multi Agency Safeguarding Hub will be contacted as soon as there is a significant concern: (*See Key Contacts for further details*)
- 7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school **and on the website**, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.
- 7.5 We will refer to the NSPCC- [Reporting Abuse](#) to provide additional information for designated safeguarding leads and safeguarding teams when reporting abuse, harm, exploitation, neglect, or possible crimes.

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

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

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in the school / setting

Record - Vital to stick to the facts, no opinions – Think about When? Where? Who? What?

Review – Take responsibility to follow up any referral (via your DSL)

In addition:

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

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

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

The role of an appropriate Adult in Safeguarding:

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

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

RECORD KEEPING

- 8.2 All concerns, discussions and decisions made and the reasons for those decisions **will** be recorded via Engage and sent to the DSL/DDSL, and be used to capture the child’s voice and their daily lived experience.
- 8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil’s new school as a matter of priority.
- As outlined in Annex C of KCSIE 2024 on Page 173:
- “Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO’s) or the named person with oversight for SEND in colleges, are aware as required.”
- 8.4 Our school will have at least two emergency contacts for every child in our school in case of emergencies, and in case there are welfare concerns at the home to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. ([Keeping Children Safe in Education 2024](#))

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSLs (DDSLs)

- 9.1 In general, we will always discuss any concerns we may have with the child’s parents. They need to know that we are worried about their child. However, concerns will not be discussed if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2 If a decision is made not to discuss concerns with the child’s parents or carers, this will be recorded in the child’s Safeguarding records with a full explanation of the reason for this decision.
- 9.3 We value the importance of recording and considering the child’s wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensuring that actions remain child-centred and captures the child’s lived experience **through their own words when possible**.

- 9.4 When talking to children, we will take account of their age, understanding and preferred first language, which may not be English. It is also important that we consider how a SEND child may need support in communicating.
- 9.5 We acknowledge that how we talk to a child will also depend on the substance and seriousness of the concerns and that we may need to seek advice from the MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen because of information shared by a child, we will ensure that the child is reassured but understand that confidentiality cannot be promised.
- 9.7 It is expected that concerns will be discussed with the parents and their agreement to make a referral to the MASH sought, unless it is considered that this would place the child at increased risk of significant harm.
- 9.8 It is noted that the parents' consent is not needed to make a referral if it is considered that the child is in need of protection, parents will be made aware of which organisation made the referral, through the process. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to the MASH.
- 9.9 If it is decided to refer the child without the parents' consent, this will be recorded with a full explanation of the decision.
- 9.10 When a referral has been made, it should be agreed with the MASH what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

MAKING A REFERRAL - If a child or young person is at risk of harm, abuse or neglect please report it to the **MULTI AGENCY SAFEGUARDING HUB (MASH)**

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

Outside of these hours Tel: 020 8871 6000

Email: Mash@wandsworth.gov.uk

In an emergency always call police on 999.

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

The online Request for Services Multi Agency Referral Form can be accessed here:

[Make a Referral to the Wandsworth MASH](https://wandsworth-self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH)

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

10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

(The procedure for managing allegations is detailed in Appendix C of this document (Section 9 /Pages 16-17)

- 10.1 We will prevent people who pose a risk to children from working in our school by having in place robust safer recruitment procedures which are followed and by ensuring that all

individuals working in any capacity at our school have been subjected to safeguarding checks in line with [Keeping Children Safe in Education 2024](#). In addition to obtaining the DBS (Disclosure and Barring Service) certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

