



FINTON HOUSE
SCHOOL

CHILD PROTECTION/ SAFEGUARDING POLICY

Member(s) of staff responsible: Bridget Norton

Date Revised: August 2019

Governing committee/sub-committee responsible: Safeguarding

Signature: Liz Buckley, Chairman of Governors

Signature: Ben Freeman, Headmaster

Date: 2nd September 2019

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

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1. Introduction

The Governors and staff of Finton House School fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. Everyone who comes into contact with children and their families has a role to play.

Safeguarding and promoting the welfare of children is defined as: *protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.* (KCSiE Sept 2019).

Where a child is suffering significant harm, or is likely to do so, action is taken to protect the child. Action is also taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

All staff recognise, including volunteers, that it is their responsibility to help safeguard children and to adopt a child-centred approach. Thus to consider, at all times, what is in the best interests of the child and to play a role in identifying concerns, sharing information and taking prompt action. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

For further information see the following DfE documents: Prevent Duty Guidance: for England & Wales (July 2015), The Prevent Duty – Departmental advice for schools and childcare providers (Aug 2015), The use of social media for on-line radicalisation (July 2015), 'Keeping Children Safe in Education: statutory guidance for schools and colleges and including in particular Part 1 & Annex A: Information for all school and college staff' (Sept 2019 DfE), 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' (Feb 2019 DfE), 'What to do if you're worried a child is being abused' (March 2015 DfE) and 'Disqualification under the Childcare Act 2006' (August 2018). This policy is also in line with the London Child Protection Procedures (5th edition amended Sept 2018 – to be updated 30.9.19)

The designated safeguarding lead (DSL), member of staff with responsibility for child protection and the Deputy DSLs together with the Head are the most likely to have a complete safeguarding picture and to be the most appropriate person(s) to advise on the response to safeguarding and child protection concerns. The DSL is the Deputy Head (Bridget Norton) who has Level 3 training (June 2018). She is also the school's Prevent lead. The Deputy DSL for E-Safety is the Computing Co-ordinator, (Susan Seale) who has Level 3 training (June 2017) and the Early Years Assistant, (Lucy Andrews) who has Level 3 training (June 2018). In the absence of the DSL, the Head, Ben Freeman who has Level 3 training (June 2017) will cover the DSL role. The Chairman of Governors has Level 3 training (June 2018) and the Governor with responsibility for Child Protection/Safeguarding and Prevent is Clare King, who has received Level 3 training (Nov 2018) and has DSL experience. She reports termly to the Board of Governors having met with the DSL. The DSL has responsibility for online safety and is supported by the Deputy DSL (computer co-ordinator), IT Technician and IT Governor, Ravi Ruparel.

Contact Details:

DSL	Bridget Norton	bridget.norton@fintonhouse.org.uk	020 8682 0921 020 8682 5017
Deputy DSL E-Safety	Susan Seale	Susan.seale@fintonhouse.org.uk	020 8682 0921
Deputy DSL	Lucy Andrews	lucy.andrews@fintonhouse.org.uk	020 8682 0921

Head	Ben Freeman	ben.freeman@fintonhouse.org.uk	020 8682 0921
Safeguarding Governor	Clare King	Clare.king@fintonhouse.org.uk	020 7610 9018

The school provides a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil.

The school recognises its responsibilities and duties to report Child Protection concerns to Children's Social Care within Wandsworth Safeguarding Children Partnership and pays due regard to their guidance. The school also assists Children's Social Care in Child Protection enquiries and in supporting children in Need.

All parents are informed of the school's child protection and safeguarding policy and it is available on the school's website. If parents have any concerns, they should contact the DSL, Bridget Norton. The Head or DSL will raise child protection/safeguarding concerns with parents at the earliest appropriate opportunity.

The children are aware they can discuss concerns with listening buddies or any other member of staff. On the School's virtual learning site, Frog there is a pastoral page in which the children can send a message to the Head of Upper or Lower School and they will respond within 24 hours during a school week. There is also a link to Childline. We recognise that matters related to child protection and safeguarding are of a confidential nature. The Head or DSL will therefore share detailed information about a child with other staff members on a need to know basis only.

The school ensures that all staff are provided with the appropriate training in child protection and safeguarding and staff are required to read and understand the policy together with Part 1 & Annex A of 'Keeping Children Safe in Education' (Sept 2019) and to be aware of their role. They are made aware of the systems, which support safeguarding during their induction, and these include:

- The Pastoral policy
- Anti-bullying policy
- Missing Child policy together with safeguarding response to children who go missing from education included in this policy.
- Health and Safety policy
- Pupils' Supervision policy
- Positive Handling & Physical Intervention policy
- Staff Behaviour and Code of Conduct policy
- Technology policy including Online Safety
- The role of the DSL, which includes the identity of the DSL and the deputy DSLs.
- The referral process and Wandsworth supports systems i.e. IPOC, MASH and Early Help.
- The statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or is likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All new staff, volunteers and peripatetic teachers discuss safeguarding requirements and the policy during their induction process with the Deputy Head (DSL) and they are made aware that if they have any concerns they should act upon them immediately and speak to the DSL (or deputy). They are made aware of what to do if a child tells them he/she is being abused or neglected and how to manage the requirement to maintain an appropriate level of confidentiality. They are advised that they have a professional responsibility to share information with the DSL and with relevant agencies where necessary to safeguard and promote the welfare of children.

