



# **Safeguarding/Child Protection Policy and Procedures**

**Updated September 2021**



## Summary and overview of revisions made for the academic year 2021 to 2022

- The appointment of an Assistant Principal and a Curriculum Manager to the Safeguarding Team to provide opportunities for professional development and to develop greater capability to support the Designated Safeguarding Lead (DSL) and provide greater 'reach' to the existing team.
- Explicit reference made that students can speak to any member of staff in the Academy and that students who may disclose a concern to a member of staff are taken seriously and are kept safe.
- A revised set of procedures staff will be required to follow when presented with issues of sexual exploitation and sexual abuse, which can be found in this policy, in the behaviour policy and in the staff handbook. This revision is in response to OfSTED's review into sexual abuse in schools and includes record keeping and reporting to the Education Safeguarding Officer in Wandsworth.
- Explicit reference made in the Academy's Behaviour Policy and in the Safeguarding/ Child protection Policy and Procedures that the Academy adopts a zero-tolerance approach to all types of abuse, harassment and bullying. This includes steps taken to address the sharing of nude and semi-nude images.
- Explicit reference made to bullying and cyberbullying in the Academy's behaviour policy, Anti-Bullying Policy and ICT curriculum to proactively discourage students from engaging in this behaviour and to detail the Academy's response after investigating and confirming an incident of bullying and online bullying.
- Explicit reference made to children's mental, social, emotional, physical, medical and academic welfare being at the heart of all of the Academy's policies, routines and practices and that all staff are vigilant and responsive at all times.
- A revised programme for the Academy's Student Forum, which will include focus group 'safeguarding' meetings each term.
- A regular and comprehensive training programme for all staff, which forms part of the Academy's routine training. The face-to-face training is supplemented by online, topic specific training and regular checks for understanding.
- The application of COVID control measures to ensure the medical safety of all students.
- A review of each section of the Academy's Safeguarding/ Child Protection Policy and Procedures in line with the revisions made to Keeping Children Safe in Education 2021.

## INTRODUCTION

The Trustees, Executive Board, Leadership Group and staff of Ashcroft Technology Academy (The Academy) recognise and understand the responsibilities and duty placed upon them to have the correct policies and arrangements in place to safeguard and promote the welfare of all students at the Academy. It is recognised and accepted that all staff, including associate staff and any volunteers, have a full and active part to play in protecting students from harm.

We believe that our Academy provides a well-ordered, well-structured, caring, positive, safe and calm environment in which students can learn, and which promotes the mental, social, physical, emotional wellbeing of each individual student, and adopts a zero-tolerance approach to behaviour which compromises the safety and well-being of individual students.

Staff understand the part they play in observing, listening and reporting concerns to the DSL and the Academy recognises its responsibilities and duties to report child protection concerns to the social work service within Children's Specialist Services and to assist Children's Specialist Services in child protection enquiries and in supporting Children in Need.

This policy is in line with the London Child protection Procedures 2021 (updated March 2021), Working Together to Safeguard Children 2018 (updated December 2020), local guidance from the Wandsworth Safeguarding Children Partnership and Keeping Children Safe in Education 2021.

Due to the regulations and restrictions related to the Covid19 pandemic, the Academy has added two addenda to this policy to reflect specific safeguarding measures in place. These will be kept under review as Government guidance is updated, and amended when necessary.

The Academy will raise child protection concerns with parents/carers at the earliest appropriate opportunity, and work in partnership with them and with other agencies to ensure that students receive the correct help or support at the right time.

The Academy will ensure that all staff are provided with the appropriate training in child protection issues, as recommended in the guidance. In particular, designated members of staff will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.

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 all safeguarding concerns they might have – however trivial or inconsequential they might appear at first - with the DSL without delay. Concerns must be logged on MyConcern following a face-to-face conversation with the DSL, or with one of the Deputy DSLs.

If a staff member believes that a student might be at immediate risk or that a student has suffered significant harm and continues to be at risk, they should contact the DSL first and then the Wandsworth Initial Point of Contact (IPOC) with the support of the DSL. If a child is in immediate or imminent danger, police should also be contacted.

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

In urgent circumstances a referral can be made to the Multi Agency Safeguarding Hub (MASH) on the telephone. However, a completed Multi-Agency Referral Form (MARF) will be required as soon as possible after the telephone contact with essential information (even if additional background information is

completed later) because Section 47 enquiries cannot be progressed with the police until after a written referral has been received. The MARF can be accessed online at:

<https://www.wandsworth.gov.uk/health-and-social-care/children-and-families/make-a-referral-to-the-multi-agency-safeguarding-hub/>

Referrals to MASH can be made by:

Telephone: 020 8871 6622

E-mail: [mash@wandsworth.gov.uk](mailto:mash@wandsworth.gov.uk)

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

All staff are required to read this policy and Part 1 of Keeping Children Safe in Education (implemented September 2021) carefully and to be aware of their role in these processes. In addition, staff are now being asked to read section 5, and Annex 2 of KCSIE 2021. A small number of staff with no student facing responsibilities are permitted to read Annex 1 only.

All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process and will be provided with the training to use MyConcern safeguarding software.