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

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

- 10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. **See Appendix C of this document (Section 15 / page 25-26), for information on Single Central Record (SCR).** The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school and Governors. The Single Central Record is stored with the Headteacher.
- 10.3 Every job description, person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'employment opportunities' section. In line with guidance included within Keeping Children Safe in Education 2024 and reflecting good safer recruitment practice the school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.
- 10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training at least every 3 years and that those members of staff who are safer recruitment trained refresh their knowledge every one to three years.
- 10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) which are in line with the [Wandsworth Safeguarding Children Partnership procedures](#) and the expectations as outlined in [Part 4 of Keeping Children Safe in Education - Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors](#). We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed.
- 10.6 Supply teachers – we will consider all allegations against an individual not directly employed by the school, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency). We will ensure allegations are dealt with properly and communication with the supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.
- 10.7 We have an agreed staff behaviour policy in place (sometimes called the Code of Conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, [low level concerns](#) and communications including the use of social media. Our staff behaviour policy is located within the staff handbook.
- 10.8 We will ensure that written confirmation is received for agency and third-party supply staff from the employment business supplying members of supply staff showing that the relevant checks have been carried out and the appropriate certificates have been obtained. We will expect this written confirmation to include the date that these confirmations were received

and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

Further Guidance can be accessed through the Safer Recruitment Consortium document: [Guidance for safer working practice for those working with children and young people in education settings - February 2022](#)

11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, online safety (including their roles and responsibilities around filtering and monitoring systems within our setting) and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate and regular safeguarding and child protection training at induction and during their tenure as Governors, this should include online safety training which covers roles and responsibilities around filtering and monitoring systems. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "[Working Together to Safeguard Children](#)." July 2018
- 11.2 The induction will be proportionate to staff members' and governors' roles and responsibilities
- 11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSLs should undertake Prevent awareness training and disseminate an understanding of the Prevent Duty through the annual training programme that they deliver to staff each academic year.
- 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and takes place annually. All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they are assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated. All staff will have access to WSCP (Wandsworth Safeguarding Children Partnership) multi-agency safeguarding training and e-learning. [Training - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](#)
- 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g., by joining another school's whole-school training, booking onto whole-school training mop-up sessions (such as NSPCC online).
- 11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.

- 11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.8 The Designated Safeguarding Lead will provide safeguarding briefings at key meetings during the school year to ensure a continuous focus on safeguarding. The Designated Safeguarding Lead will also brief school staff on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2018. These will occur annually or more frequently when necessary. Please refer to: [Learning from Child Safeguarding Practice Reviews - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](https://www.wscp.org.uk/learning-from-child-safeguarding-practice-reviews)
- 11.9 The school will maintain accurate and up to date records of staff induction and training which will include:
- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
 - behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
 - staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
 - safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
 - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
 - the school's approach to online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

12 CONFIDENTIALITY, CONSENT, AND INFORMATION SHARING

- 12.1 We recognise that all matters relating to Safeguarding are confidential.
- 12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only
- 12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
- 12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.
- 12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- 12.7 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing](#)

[Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who need to make decisions about sharing information. Education professionals are expected to read the [DfE Data Protection guidance for schools \(DfE, 2024b\)](#). This guidance is aimed at school staff, governors and trustees and sets out how to: comply with data protection law; develop data policies; understand what staff and pupil data to keep; and prevent personal data breaches. They are also expected to read and understand the General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. (KCSIE 2024 – Pg 19, Paragraph 57) See [When to call the police: guidance for schools and colleges](#) (npcc.police.uk)) i

13 INTER-AGENCY WORKING

- 13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help click: [Early Help Practitioners' Hub | Wandsworth Family Information Service](#)
- 13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences, core groups, CIN meetings, PEP (Personal Education Plan) meetings, TAC & TAF meetings. We will ensure that thoughtful and up to date information is provided and considered in relation to individual children.
- 13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Wandsworth Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

- 14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with [Keeping Children Safe in Education 2024](#). If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15 ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

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

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

16 WHISTLE-BLOWING AND COMPLAINTS

- 16.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school / college Whistle Blowing policy is located within the staff policies folders.
- 16.2 We will refer to the [Whistleblowing: Guidance for Employers and Code of Practice](#) for further information and note that the Whistleblowing Advice Line is available for all workers on - 0800 028 0285 and via email via: help@nspcc.org.uk
- 16.3 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 16.4 We have a clear reporting procedure for children, parents, and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures are in place for confidentially sharing and handling of low-level concerns.
- 16.5 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires, and other means.