2. Aims

- To raise awareness of all school staff, peripatetic teachers and volunteers of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse or any safeguarding concerns.
- To emphasise the need for good communication between all members of staff in matters relating to child protection and safeguarding.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm.
- To work openly and in partnership with parents in relation to child protection/safeguarding concerns and to provide advice and connections to other professionals/agencies that can offer support, whilst acting in the best interests of the child at all times.
- To support all pupils' development in ways that will foster security, confidence and independence.
- To promote safe practice and challenge poor and unsafe practice.
- To develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children.
- To ensure that all adults working within our school have been checked as to their suitability to work with children.
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages.
- To take account of and inform policy in related areas, such as anti-bullying, online safety, discipline and behavior, pastoral care, health and safety, missing children, recruitment selection & disclosures, positive handling and physical intervention procedures and procedures for dealing with allegations against staff.

3. Key Principles

We believe that every child has the right to be treated as an individual, to have his or her needs met, and to be shown respect for all aspects of his or her identity, including gender, nationality, ethnic origin, religion, sexuality and culture. The ethos of the school supports open practice, good communication and a safe culture in which children can thrive and learn.

- We recognise that abuse and neglect are complex issues and rarely standalone events and therefore require a culture of vigilance, professional curiosity, respectful challenge and effective recording and monitoring systems.
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors, which need to be taken into account depending on the child's cultural and social background when dealing with child protection and safeguarding issues. However, we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.
- We are sensitive to the fact that parenting and childrearing styles can vary according to class, age, race, ethnicity, culture and /or religion. We recognise that all parents have the right to raise their children according to their family traditions and we are aware of passing judgement on or discriminating because of difference. We work in partnership with parents and at all times our prime concern is the welfare and safety of the child. Where there is conflict between the needs of the child and the parent, the interests of the child must be paramount.
- We are aware that the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to us sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

- We recognise that because of the day-to-day contact with children school staff are extremely well placed to observe outward signs of abuse. The NSPCC, in the UK website (2016) states that there are 57,000 children identified as needing protection from abuse. It is likely that there may be children at Finton House who are being abused, physically, emotionally or sexually.
- All members of staff and adults in the school (parent readers & peripatetic teachers) have a responsibility to identify and report suspected abuse (including suspected, actual or reported abuse by other members of staff) and to ensure the safety and wellbeing of the pupils at Finton House.
- Staff are aware of the signs of the various types of child abuse and the procedures they should follow if they have concerns about a child. They also know of the damage that bullying can inflict upon a child, causing considerable distress to the extent that it can affect their health and development. In the first instance, cases are dealt with under the Anti-Bullying Policy (see policy for details).
- We acknowledge that (although all designated/key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, the same sex member of staff can speak to a child.
- 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.
- 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 hopeless and humiliated and may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of hard. 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 overly aggressive, disturbed or withdrawn.
- **We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.**

4. Responsibilities for Governing Body

- The Governors will ensure that they comply with their duties under legislation. They will ensure that the policies (e.g. Child Protection & Safeguarding, Staff Behaviour and Staff Conduct, Whistleblowing, Positive Handling & Physical Intervention, Anti-bullying, Supervision of Pupils, Acceptable use of Digital Resources Policy, Technology & Online Safety Policy, First Aid & Medication and Health & Safety), procedures and training are effective and comply with the law at all times and take into account the procedure and practice of the Wandsworth Safeguarding Children Partnership, Independent School Standards Regulations, ISI (Independent School Inspection) regulations and Keeping Children Safe in Education Sept 2019.
- They ensure that the school contributes to the multi-agency working with Wandsworth through the effective implementation of the child protection policy and procedures and effective communication and good cooperation with local agencies through the regular attendance at meetings etc. (*See for multi-agency working statutory guidance 'Working Together to Safeguard Children, Feb 2019*)
- The Governors will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- The Governing body ensures that all staff members and volunteers undergo safeguarding and child protection training at induction and receive regular refresher training, at appropriate intervals, as and when required, to keep up with any relevant safeguarding and child protection developments.
- The Governors ensure that there are appropriate filters and appropriate monitoring systems in place on the IT system. They feel confident that systems are in place that will identify children

accessing or trying to access harmful and inappropriate content online. At the same time, they are aware that 'over blocking' can lead to unreasonable restrictions as to what children can be taught concerning online teaching and safeguarding.

- The Governors have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015. They ensure that reasonable checks are carried out with regard to extremism, on all visitors who are attending the school to work with staff and children e.g. speakers in assemblies and workshops.
- The Governors put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future.
- The Governors ensure that the school has clear policy and procedures to minimise the risk of peer on peer abuse, to deal with any allegations and to support victims, perpetrators and any other child affected by peer on peer abuse.
- The governing body ensures together with school leaders that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The school's child protection and safeguarding policy is reviewed annually by the Board and when approved signed off by the Chairman of Governors and Head. It is also available on the school's website.
- The Governors will ensure that they are aware how children are taught about safeguarding, including online safety, through the curriculum, assemblies and PSHEE. That they are also aware of school practices to help children to adjust to their behaviors in order to reduce risks, including the safe use of electronic equipment and access to the internet.
- The Governors ensure there is an appropriate senior member of staff from the leadership team who is appointed to the role of designated safeguarding lead.
- The Governors ensure that there is a member of the Governing Body who has responsibility for safeguarding/child protection and will liaise with the LA on issues of child protection and in the event of an allegation of abuse being made against the Head. They also meet termly with the DSL and a detailed written report is presented to the Board each term for discussion. The named governor also finds out each term whether the policy is known in practice i.e. that on each visit they talk to a number of staff across the school to see if they would know for example, who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to a child.
- The Governors are aware of processing conditions under the Data Protection Act 2018 and GDPR, storage and sharing of information for safeguarding purposes including 'special category data' that allows practitioners to share information e.g. without consent if gaining it would place a child at risk.
- **The Governors will remedy any deficiencies or weaknesses concerning child protection arrangements that are brought to its attention immediately.**