**Our DSL is Phil Hall (Deputy Principal)**

**Our Deputy DSLs are Mike Collins (Assistant Principal)**

**Niall Dooley (Head of Year 10)**

**Vicky Ward (Pastoral Lead)**

**Claire Peterson (Curriculum Manager for Art).**

## AIMS

- To raise awareness of **all** Academy 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 all matters relating to child protection.
- To provide a structured procedure within the Academy which will be followed by all members of the Academy community in cases of suspected abuse, neglect or harm.
- To ensure that all staff respond to disclosures made by students seriously and in a way that makes the student feel safe and 'heard'.
- To provide a systematic means of monitoring students known or thought to be at risk of significant harm.
- To work openly and in partnership with parents in relation to child protection concerns in order to provide the most appropriate support at the earliest stage of a concern.
- To support all students' development in ways that will foster a sense of personal safety, self-belief and self-confidence, independence and academic achievement.
- To promote safe practices and challenge and correct poor and unsafe practices.
- To develop and promote effective working relationships with other agencies involved in safeguarding and promoting the welfare of children in order to secure the most appropriate help or support for students in times of need in a timely manner.
- To ensure that all vulnerable children, including those who need a social worker and those who require mental health support, are provided with appropriate help in the Academy to ensure their needs are identified and responded to appropriately.
- To ensure that all adults working in the Academy have undergone all of the necessary checks to confirm their suitability to work with children, in line with current guidance.
- To integrate, in full, the RSHE guidance and to create opportunities beyond the core curriculum for children to develop the skills they need to recognise danger and to 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 (to include sexually motivated and coercive behaviour and homophobic and transphobic bullying); e-safety; discipline and behaviour; peer-on-peer abuse; health and safety; missing children; child sexual exploitation; child criminal exploitation; female genital mutilation (FGM); extremism; mental health; 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 under the age of 18 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. It also includes peer-to-peer abuse. This takes the form of physical or online bullying, aggressive or violent behaviour and sexualised behaviour.
- **Abuse** is broadly divided into four categories: - Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 3.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs and/ or preventing their child from attending school on a regular basis.
- **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 an adult or a peer 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, encouraging or forcing the exchange of nude or semi-nude images, watching sexual activities or encouraging children to behave in sexually inappropriate ways. The nature of this behaviour can be physical or online.
- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

It is important to recognise that many children will be living (or may have lived) in families where **Domestic abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is *any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional harm.*

*All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.*

**Child Criminal Exploitation (CCE)** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim can become trapped in this type of exploitation as perpetrators can threaten victims (and their families) with violence and coerce them into debt. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact and can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

**Child Sexual Exploitation (CSE)** is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

**County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

**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.

There is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police and the DSL will support this process.

**Mental Health:** all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Academy staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

All concerns relating to a student's mental health must be referred to the DSL who will coordinate the most appropriate support for that student.

**Peer-on-Peer Abuse:** children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. Staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

All staff understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such, if staff have any concerns regarding peer-on-peer abuse they should speak to their DSL (or deputy).

All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Staff maintain a zero-tolerance approach to these behaviours and will not dismiss sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" and will report this type of behaviour on the behaviour management system.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/ hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**Honour Based Abuse (HBA):** this encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.



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

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

Longer-term risks include:

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

**Children missing 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 (LA). We will also ensure staff are alert to the potential risks of poor or non-attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as **travelling to war zones, FGM and forced marriage.**

**Prevent:** all schools must have due regard to the need to prevent students from being drawn into extremism, terrorism or being radicalised. We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in the Academy. Concerns will be discussed with the child's parents whenever possible and with the LA Prevent co-ordinator and referrals made to the Channel programme when appropriate. We understand our responsibilities as set out in the Prevent Duty and legislation and will ensure these are adhered to.

## KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and/or abuse.
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with child protection 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, Academy 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 Academy 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 aggressive in an overt way, 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 the Academy whom they can approach if they are worried or unhappy.
- We acknowledge that 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 student can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We consider carefully the specific needs of the lesbian, gay, bisexual, transgender and non-binary (LGBTQIA+) students seeking suitable expert advice where necessary.
- 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.
- Induction and refresher training for staff members will include the Academy's behaviour policy and procedures for children missing education as well as the staff code of conduct and this Safeguarding and Child Protection Policy.
- The roles of the DSLs are explicit in their job descriptions.
- 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
- All staff are aware of the relevant data protection principles (under Data Protection Act 2018 and the General Data Protection Regulation 2016), but are also clear that where there is the need to safeguard or promote the welfare of a child, relevant and proportionate information must be shared.

## PROCEDURES

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

The Academy will therefore ensure that:

- There are five designated members of staff who have received appropriate training and support for this role, in accordance with mandatory requirements.
- There is a minimum of one additional member of staff who will act in the absence of the DSL and has also received appropriate training for this role.
- Designated staff attend safeguarding training required of their position every two years and all staff are provided with safeguarding training every year as a minimum.
- Every member of staff, volunteer, Executive Board member and Trustee knows the name of the DSL and the Deputy DSLs, their roles and the back-up arrangements if none of them are available.
- All staff are familiar with the Academy's Safeguarding Policy as well as the Staff Code of Conduct and these arrangements 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 Wandsworth & Richmond Children's Services (Social Services Department), if needed.
- 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.
- When considering referrals to support agencies, the Academy will act in accordance with the WSCP. Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds.
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL.
- All staff understand how to respond to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to child protection procedures, (for example by including this information in the Academy prospectus).
- It 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.
- It 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.
- It 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 (model format attached as Appendix 2). The Academy 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 Academy will take responsibility for finding out what is happening and keep pressing for action to be taken.
- Electronic records are kept of all concerns in MyConcern, whether or not there is a need to refer the matter immediately. Additional records and documentation are kept securely, separate from the main student file, and in locked locations.
- The child's social worker is notified of any student subject to a Child Protection Plan (CPP) who is absent from the Academy, without explanation, for more than 2 days.
- Any new concern or relevant information about a child subject to a CPP will be passed to the child's allocated social worker without delay.
- If a child subject to a CPP leaves the Academy, records will be transferred to the new school without delay and the child's social worker informed of the change.
- If Academy staff are unsure how to proceed in a potential child protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Officer, or the link social worker for the

Academy, a duty social worker or directly from the Safeguarding Standards Service (useful numbers listed in Appendix 13).

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

## CURRICULUM INPUT AND ONLINE SAFETY

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. We will ensure that the curriculum includes input about safe relationships and personal resilience, sexual education and health education and is in line with legislative changes which came into force in September 2020.
- In planning curriculum input in relation to online safety we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our students so that all students are enabled to access this input effectively.
- We acknowledge that as well as providing a variety of positive opportunities, the use of technology has become a significant component of many safeguarding issues. This is particularly true after two periods of lockdown during which children develop a dependence on mobile devices to maintain social contact with friends and families who they were not permitted to see because they did not form part of their household. Technology can provide a platform that facilitates exploitation of children and young people and it can be a space where children believe they can act anonymously and therefore with impunity (in a way that they would not behave in face-to-face circumstances). The breadth of issues classified within online safety are considerable but can be categorised into three areas of risk:

CONTENT: being exposed to illegal, inappropriate, harmful or sexual material.

CONTACT: being subjected to harmful online interaction with other users.

CONDUCT: personal online behaviour that increases the likelihood of, or causes harm, such as the sending of explicit images or online bullying.

## **CONTEXTUAL SAFEGUARDING**

- The Academy understands that safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside the Academy or within.
- All staff, but especially the DSL (or Deputy DSLs or relevant Head of Year), understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.
- This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.
- The Academy understands that extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- The Academy will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed.
- This will allow any assessment to consider all the available evidence and the full context of any abuse.

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

- The Academy will ensure that 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, and statutory guidance, updated February 2018.
- The Academy will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.
- The Academy will work with the virtual school head to discuss how the student premium plus funding can be best used to support the progress of Looked After Children (LAC) in the Academy.
- The Academy recognises that children who were previously Looked After; Care Leavers and other children living away from home are also additionally vulnerable and may continue to require support at a higher level

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

- The Academy recognises that children with SEND may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- The Academy will provide a school environment which is intolerant of abuse or bullying in its many forms and in which all students, including those with SEND, feel confident and able to discuss their concerns.
- Students with SEND are linked to a Key Worker (a safe adult) to whom they can discuss any concerns they have.
- The DSL will work with the SEND co-ordinator, where necessary, to ensure that the needs of SEND students in relation to child protection issues are responded to appropriately (e.g. for a child with particular communication needs).

## **MENTAL HEALTH AND BEHAVIOUR**

- In order to help our students succeed, the Academy recognises that it plays an important role in supporting them to be resilient and mentally healthy.
- The Academy will ensure that students and their families are able to participate as fully as possible in decisions and are provided with information and support.
- It is recognised 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, and may include children who have experienced abuse.
- 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).
- If the Academy has a mental health concern about a child that is also a safeguarding concern, immediate action will be taken in line with our policy.

## **COMMUNICATION WITH PARENTS / CARERS**

- The Academy will ensure that all parents are informed that the Academy has a Safeguarding and Child Protection Policy and is required to follow WSCP guidelines in respect of reporting suspected abuse to the Children's Social Care.
- Students and parents will be made aware of how the Academy's child protection 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 Academy's concerns at the earliest appropriate opportunity.

## **CONFIDENTIALITY**

- We recognise that matters related to CP are of a confidential nature. The DSL and/or Principal will therefore share detailed information about a student 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 other relevant agencies where necessary to safeguard and promote the welfare of children.
- **All staff are aware that they cannot promise a child that they will keep certain information secret.**

## **SUPPORT FOR STAFF**

- We recognise that staff working in the Academy who have been dealing with CP issues may find the situation stressful or upsetting.
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.
- Counselling provision will be made available, where necessary.

## **ALLEGATIONS AGAINST STAFF OR VOLUNTEERS**

- We recognise that there will be occasions when a student at the Academy, or a parent or another person may make an allegation against a member of staff (including supply, agency or contracted staff) or volunteer. The term allegations refers to concerns reported or raised that might indicate a person has caused harm to a child, acted in a way that created potential serious risk to a child or would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.
- The majority of allegations against staff and volunteers relate to their behaviour in the workplace. However, some concerns may relate to their personal life or the care of their own children. In some cases, there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children for whom the staff member of volunteer is responsible.
- We expect any member of staff or volunteer who is concerned about the behaviour or presentation of a colleague, or sees an incident which concerns them, to discuss this as soon as possible with the DSL or Principal without fear of reprisal.
- In this event the Principal must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate within 24 hours of the concern / allegation becoming known.
- If the allegation is against the Principal, the member of staff should inform the Chair of the Executive Board via the DSL. The Chair of the Executive Board will inform Trustees.
- The criteria for making a referral to The LADO is that an individual may have:
  - behaved in a way that has, or may have, harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children
- The LADO also offers a consultation service, which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. This means the Academy will have a clear record of their correspondence with the LADO, which provides important evidence (for example if they are inspected by OFSTED). It also holds the LADO accountable for the advice given.