17 SITE SECURITY

- 17.1 All staff members have a responsibility to ensure our buildings and grounds are secure and will be made aware of their responsibilities regarding reporting any concerns that may come to light.
- 17.2 We will check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The visitor policy is available on request from the school office.
- 17.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

18 QUALITY ASSURANCE

- 18.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.
- 18.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wandsworth Safeguarding Children Partnership and using the Section 175 online audit tool provided by them for this purpose. More information including how to register for the audit will be provided by the Partnership.

- 18.3 At intervals we will consider participating in a safeguarding review and will identify areas for development within school improvement plans as identified by the school leadership team and governing body.
- 18.4 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

19 POLICY REVIEW

- 18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.
- 18.3 Additional updates to the safeguarding policy and appendix will take place when needed.

Appendix 1 - Forms of abuse, neglect and exploitation and specific safeguarding risks

1 abuse, neglect and exploitation

- 1.1 Staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).
- 1.2 Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

2 Definitions of abuse, neglect and exploitation

- 2.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others (seeing, hearing or experiencing domestic abuse and its effects). This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place in person and/or wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- 2.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve

conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying and prejudiced-based or discriminatory bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

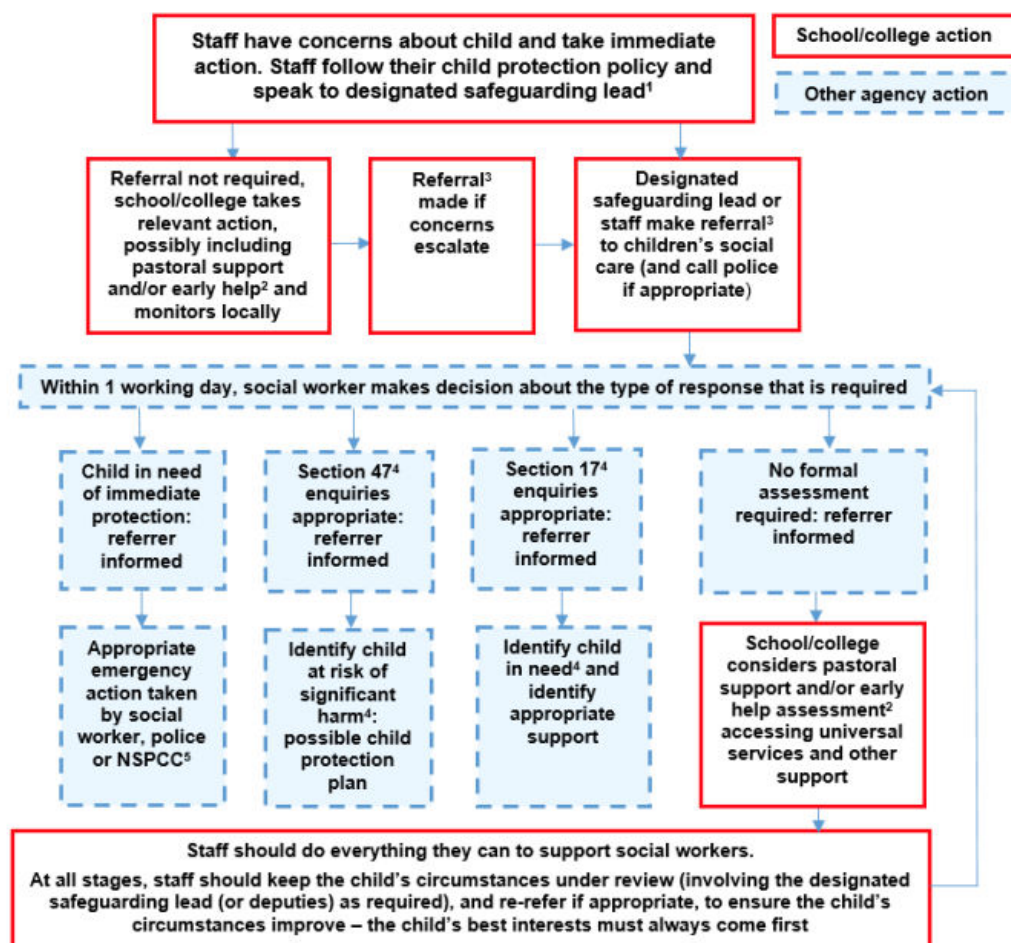
- 2.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it.
- 2.5 **Neglect:** the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3 Signs of abuse