5. Responsibility of Designated Safeguarding Lead (DSL) and Deputies

The DSL is the Deputy Head and she leads the responsibility for safeguarding and child protection. The DSL has the following responsibilities:

- To ensure the DSL has sufficient time, funding, supervision and support to fulfil child welfare and safeguarding responsibilities effectively.
- During term time the DSL (or a deputy) will always be available (during school hours) for staff to discuss any safeguarding concerns. The DSL or the Head are usually available out of hours/out of term activities.
- To attend relevant training and ensure that staff are aware of issues such as child sexual exploitation, female genital mutilation, illness fabricated or induced, domestic abuse, honour based violence etc., and that staff understand the indicators and recognise the complexities of these issues for children.

- To ensure that they, Deputy DSLs, all staff, peripatetic teachers, governors and parent readers have up to date formal and informal child protection and safeguarding training at the appropriate level.
- To ensure all staff, governors, volunteers (in regulated activity) are supplied with a copy of Part One and Annex A of 'Keeping Children Safe in Education' Sept 2019 guidance and have signed to say that they have read and understood this document.
- To have understanding of the assessment process for providing early help and intervention and of how Wandsworth local authority conducts a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- To ensure they have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority.
- To liaise with staff (especially pastoral staff, IT, SENCo) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies and to act as a source of support, and advice and expertise for all staff. In addition, to support any staff who make referrals to Children's Social Care (IPOC) or to the Channel programme.
- To recognize the additional risks that children with SEN and disabilities face online, for example, from online bullying, grooming and radicalization and to be confident in supporting SEND children to stay safe online.
- To understand and support the school with regards to the requirements of the Prevent duty and to provide advice and support to staff on protecting children from the risk of radicalisation. To ensure that the radicalisation of visitors assessment list is updated weekly.
- Referring any concerns with regard to suspected abuse or radicalisation to the Head and where appropriate to Children's Social Care (IPOC) and adult concerns over radicalisation/extremism to the Wandsworth Channel panel.
- Keeping all staff updated with current procedures, ensuring that new and temporary staff, volunteers, teacher trainees and work experience students are all familiar with child protection responsibilities.
- The DSL is responsible for online safety and understands the unique risks associated with online safety and is confident that the school has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. The DSL attends meetings of the Online Safety committee.
- To monitor Smoothwall alerts and to investigate and to record action from 'danger alerts' for both children and staff.
- Support the Head in making contact with the LADO in relation to allegations against someone working in the school and/or with police if a criminal offence is suspected.
- To refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and where a crime may have been committed to the police as required.
- Keeping detailed, accurate and secure written records of concerns and referrals.
- Monitoring school attendance and keeping the Head informed. Where necessary a meeting with the parents may be held to discuss the matter.
- To be aware of the specific needs of children in need, those with special educational needs and young carers.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- To ensure that all-relevant information about a child is disseminated to appropriate staff within the school, bearing in mind confidentiality restrictions.
- To ensure all parent readers and club peripatetic leaders have completed the online Educare modules on child protection & safeguarding and radicalisation, if they do not have a current valid training certificate (within the last 3 years). The DSL will meet with all new parent readers prior to them starting and any prospective peripatetic club leader before placing the club on the schedule for the next term.
- Checking the lists termly for all child protection/safeguarding children being taught by a particular peripatetic, club, music, therapist or learning support teacher so they can be briefed where appropriate on any child protection/safeguarding issues relating to children they teach.

- Along with the Deputy DSLs to understand the relevant data protection legislation and regulations (especially the DPA 2018 and GDPR), together with the importance of information sharing e.g. within the school, other agencies, practitioners and
- When a child leaves the school ensuring that contact is made with the DSL of the new school and then the completed child protection records are transferred securely to the new school. These are sent recorded delivery to the DSL of the new school and separate from the main pupil file and confirmation that they have arrived is required. The child's local authority Education Welfare Service and Children's Social Care are informed that the child is no longer on roll. (See *Registration policy*)
- To attend termly meetings Wandsworth Safeguarding Children Schools Partnership, to discuss child protection and safeguarding matters with colleagues.
- To administer annually Wandsworth Safeguarding Audit (questionnaires sent to all staff, peripatetic teachers, parent readers and governors) and to analysis results and create annual action plan to be shared with the Board of Governors and Wandsworth Safeguarding Children Partnership.
- To ensure there is an annual review of the school's policy and the procedures and implementations are updated and reviewed regularly in liaison with the governing body. In addition, making sure it is up to date on the school website and all stakeholders are aware of the changes.
- To liaise with the Head to inform him of issues especially ongoing enquires under section 47 of the Children Act 1989 and police investigations. As well as updating the Head weekly on safeguarding issues and changes.
- Making sure the DSL, Deputy DSLs and Head meet each term to discuss concerns, new documentation etc.
- To meet weekly with the Deputy DSLs (and IT Manager or Head when appropriate) to discuss any Smoothwall alerts for staff, pupils or guests. As well as radicalization risk assessment sheet for visitors and other issues/children.
- Meeting termly with the Child Protection Governor to discuss individual cases and to review policy. A report is given to the Board on the efficiency with which CP duties have been discharged. In addition, arrange a time each term for the Child Protection Governor to visit the school during the working day to talk to a number of staff to check their understanding of child protection/safeguarding matters.
- To produce a written report on Child Protection and Safeguarding each term for the Board of Governors.
- To provide the Board with a copy of the revised policy to be signed off by the Chairman of Governors at the Autumn Term Board meeting.