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

## **SAFE RECRUITMENT**

- The Academy will ensure that it operates a safe recruitment policy to ensure that all those working in the Academy, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will undertake Safer Recruitment training.
- Appropriate checks (i.e. enhanced DBS checks will be carried out on all potential employees and volunteers, and all references will be taken up and verified). The Academy will ensure it follows the most recent guidance in respect of these issues, including taking account of the definition of regulated activity (KCSIE 2021 – section 3).
- Interview panels will follow recommendations from the Vice-Principal in relation to practice. One member of each interview panel must have completed Safer Recruitment training.
- At interview, candidates will be asked to account for any gaps in their employment history and asked for verbal confirmation on their criminal background status

## **EXECUTIVE BOARD RESPONSIBILITIES**

- The Executive Board will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in the Academy are effective, comply with the law at all times, and take into account the procedures and practice of the WSCP and Keeping Children Safe in Education 2021.
- The Trustees will ensure that a member of the Executive Board (usually the Chair) has been nominated to liaise with the LA and/or partner agencies on issues of child protection and that a Trustee would undertake such a role in the event of an allegation of abuse being made against the Principal. If an allegation of abuse is made against the Principal and if the outcome of a preliminary investigation by the C of EB indicates a possibility of disciplinary action, the latter must inform the Board of Trustees who will nominate a Trustee to be involved in all further discussions. The DSL will also be informed on a confidential basis if not already aware.
- The Executive Board (or Board of Trustees) will remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.

## **POSITIVE HANDLING and PHYSICAL INTERVENTION**

- The Academy has a no physical intervention approach and staff are advised not to restrain students unless they pose a threat to themselves or others.

## **SPECIFIC SAFEGUARDING ISSUES**

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary.
- The DSL will attend relevant training and cascade information, or where relevant organise additional briefings or training input for staff. to ensure that staff are aware of issues such as those listed below, understand the indicators and recognise the complexities of these issues for young people:
  - Child Sexual Exploitation
  - Female Genital Mutilation
  - Radicalisation
  - Illness Fabricated and Induced



- Domestic Abuse
- Violence in the name of Honour
- Children missing education
- Children and the court system
- Children with family members in prison
- County lines
- Domestic abuse
- Homelessness
- Peer on peer abuse, including sexual abuse, knife crime and serious youth violence
- Sexual violence and sexual harassment, including upskirting
- Online abuse/ bullying

## **ANTI - RADICALISATION**

- The Academy supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.
- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.
- Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.
- All staff members are aware of these issues and staff have attended training.
- The Academy works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive, multi-cultural school which values citizenship and a sense of belonging. Students are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.
- As with all matters pertaining to the maintenance of a safeguarding culture within the Academy, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay.
- If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in the LA (either Prevent co-ordinator or safeguarding services) if necessary.

## **CHILDREN WHO ABUSE OTHER CHILDREN**

The Academy recognises that children are capable of abusing their peers and that some forms of abuse are 'normalised' and form part of a wider accepted culture in society. As a school we work to eradicate the risk of peer-on-peer abuse and will investigate and deal with any allegations robustly and in line with our Behaviour Policy. Where needed, risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to provide them with the most appropriate support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion.

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

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others. In instances where abuse is persistent, a fixed-term or permanent exclusion will be considered.

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

Instances of sexual violence and sexual harassment will be taken seriously and responded to robustly. The Academy will adhere to guidance in section 5 of Keeping Children Safe in Education 2021 and follow procedures (as detailed in Appendix 7)

All staff will be made aware of indicators which may signal that children are at risk from, or involved in, serious violent crime. They will be provided training and information about the associated risks and the measures in place to manage these, in line with Home Office guidance "Preventing youth violence and gang involvement" and the OFSTED report "Safeguarding children and young people in education from knife crime" (as detailed in Appendix 12)

## **OTHER RELATED POLICIES**

- anti-bullying policy
- behaviour policy
- discrimination (sex, race and disability) policy
- health and safety policy
- code of conduct policy

### **Child on child sexual violence, sexual abuse and sexual harassment**

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

The Academy also uses the term 'alleged perpetrator' and where appropriate 'perpetrator'. These are widely used and recognised terms and the most appropriate to aid effective drafting of advice.

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

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

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

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

The Academy understands that such behaviours may reflect wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. This is why an Academy wide approach (especially preventative education) is important.

Some students (e.g. those with SEND, or those who are LGBTQIA+) can be particularly vulnerable.

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

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

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

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

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

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

**Sexual harassment** is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is

important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;

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

**Preventative:** RSHE Programmes are developed to be age and stage of development appropriate and tackle such issues as

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

**Responding:** Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly. Staff will follow the agreed investigation protocol and respond to reports in a considered and appropriate way.