- 3.1 Possible signs of abuse include, but are not limited to:
- 3.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;
 - 3.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
 - 3.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
 - 3.1.4 deterioration in educational progress and/or lack of engagement;

- 3.1.5 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
 - 3.1.6 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
 - 3.1.7 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
 - 3.1.8 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and
 - 3.1.9 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
 - 3.1.10 unexplainable and/or persistent absences from education
- 3.2 The Wandsworth Safeguarding Children Partnership can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused](#) (March 2015) provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.

4 Actions where there are concerns about a child



Appendix 2 - Early help assessment

- a. Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage of a child or young person's life to parents, children or whole families, and is generally supported by CSC in consultation with the family.
- b. The School understands that providing early help is more effective in promoting the welfare of children than reacting later.
- c. The School's safeguarding training includes guidance about early help processes and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:
 - i. is disabled or has certain health conditions and has specific additional needs;
 - ii. has special educational needs (whether or not they have a statutory education, health and care plan);

- iii. has a mental health need;
 - iv. is a young carer;
 - v. is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
 - vi. is frequently missing / goes missing from care or from home;
 - vii. is at risk of modern slavery, trafficking sexual or criminal exploitation;
 - viii. is at risk of being radicalised or exploited;
 - ix. has a family member in prison, or is affected by parental offending;
 - x. is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - xi. is misusing alcohol or other drugs themselves;
 - xii. is looked after or has returned home to their family from care;
 - xiii. is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage;
 - xiv. is a privately fostered child; and
 - xv. is persistently absent from education including persistent absences for part of the school day.
- d. A member of staff who considers that a pupil may benefit from early help should keep a written record of their concerns and in the first instance discuss this with the DSL (see paragraph 23 'record keeping' below and appendix 2 for further guidance). The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Children Partnership menu of early help services and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate.
 - e. If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL in carrying out this role. In some cases School staff may be required to take a lead role.
 - f. The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse or does not appear to be improving.

Appendix 3 - Concerns about a child; guidance for staff

1 Receiving a disclosure

- 1.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.

- 1.2 Do not ask leading questions, i.e. a question which suggests its own answer. Use 'tell me, explain to me, describe to me' (TED) questioning. It is particularly important not to continue questioning a pupil if they disclose something which suggests that a criminal offence may have been committed – the Police will need to take the lead on investigating and your questioning might compromise possible criminal proceedings.
- 1.3 Take the pupil to the School Medical Officer if there is a medical need and do not examine the injury yourself.
- 1.4 Reassure the pupil, they are being taken seriously and they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.
- 1.5 Do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.
- 1.6 Keep a sufficient written record of the conversation (see 2 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.
- 1.7 Pass on the record when reporting the concern in accordance with this policy.

2 Recording a concern

- 2.1 Staff must record all concerns in writing on Engage.
- 2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:
 - 2.2.1 the pupil's details: name; date of birth; address and family details;
 - 2.2.2 date and time of the event / concern / conversation;
 - 2.2.3 a clear and comprehensive summary of the event /concern / conversation;
 - 2.2.4 details of how the concern was followed up and resolved,
 - 2.2.5 a note of any action taken and by whom, decisions reached and the outcome;
 - 2.2.6 the name and position of the person making the record.

3 Use of reasonable force

- 3.1 There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. Reasonable in these circumstances means using no more force than is needed¹.
- 3.2 Staff should refer to School's Behaviour, Discipline and Exclusion policy and the staff code of conduct for more detailed guidance about the use of reasonable force.

Updated Policy Date:	Scheduled review by Dolphin School
1.9.2024	1.9.2025

¹ Further guidance can be found in Government guidance: [Use of reasonable force in schools](#).