The Head will deputise for the DSL in their absence.

Deputy DSL's E-Safety duties and responsibilities are:

- Assisting with or the delivery of E-Safety staff meeting training.
- To assist in the monitoring and investigating of Smoothwall alerts for pupils, staff and guests along with the DSL and IT Technician.
- To assist the DSL in ensuring that there is E-Safety training for parents and children annually and staff bi-annually (along with regular updates as necessary or appropriate).
- To keep the DSL/Head briefed with any new risks associated with online safety and to be confident that the school has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- To keep up to date with all new E-Safety changes and to ensure that the DSL/Head are aware.
- To attend Governor Online Safety Committee meetings.
- To attend any relevant Wandsworth E-Safety meetings and training.

The Deputy DSL for EYFS (EYFS Assistant) has specific responsibility for:

- Monitoring the children in the EYFS and offering support to EYFS staff, as well as keeping the DSL informed.
- Ensuring that the correct procedure is followed for any toileting issues with children in EYFS.

- Assisting with or delivering weekly staff meeting training.
- Supporting DSL & School Secretary with the radicalisation assessment of visitors during the school each week.
- To meet weekly with the DSL.
- Assisting in updating the Child Protection and Safeguarding concern lists with regard to EYFS.
- Completing EYFS half-termly monitoring sheets for the Child protection and Safeguarding children on the concern lists in the school.
- Attending Wandsworth child protection and safeguarding twilight meetings & Governor Online Safety Committee meetings.

6. Recognition of Child Protection/Safeguarding Issues in Specific Circumstances

For definitions and recognising abuse, please see *Appendix 2* and for safeguarding issues see *Appendix 3*. All staff have an awareness of safeguarding issues through regular training at weekly whole school staff meetings. Staff are aware that behaviours such as drug taking, alcohol abuse, truancy and sexting can put children in danger. Staff also know that safeguarding issues can manifest themselves via peer on peer abuse (*please see section 'Children who abuse other children including sexual violence and sexual harassment'*). This is most likely to include bullying (including cyberbullying, gender based violence/sexual assaults and sexting). These concerns would be raised with both the Head of Upper School or Lower School and the DSL. For radicalisation, please see *section 15* in this policy.

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school, from within peer groups, or more widely from within wider community and/or online. These threats can take a variety of different forms within the wider community and/or online and between children outside school. Children can be vulnerable to multiple threats, including exploitation by criminal gangs and organized crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalize and recruit and to promote extremist materials.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside school. All staff and the DSL (or Deputies) consider the context within which such an incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children would consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. They would consider the individual needs and vulnerabilities of each child and the parental capacity to support the child, including helping the parents and carers to understand any risks and to support them to keep children safe and assess potential risk to the child. Interventions would focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to social care. Where a child is of significant risk or is suffering harm the information will be shared as part of the referral process to children's Social Care by the DSL. (See Section, 'School procedure for Suspected Child Abuse'.)

7. Guidance for Staff in Dealing with a Disclosure

(See Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers – DfE updated July 2018)

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Staff are in a unique position to talk to the child, to help and to provide a safe haven. They are encouraged to take the issue of abuse seriously and are aware that they should not assume a colleague or another professional would take action and share information that might be critical in keeping children safe. They have a professional responsibility to share information with other

relevant agencies where necessary to safeguard and promote the welfare of children immediately. (See Section on – Information Sharing.) Staff are reminded not to try to handle issues on their own. They should report them to the DSL or Deputy DSLs immediately. Staff know that they will be helped to deal with their own feelings and anxieties.

Advice on how to react when a Child wants to talk about Abuse

If a child chooses to confide in someone it is, important that the member of staff reassures them and that you take seriously, what she/he is saying, even if you are finding it difficult to believe.

General Points:

- Listen carefully to the child, being non-judgmental, clear about boundaries, advising them what will happen next and how they will be involved.
- Respect and accept what the child says. Treat them with the expectation that they are competent rather than not. Never push for information and ask leading questions.
- Do not probe but allow the children to tell you in their own words.
- Keep calm
- Look the child in the eye
- Be supportive
- Never promise to keep something a secret. Tell the child sensitively that you will have to disclose the information to people who can help. Use phrases like “some secrets are too big to keep” or “we’ll have to get help to stop this happening again” or “Good secrets I can keep but bad secrets I have to pass on”.
- Whatever has happened, the child is not to blame for the abuse.
- Be aware that the child may have been threatened.
- Do not ask specific questions but in the nature of sexual assault ask ‘When did it happen?’ This is because forensic evidence can be collected within 7 days.