Ultimately, any final decisions will be made on a case-by-case basis, with the DSL (or a deputy) taking a leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required.

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

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

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

The risk and needs assessment should consider:

- the victim, especially their protection and support;

- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the Academy, especially any actions that are appropriate to protect them;

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

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

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

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

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

Additional guidance is available in Part 5 of KCSiE 2021 and [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

## **Appendix 1**

### **London Child Protection Procedures, updated March 2021**

available electronically via Wandsworth Safeguarding Board website [www.wscp.org.uk](http://www.wscp.org.uk) and London SCP website – [www.londoncp.gov.uk](http://www.londoncp.gov.uk)

## **London Safeguarding Children Partnership supplementary procedures**

These provide detailed information related to specific safeguarding issues. They are available via the London SCP website (as above).

### **Keeping Children Safe in Education**

DfE statutory guidance issued Sept 2021

Keeping Children Safe in Education 2021

Or via [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

**This guidance contains links to guidance and advice about many of the key specific safeguarding issues.**

### **Working Together to Safeguard Children 2018, updated December 2020**

#### **What to Do If You Are Worried a Child Is Being Abused**

[What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused](#)

### **Information sharing**

[Information sharing: advice for practitioners \(publishing.service.gov.uk\)](#)

### **Allegations against staff and volunteers who work with children**

WSCP guidance, available on WSCP website. [www.wscp.org.uk](http://www.wscp.org.uk)

### **Children Missing from Home and Care Policy and Protocol**

WSCP procedures, available on WSCP website [www.wscp.org.uk](http://www.wscp.org.uk)

### **Guidelines for positive behavioural and physical intervention**

WSCP guidance, available on WSCP website [www.wscp.org.uk](http://www.wscp.org.uk)

### **Child Sexual Exploitation Strategy**

WSCP protocol and guidance, available on WSCP website [www.wscp.org.uk](http://www.wscp.org.uk)

### **Domestic Violence and children**

Wandsworth guidance issued June 2012

### **Thresholds for Intervention**

WSCP guidance, available on WSCP website. [www.wscp.org.uk](http://www.wscp.org.uk)

### **Mental Health and Behaviour in schools**

DfE guidance, issued November 2018

DFE-00327-2018 [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

The NSPCC what you can do to report abuse dedicated helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0808 800 5000–

line is available from 8:00 to 22:00, Monday to Friday, and 09:00 to 18:00 at the weekends. Alternatively, Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Safeguarding children and young people from knife crime

[Knife crime: safeguarding children and young people in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/knife-crime-safeguarding-children-and-young-people-in-education)

Vulnerable Children in a Digital World

[Internet-Matters-Report-Vulnerable-Children-in-a-Digital-World.pdf \(internetmatters.org\)](https://www.internetmatters.org/reports/internet-matters-report-vulnerable-children-in-a-digital-world)

When to Call the Police (NCP guidance)

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Wandsworth Safeguarding Children Partnership

[Home - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](https://www.wscp.org.uk)

Ofsted framework for inspecting safeguarding in early years, education and skills settings

[Inspecting safeguarding in early years, education and skills settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-settings)

## Appendix 2

### **School report to Child protection Conference or Looked After Child review**

School	
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<b>Name of child</b>	
<b>Date of birth Year group</b>	
<b>Name of class teacher / tutor / HOY</b>	

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

What is working well?
What are we worried about?
What needs to happen?

Signature	
Print name	
Date	

**Reports should be shared with families prior to the meeting except in exceptional circumstances**  
Please send this report wherever possible at least 48 hours in advance of the relevant meeting to [child.protection@wandsworth.cjsm.net](mailto:child.protection@wandsworth.cjsm.net) and bring copies for those attending the meeting.



## **Appendix 3**

Guidance re potential signs of abuse from London SCB procedures

### Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

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

## Bruising

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

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

## Bite Marks

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

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

## Burns and Scalds

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

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

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

## Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

## Scars

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

## Behavioural Indications

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

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

## Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

- Developmental delay

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

### Recognising Neglect

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

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

### Recognising Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self-mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners

- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

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

#### **Appendix 4** **Safeguarding / Child protection protocol / procedures**

##### **Ashcroft Technology Academy**

The designated members of staff in our school are

**Phil Hall DSL**

**Michael Collins DDSL**

**Niall Dooley DDSL**

**Vicky Ward DDSL**

**Claire Peterson DDSL**

**All staff members have a statutory responsibility to safeguard and promote the welfare of all students at all times**

**If you have a concern about a student or you receive information that leads you to be concerned that a student has been harmed or is at risk of harm or their welfare is being compromised you are required to act appropriately to ensure action can be taken to protect the student concerned.**

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

**If a student discloses abuse please note the following key points**

- Listen carefully to what the student is telling you without interrupting
- Ensure that the student feels that their disclosure is being taken seriously
- Do not promise confidentiality
- Remain non-judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the student is telling you
- Be honest with the student and explain what you will happen next
- Record the information fully
- Pass on to the DSL (DSL)