Helpful things to say:

- Tell me what has happened?
- I believe you
- I’m glad you’ve told me
- It’s not your fault
- Is there anyone else you would like to talk to about this?

Avoid saying:

- Why didn’t you tell someone before?
- Did they do X to you?
- I can’t believe it
- Are you sure this is true?
- Why? How? When? Who? Where?
- “I’m shocked, don’t tell anyone else.”

The child’s wishes

- Where there is a safeguarding concern and if appropriate the child’s wishes and feelings should be taken into account when determining what action is take and what service to provide. The child should be given the opportunity to express their views and to give feedback. Ultimately, all systems and processes would operate with the best interest of the child at heart.

At the conclusion of the talk:

- Reassure the child again that she/he was right to tell you and that you believe the story.
- Let the child know what you are going to do next and that you will let him/her know what happens.

- It is not your job to decide whether abuse has occurred, but you will need to ensure that you pass the information on to the DSL or Deputy DSLs.

Be Sure to Keep a Record

All staff are aware of record keeping requirements and how they are expected to record any safeguarding concerns. They make notes as soon as possible, writing down exactly what the child said and when she/he said it. The best practice is to wait until the end of the disclosure and to immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the disclosure (especially if it is possible for a second member of staff to be present). However, if making notes during any disclosure, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. The notes should not reflect the personal opinion of the note taker. It is essential that a written record be made including date(s) and times of meeting(s), and when they were recorded. Special provision may need to be put in place to support dialogue with children who have communication difficulties and one of the SENCos should be consulted with regard to this.

Keep all hand-written notes, even if subsequently typed. All notes and typed text must be signed and dated, as well as counter signed and dated by the DSL or Deputy DSLs. Notes from disclosures may become part of a statutory assessment by Children's social care and/or part of a criminal investigation.

For more guidance please see 'Working Together to Safeguard Children' (Feb 2019) and KCSiE (Sept 2019).

8. School Procedure for Suspected Child Abuse

Our school procedures are in line with those agreed by the Wandsworth Safeguarding Children Partnership, the Secretary of State (See Appendix 4/6 for 'Actions where there are concerns about a child' & Appendix 7 for list of documents).

Suspected child abuse or a child discloses

- A staff member may have a discussion with the child (See Section on Guidance for Staff). The child is not pressed for information, led, cross-examined, or given false assurances of absolute confidentiality. However, for the sake of the child, each case will be treated with discretion and only the relevant people informed of what has taken place. Where abuse is alleged, the initial response would be limited to listening carefully to what the child says to clarify the concerns and to offer re-assurance about how she/he will be kept safe. Where the issue is of a particular sensitive nature i.e. sexual nature consideration will be given to the specific member of staff designated to deal with this sensitive issue.
- The member of staff will brief the DSL or Deputy DSLs immediately and any referral will be objective and based on evidence. The member of staff may prefer to talk to the DSL or Deputy DSLs before having a discussion with a child, but this may not always be possible e.g. if a child reveals to a member of staff that they are being abused.
- If the DSL or Deputy DSLs feels there is substance in the suspicions, they will discuss the matter with the Head immediately. The member of staff will also be asked to complete a school referral form for the child (see appendix 1).
- The Head uses his discretion, with the help of the DSL to decide whether to do one or more of the following:
 - In cases of uncertainty, it may be necessary to ask the Class Teacher or another appropriate member of staff, to chat informally with the child to establish whether there

are grounds for further investigation (in the rare instances where this has not already been done). For younger children a puppet or soft toy is a good prop in getting the children to open up e.g. they tell the puppet their concerns. The DSL or Deputy DSLs may conduct this interview.

- There will be a distinction made between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child's physical or psychological development. It would be necessary to consider the following:
 - The severity of ill treatment
 - The degree and extent of physical harm.
 - The duration and frequency of abuse and neglect.
 - The extent of pre-meditation.
 - The degree of threat and coercion, sadism and bizarre or unusual elements in child sexual abuse.
- If the child has suffered, or is likely to suffer from significant harm, a referral would be made immediately to Children's Social Care (and if appropriate the police).
- Our prime concern at all stages will be the interest and safety of the child. Where necessary, the appropriate action will be taken to ensure the safety of the child. The law empowers anyone who has actual care of a child to do all that is reasonable in the circumstances to safeguard that child's welfare. For example, a teacher should take all reasonable steps to offer a child immediate protection from an aggressive parent.
- We will carry out risk assessments where required and ensure any assessed risk is appropriately managed and key staff have been provided with the relevant information and with strategies to support safety and wellbeing of pupils and staff members. It may be that the support for the child can be provided internally via the school's pastoral support process. If the information is not shared with Children's Social Care there will be a record made on the notes stating why, and this will be signed and dated.
- Where practicable and appropriate, concerns will be discussed with the child's parents. However, where this is a risk to the life of a child or a likelihood of serious immediate harm, the parents will not be informed. Parents will be asked for explanations of a suspicious injury, behaviour of child or child's allegation. These conversations will be open and honest, and the parents will be provided with reasons for concerns and required to comment on these concerns. If required, agreement will be sought for a referral to Children's Social Care unless this may put the child at further risk. Formal referrals from named professionals cannot be treated as anonymous, so the parent will ultimately become aware of the identity of the referrer. The meeting will be led by the DSL and with either the class teacher or Head present or both.
- If the child is suffering from a serious injury, medical attention would be sought immediately from A & E and Wandsworth Children's Social Care and the duty consultant paediatrician at the hospital must be informed. Except in cases where emergency treatment is needed, Children's Social Care and the police should initiate any medical examinations required as part of a child protection enquiry.
- To support us in deciding what the next steps should be we might contact Stella Macaulay, Education Safeguarding Advisor, Wandsworth Town Hall, Wandsworth High Street, London SW18 2PU, direct line: 0208 871 7961, email: smacaulay@wandsworth.gov.uk. Alternatively, contact the IPOC managers via the telephone before submitting a formal referral with regard to guidance.

Records

Any concerns/discussion with the child, whether further investigated or not are always typed up, clearly timed (hand-written notes are also kept), dated and signed by the members of staff involved and given to the DSL or Deputy DSLs and securely filed away. In addition, a record is kept of any discussions with parents, information provided to Children's Social Care and decisions taken. A record is made by the DSL as to whether a referral was made to IPOC or not and the reasons why. This is also signed and dated by the DSL.

Referral to (IPOC) Initial Point of Contact

Any child likely to or has suffered significant harm would be reported to Children's Social Care immediately by the DSL through the 'front door' via IPOC (Initial Point of Contact) who respond to referrals to Children's Social care in Wandsworth. We would endeavour to complete the form with the parent/carer and get them to sign it. This will then be sent to IPOC within a 24-hour timeframe. However, we can proceed without parents' consent/signature. If parents have not been informed, or have withheld their permission, IPOC will be advised that we are proceeding without parental agreement. The parent will also be contacted where appropriate and advised that after considering their wishes a referral has still been made.

Referrals to IPOC can be made Mon-Fri, 9.00am to 5.00pm.

Email: IPOC@richmondandwandsworth.gov.uk

Phone: [020 8871 6622](tel:02088716622)

Out of hours: [020 8871 6000](tel:02088716000)

See Appendix 4

The managers and social workers who make threshold decisions about the referrals to IPOC will decide within an hour whether the referral is significant for a Section 47 or Section 17 assessment and should go through the MASH process. Alternatively, if it does not meet the thresholds it will go through the Early Help Pathway Team. There could also be a direct transfer to the Hospital Social Work Team based at St George's Hospital. Once a decision is made, a letter is sent to the referring person that day via Royal Mail whether the referral has been 'stepped up' or 'down' and who is managing it.

If not happy with the way, the IPOC has dealt with a concern the Chair of the Local Safeguarding Board can be contacted - www.wscb.org.uk. Please see Wandsworth's Inter-Agency Escalation policy (Feb 2018). If the child is from another Local Authority similar contact will be made with their representative. Advice can also be sought from NSPCC. *DSL has a list of contacts.*

*The DSL will usually decide whether to make a referral to **children's social care**, but it is important to note that any staff member can refer their concerns to **children's social care** directly especially if there is a risk of immediate serious harm to a child. However, they should inform the DSL as soon as possible as the DSL might well have additional information. Please **also see Wandsworth's Inter-Agency Escalation Policy** (Feb 2018)*

9. Early Intervention and Help

The Early Help Assessment (EHA) can help us to identify neglect and intervene early. 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. If a member of staff has a concern, they act on it as soon as is practically possible e.g. health, development, welfare, behavior, progress in learning or other aspect of their well-being. All staff have a role to play in identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point. Staff are particularly alert to the potential need for early help for a child who:

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

In the first instance, staff would discuss early help requirements with the DSL, or the deputy if they were not available. A risk assessment and management plan will be drawn up this involves identifying emerging problems, sharing information with other staff, parents and professionals to support early identification and maybe acting as lead professional in undertaking an Early Help Assessment (EHA) or a referral to IPOC immediately (see section on school's procedure for suspected child abuse). IPOC who will decide on whether the level of need or suffering should be referred to the MASH or the Early Help Hub, which is a resource for practitioners working with children and families to find services that can help to support families. Services available can be accessed via THRIVE <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>. Early Help Desk Support: Tel: 020 8871 7746/7899 (9.30 to 4.30pm) or email: EHITS@wandsworth.gov.uk

The early help assessment would be undertaken with the agreement of the child and their parents or carers, involving the child and family as well as practitioners who are working with them. It would take account of the child's wishes and feelings wherever possible, their age, family circumstances and the wider community context in which they are living.

In cases where consent is not given for an early help assessment, we together with other practitioners would consider how the needs to the child might be met. If at any time it is considered that the child may be a child in need, as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral will be made immediately to Social Care. The referral will most likely be made by the DSL, but any member of staff could do so.

See also Appendix 3 for flow chart setting out the process for staff when they have concerns about a child from KCSiE Sept 2019. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes. The situation will be kept under constant review and consideration given to additional referrals (e.g. social care) if the child's situation does not appear to be improving to ensure the child's situation improves.

The school ensures that all staff are provided with the appropriate training and information with regard to Early Help process.

For more details please see 'Working Together to Safeguard Children' (Feb 2019) and KCSiE (Sept 2019)

10. Mental Health and Counselling

(Please read Mental Health and Wellbeing policy for more details.)