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

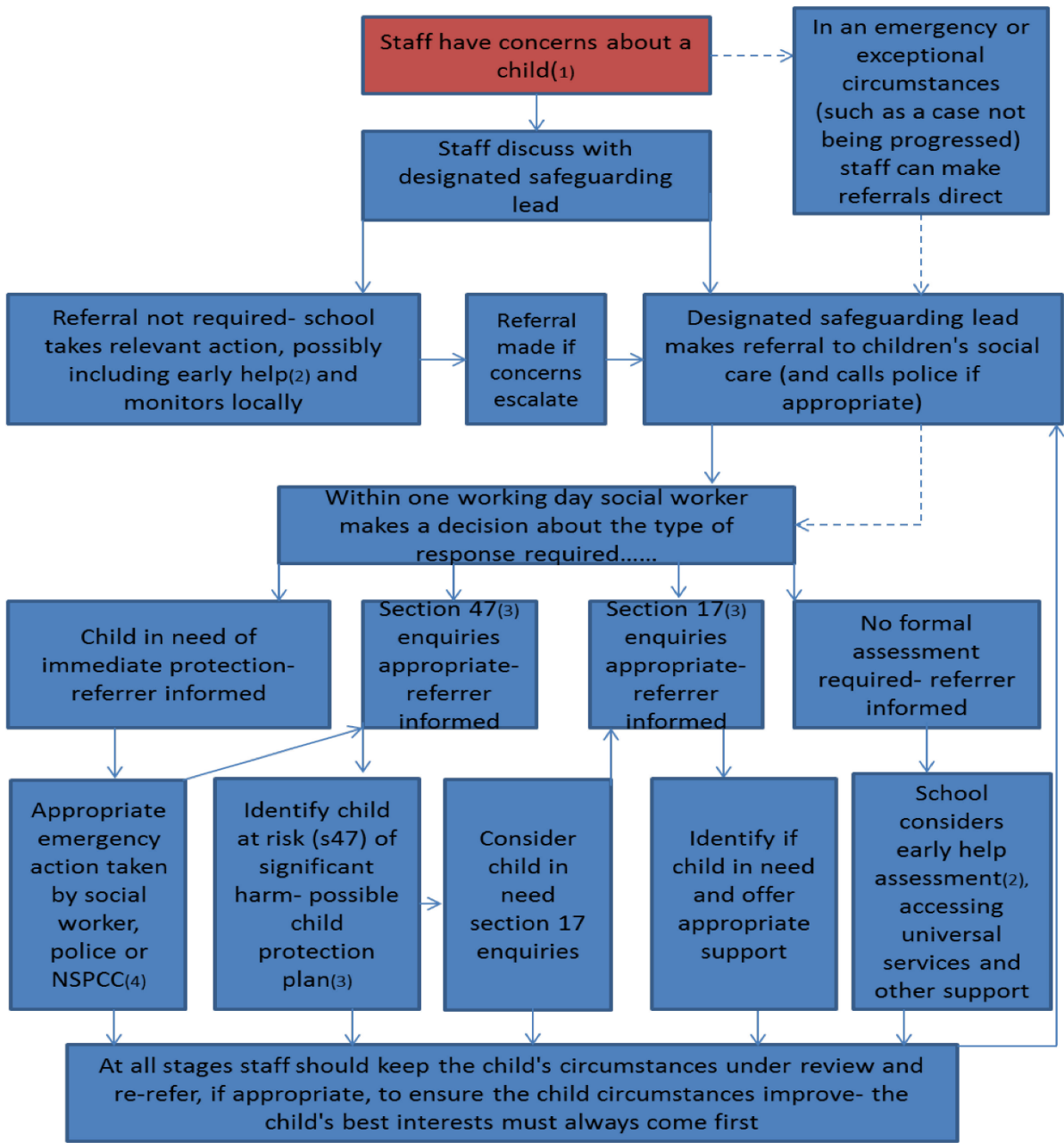
If the information you have indicates that the student has suffered harm or there is a high level of risk, ensure this is passed to the DSL immediately.

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

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

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

## Appendix 5 Referral flow chart



**Appendix 6**  
**Guidance for schools re children who abuse other children**

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

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

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

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

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

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

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

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

### **Process**

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

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

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



- Consider whether the situation warrants information being shared with other parents in the school (e.g. where press coverage is likely) and seek advice

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

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

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

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

Once initial actions have been taken and processes are in place consideration should be given to the provision of ongoing support / counselling for the children involved, where appropriate / necessary. Additional guidance is available via the NSPCC at:

<https://learning.nspcc.org.uk/child-abuse-and-neglect/peer-on-peer-sexual-abuse>

## **Appendix 7**

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

### **Victims and alleged perpetrators**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Sexual harassment** is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- up skirting (which is now a criminal offence) – this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

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

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

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

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

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

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

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

The risk and needs assessment should consider:

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

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

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

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

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

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

Additional guidance is available in Part 5 of KCSiE 2021 and [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

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

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

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

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

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

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

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

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

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

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

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

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

## Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.