We have a designated lead for Mental Health, who is the Head of Upper School and they attend the governor safeguarding and wellbeing committee. In order to help our children, succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy. We ensure that families have information and support and where severe problems occur will ensure that appropriate referrals are made (with consent) to specialist services e.g. Child and Adolescent and Mental Health Services (CAMHS). We also recognise that some children are more at risk of developing mental health problems than others. Nicola Blenkinsopp (SENCo) has an Extramural certificate in counselling skills and there are two qualified peripatetic school counsellors working at the school who are members of British Association of Counselling.

We also offer a range of support, which includes bereavement support, art therapy, social playgroups, Mindfulness and The Zones of Regulations. We are aware of the DfE's latest advice in

SEND Code 2015, Mental Health and Behaviour in schools (Updated November 2018), Guidance for schools setting up and improving Counselling for pupils (Updated Feb 2016).

We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful and upsetting. We ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have. In the Early Years Foundation Stage (EYFS) there is formal supervision provided for staff on a regular basis. We will also consider what arrangements can be made to provide supervision for designated leads and any other staff members as appropriate. All employees have access to the Health Assured Employee Assistance Programme and the number to call for help and advice is 0800 030 5182.

11. Children who Abuse Other Children including Sexual Violence and Sexual Harassment

(For more details please see Pastoral Care, Anti-bullying and Technology and Online Safety policy plus DfE publications, 'Sexual violence and sexual harassment between children in schools and colleges' May 2018, 'Sexual Offences under the Sexual Offences Act 2003', 'Human Rights Act 1998 (HRA) - article 3, 8, 14 and protocol 1, article 2. and Equality Act 2010, 'KCSiE Sept 2019'.)

We recognise that children are capable of abusing their peers. As a school, we work to minimise the risk of peer on peer abuse through the curriculum, assemblies, Finton Goals and Pupils' Council. These are used at all stages of the child's development to 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.

There is also a high staff pupil ratio and supervision and a pastoral page on Frog.

We will investigate and deal with any allegations robustly. Where needed risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion. Where there is a concern that a child in school may have behaved inappropriately, this will be passed immediately to the Head/DSL. They will discuss the matter with parents and it may be necessary to make a referral to the IPOC or CAMHS (Child & Adolescent Mental Health Service) and/or police as appropriate. (Please see section on *Procedures for suspected Child Abuse* in this policy.)

The alleged incident may be between two pupils not during school hours, however the incident will still be investigated and normal procedures followed as if during the school day.

Managing situations where other children have abused children can be complex and stressful. Peer on peer abuse can manifest itself in many ways. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Serious Violence including knife crime
- Upskirting (taking a picture under a person's clothing without them knowing)
- Sexting (also known as youth produced sexual imagery)

- Initiation/hazing type violence and rituals.

We are conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. There is also significant research evidence, which indicates that abuse is likely to be repeated without appropriate intervention and treatment. Harmful sexual behaviours in children may be (and often are) a symptom of either their own abuse or exposure to abusive practices or materials. Children who abuse others will 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.

Sexual Violence or Sexual Harassment

(For details, regarding definitions sexual violence and harassment please see Appendix 2.)

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and more likely boys will be perpetrators of sexual harassment. When considering harmful sexual behaviours, ages of the children, the stages of development of the children and wider environmental factors are critical factors that would be considered. Sexual violence or sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. All victims would be 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. We recognise it is also important that other children, adult students and school and college staff are supported and protected as appropriate.

We make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys” or tolerate challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. We recognise that such behaviours may reflect wider social factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. We are also aware that staff can be victims of sexual violence or harassment and we have strategies to protect staff.

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 (it is important to talk to and consider the experience of the victim), grabbing bottoms and displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos (both often referred to as sexting – See *appendix 2*); sexualised online bullying; unwanted and inappropriate sexual comments on social media; exploitation; coercion and threats.
- Sexual exploitation; coercion and threats.
- Upskirting (see *Appendix 2*).

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.
- Communication barriers and difficulties overcoming these barriers.
- Their peers can target children who are perceived as being Lesbian, Gay, Bi, or Trans (LGBT). In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Procedure for dealing with an incident regarding sexual violence or sexual harassment

The following situations are statutorily clear.

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Disclosures from children would be dealt with sensitively in line with guidance about any safeguarding disclosure. The child would 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 would the victim ever be made to feel ashamed for making a report. Confidentiality would not be promised at the initial stage, as it is likely the concern will have to be shared further (for example DSL/Head or IPOC).

When there has been a report of sexual violence, the DSL would undertake an immediate risk and needs assessment, which would consider the victim(s), the alleged perpetrator; and the other children (and if appropriate staff) at the school. The risk assessment would be recorded (written or electronic) and would be under review.