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

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

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

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

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

The notification will include:

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

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

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

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

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



<b>Grounds for deleting a student of compulsory school age from the school admission register set out in the Education (Student Registration) (England) Regulations 2006, as amended</b>	
1	8(1) (a) - where the student is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the LA for that named in the order or the order is revoked by the LA on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the student should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a student at another school.
3	8(1)(c) - where a student is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the student is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a student granted leave of absence in accordance with regulation 7(1A), that — (i) the student has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the student is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the LA have failed, after jointly making reasonable enquiries, to ascertain where the student is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the student is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the LA have failed, after jointly making reasonable enquiries, to ascertain where the student is.
9	8(1) (i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the student will return to the school at the end of that period.
10	8(1)( j ) - that the student has died
11	8(1)(k) - that the student will cease to be of compulsory school age before the school next meets and (i) the relevant person has indicated that the student will cease to attend the school; or

	(ii) the student does not meet the academic entry requirements for admission to the school's sixth form
12	8(1)(l) - in the case of a student at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a student of the school
13	8(1)(m) - that he has been permanently excluded from the school
14	8(1)(n) - where the student has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school
15	8(1)(o) where— (i) the student is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the student; and (iii) those charges remain unpaid by the student's parent at the end of the school term to which they relate

## **Role of DSL (DSL)**

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

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

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

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

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

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

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

### Key responsibilities include

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

### Training

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

They must also attend Prevent training.

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

### Policy and procedures

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

### Recording

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

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

## Safeguarding recording and record keeping guidance for schools

This guidance is intended to support effective recording of key (significant) events for students, safeguarding concerns and Child protection issues.

The importance of accurate recording is generally well understood by staff members but advice is frequently requested in respect of this issue.

### Significant life events

Some key events in a child or family can have a significant impact and it is essential that these are clearly recorded on the child's file. An example of a significant event would be the death of parent, sibling or other close family member. Unnecessary distress can be caused to a child or parent if such significant information is overlooked or not known, so it is important that it is recorded in such a way as to be accessible to other members of staff who may be working with the child or in a position where they may be required to contact the family.

### Key information

Schools need to have key information about students recorded and regularly updated. This information should include basic details such as

- which adults have Parental Responsibility for a child
- contact details for parents and any other nominated adults who can be contacted in case of emergency – it is advised that schools ask for **three contact numbers** for each child – one of which should be a trusted adult who the parent agrees can be contacted in an emergency but who does not live at the home address
- which adults the child lives with (especially in situations where parents do not live together) and contact arrangements if relevant
- any legal orders in place, particularly any which affect the care of the child
- any information which may impact on the safety of the child – e.g. adults who pose a risk to a child or are not permitted contact; Domestic Abuse issues etc.
- details of any key professionals working with the child

### Child protection / safeguarding concerns

Many schools have specific proforma for the recording of Child protection (CP) / safeguarding concerns. These can be very useful as they guide staff members by the completion of certain fields / questions and ensure that key information needed is not missed. Some use a coloured paper so that they are easily recognisable. Whatever the system in place it is essential that all staff are aware of the requirement to complete recording of CP / safeguarding concerns and given guidance about distinguishing between fact and opinion. An example proforma is attached – app 3

Schools are increasingly using computerised safeguarding recording systems (e.g. CPOMS or My Concerns) and these are generally proving to be positive in enabling effective recording and facilitating retrieval of information when needed. Guidance given to staff about good and effective recording should be the same whether they are writing it on paper or typing it into a computer system.

If injuries have been seen these should be recorded as accurately as possible, giving a clear description of the marks seen and their location.

If a disclosure has been received from a child this should be recorded using the child's own words, rather than an interpretation of what was said.

If the concern is the result of third party information received, this must be made explicit.

CP notes should be dated and signed by the member of staff who noted the concern or received the initial information about the issue.

DSLs should record when the information was received and any discussion had with parents, other staff members or professionals from other agencies, the identity of the other professional (e.g. name of duty social worker) and clearly note any decisions or actions agreed. This includes recording the reasons for a decision not to make an external referral if this is relevant.

Copies of referrals made to external agencies should be kept in the child's individual confidential record, alongside minutes of any meetings held, letters, e-mails etc.

Please remember when referrals are made it is important to include

- basic family details with contact details for the parents
- whether parents have been informed / consent to the referral
- if the concerns have not been discussed with the family why this is - usually only in cases where to do so may place the child at further immediate risk; where the parent is believed to have been responsible for / colluded in the child being sexually abused; or if all attempts to contact the parent have failed
- a clear explanation of your concerns and what actions you have already taken (if applicable)

Many safeguarding and / or CP concerns will not rely on a single incident or injury and will arise as a result of a series of smaller incidents, concerns and issues which build a picture that becomes more concerning over a period of time. It is therefore really important to ensure that a log of concerns is kept which will support effective decision making and (when necessary) referrals which provide clarity and evidence - based concerns.

It is advised that all designated staff keep a single record / log to note all students for whom they have a safeguarding file (example attached app 1), which logs basic details, status etc.

It is also advisable to record a brief risk assessment for each student for whom school has CP concerns as this informs the level of risk / concern and what actions may need to be taken, (example attached app 2). For some students where there are complex concerns / high levels of concern related to risk, a more detailed risk assessment may be required.

## **Confidentiality**

Records can be paper files or computerised. What is important is that CP information is recorded and kept securely, with access to particularly sensitive information restricted where necessary.

When passing on sensitive or confidential information to other agencies please ensure this is done in a secure manner.

## **Transfer and retention of records**

When students leave your school any CP / safeguarding information / records must be passed on to the receiving school (once confirmed) in a secure way and confirmation of receipt should be obtained.

Safeguarding and CP information is regarded as personal information and you do not necessarily need consent to share this. Generally, families should be made aware that information will be shared with a new school, what will be shared, with whom and why. If it is not reasonable to do this, or by doing so a child or young person's safety could be put at risk information can be shared.

Guidance as to whether copies of CP / safeguarding files should be retained in the originating school is not absolute, but local practice has been developed and it is recommended that schools seek advice from the LA (or their legal provider if relevant).

In Wandsworth, therefore, we recommend that key CP / safeguarding records are copied and one copy is retained in the originating school. It is immaterial whether original is retained and copy sent or vice versa

It is fine to retain either paper or electronic records so if there is shortage of filing space records can be scanned and retained electronically – some schools have chosen to do this – however if there are **original signed notes relating to a serious disclosure** it is advisable to retain the paper copy as these could be required

The computer systems that are on the market have facilities to transfer the data to other schools. At the time of writing, this does not mean that the data is transferred, it simply means that the previous school relinquish access, and access rights are transferred to the new school; the data is kept intact. If unsure please check with your provider.

Records should be retained 'long term, until the child is 25 years of age or older, then reviewed. IRMS guidance states that records should be retained for a longer period in 'instances where detailed information about activities in school may form an important part of safeguarding for that individual'.

This guidance is included in Government guidance: [Data protection: toolkit for schools](#) and the annual review checklist.

In addition, since the Independent Inquiry into Child Sexual Abuse (IICSA) was established, organisations should not destroy any records that might be relevant. Since we may not know at the time which records may be relevant, this provides justification for retention. Judicial review also supports this stance.

Schools should update their data audit log to reflect their retention period for these records

## Allegations against staff and volunteers

Please note that any concerns of a safeguarding nature / allegations against staff and volunteers must be **recorded and retained**. These matters need to be treated as confidentially as possible and the records kept securely.

The records should include:

- a clear and comprehensive summary of the allegation including who raised the initial concern and any witness accounts
- details of how the allegation was followed up and resolved. This should include any contact with parents and discussions with the LADO
- a note of any action taken, decisions reached and the outcome as categorised above, including any risk assessment and specific safeguarding measures put in place
- a copy provided to the person concerned, where agreed by children's social care or the police
- a declaration on whether the information will be referred to in any future reference

Details of how an issue was investigated and the outcomes should not be included on the child's file (as details of the staff member or volunteer need to be protected. Brief reference should be put on child's file so that records can be cross referenced if required at a later stage. We need to recognise that there is an

increase in non-recent allegations and good recording keeping supports any current investigations immeasurably.

### Peer on peer abuse

Similar guidance should be followed where there have been instances of peer on peer abuse or concerns reported about concerning or possibly abusive behaviour between students. i.e.

- record of initial concern / allegation
- who raised the initial concern
- any accounts provided by those involved or witnesses
- contact with parent / carer of child(ren) concerned
- how the matter was investigated
- action taken
- risk assessment
- safeguarding measures put in place
- consultation with Safeguarding in Education Advisor / advice given
- contact with Children’s Social Care
- contact with police (if relevant)

The relevant information should be recorded and retained on records for **both students** as well as copies of any referrals made.

### Students of concern list

### EXAMPLE

### Form 1

name	Dob / class	Status <i>e.g. CLA; subject to CP plan; CiN; privately fostered etc.</i>	Nature of concern <i>e.g. domestic abuse; CP concerns; self-harming; victim of bullying etc</i>	Other agencies / professionals involved <i>e.g. EWO; EP; school nurse; social care etc</i>




**Safeguarding Risk Assessment (Individual Student)**

**Form 2**

Name

Date of birth

Class / tutor group

Date of assessment

Carried out by

Reason for risk assessment  
*Category: personal safety / emotional safety / physical safety / other*

Identifying the risks / evidence of concern

Assessing the risk                      **LOW**                      **MEDIUM**                      **HIGH**

Actions being taken / reducing the risk

Other professionals involved

Logged on system (date)

### **Safeguarding concern report**

### **Form 3**

Name

Dob / class / tutor group

Reason for concern

*E.g. disclosure by child; behaviour observed; injury noted etc*

Details of concern

Is parent / carer aware of concern?

Name of member of staff reporting concern

Date

Received by DMS

Date

**Actions to be taken**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/785055/Knife\\_crime\\_safeguarding\\_children\\_and\\_young\\_people\\_110319.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/785055/Knife_crime_safeguarding_children_and_young_people_110319.pdf)

Appendix 13

**Useful contacts**

<b>Ameliah Rayn</b>	<b>07929862210</b>
<b>Safeguarding In Education Officer</b>	
<b>MASH / referral and assessment service</b>	<b>020 8871 6622</b>
<b>Out of hours duty service</b>	<b>020 8871 6000</b>
<b>Ruth Lacey</b>	
<b>Head of Safeguarding Standards Service</b>	
<b>Jackie Reynolds</b>	<b>020 8871 7208</b>
<b>Principal Administrator and first contact</b>	
<b>Anita Gibbons</b>	<b>07974 586461</b>
<b>LADO</b>	
<b>Jane Gallagher</b>	<b>07833 289237</b>
<b>School nurse</b>	
<b>Police Safer schools officer tbc</b>	<b>07788360196</b>
<b>Youth Engagement Sergeant Amreek Singh</b>	
<b>Wandsworth safety net</b>	<b>0207 801 1777</b>
<b>(for Independent Domestic Abuse advisors)</b>	