The DSL would consider the following:

- **The wishes of the victim in terms of how they want to proceed. Victims would be given as much control as is reasonable and appropriate over decisions regarding how any investigation will be progressed and any support they will be offered.**
- **The nature of the alleged incident(s), including; whether a crime may have been committed and consideration of harmful sexual behaviour.**
- **The developmental stages and ages of the children involved.**
- **Any power imbalance between the children. For example, the alleged perpetrator significantly older, more mature or more confident. Whether the victim has a disability or learning difficulty.**
- **If the alleged incident is a one-off or a sustained pattern of abuse.**
- **Are there ongoing risks to the victim, other children or staff?**
- **Other contextual safeguarding issues.**

In some cases of sexual harassment, for example, one-off incidents the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, through utilising pastoral and anti-bullying policies (a risk assessment would still have to be undertaken). Parents would also be involved. Alternatively, the DSL might decide to refer the case to IPOC and then a decision will then be taken to offer Early Help or to carry out a statutory intervention through a referral to the MASH. Please see section on '*Procedures for suspected Child Abuse*' in this policy and KCSiE (2019). Whatever the response, it

would be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

The DSL would not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children.

If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. If the DSL decided to make a referral to IPOC or the police against the victim's wishes, this would be handled extremely carefully, and the reasons would be explained to the victim and appropriate specialist support offered. It may be decided that the children involved do not require statutory interventions but may benefit from early help. The DSL would speak to IPOC/MASH with regard to how the alleged perpetrator and their parents be informed of the allegations.

Additional guidance is available in Part 5 of KCSiE 2019 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

Other useful advice is available from:

NSPCC: Harmful sexual behaviour and signs, indicators and effects: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/signs-symptoms-effects/>

The Brook sexual behaviours traffic light tool: www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

Internet Watch Foundation (to potentially remove illegal images) - <https://www.iwf.org.uk/>

NICE Guidance: <https://www.nice.org.uk/guidance/ng55>

Rape Crisis or The Survivors Trust: <https://rapecrisis.org.uk/> or <http://thesurvivorstrust.org/>

The Anti-Bullying Alliance (preventing and responding to sexual bullying): <https://www.anti-bullyingalliance.org.uk/bullying-type/sexual-and-gender-related-bullying>

UK Safer Internet Centre: <https://www.saferinternet.org.uk/> (0344 381 4772)

12. Toileting Arrangements

Procedures to be followed when a child has soiled itself:

- There needs to be two members of staff present when changing a child unless there is a designated member of staff approved by parents to do this on a toileting plan.
- Staff should wear gloves and apron stored in the first aid cupboard over the yellow first aid bin in 171.
- Encourage children to remove their own clothing.
- Encourage the child to wipe itself independently. Wipes may be supplied by a parent or wet wipe used from the 171 first aid cupboard.
- Soiled clothes to go in a plastic bag for the child to take home.
- Replace any soiled clothes with ones from those stored lost property cupboard or Reception.
- All staff to wash their hands before and after every change and to dispose of gloves and aprons in the yellow bin on the ground floor of 171.
- Incident recorded on toileting record sheet in Child Protection and Safeguarding folder on W drive.

- Parents informed via child's message book or at pick-up.

There are shower facilities in the basement of the Emma Thornton block and sometimes it may be necessary for the child to go home.

A care plan will be drawn up and agreed with parents for all children who require intimate care on a regular basis, for example with toileting or removing wet/soiled clothing. Where possible two adults will always be present when removing wet/soiled clothing from a child (this is always the case in EYFS). Please see toileting care plan for detailed procedures and children's individual Healthcare plans.

13. Children Missing from Education

(Read in conjunction with 'Children missing in education: statutory guidance for local authorities Sept 2016, DfE' and Registration policy.)

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. Wherever possible we hold more than one emergency contact number for each child plus that of their parent(s)/carer.

- Children who are of particular risk are:
 - Children at risk of abuse/neglect – this may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.
 - Children of Gypsy, Roma and Traveller (GRT) families
 - Children of Service Personnel
 - Missing children and runaways
 - Children who cease to attend a school
 - Children of new migrant families
 - Children supervised by the Youth Justice System
- A child going missing from education, or not attending regularly is a potential indicator of abuse or neglect. These are children:
 - Who are not present for registration and the school office or class teacher has received no message.
 - Who suddenly leave the school with either a few days' notice or no notice at all.
 - Who have poor attendance and have interrupted school attendance.
 - With authorised absences e.g. holidays during term time.

The Registrar fulfills our legal duty to report certain attendance issues to the child's local authority of residence when a child's name is to be removed from the admission register at a non-standard transition point. This duty does not apply at standard transition points – where the child has completed the school's final year. Examples of non-standard transition points when a child is deleted from the school's admission register are:

- When a child leaves the school at a non-standard transition point i.e. before the end of Year 6.
- The child has been continuously absent from school for a period of not less than twenty school days and the absence was unauthorised.
- When the child has been permanently excluded from the school. The school would arrange full-time education for excluded pupils from the sixth school day of a fixed period of exclusion.
- The child can no longer attend the school as they do not meet the academic level or the school can no longer meet their special educational or medical needs.

- Failure to attend regularly.
- Child was entered on the admission register but failed to attend the school.
- When the next school is not known.
- When a child has been taken out of school to be home educated.
- When the family has apparently moved away.
- When the child has been certified as medically unfit to attend. The GP has certified that they are unlikely to be in a fit state of health to attend school before ceasing of the school age range.
- Are in custody for a period of more than four months due to a final court order and the Governors do not reasonably believe they will be returning to the school at the end of that period.

The Registrar electronically completes a leaver or starter form to the Local Authority Education Welfare Service every week, showing if any child has been registered or de-registered that week. This duty does not apply when a pupil joins or leaves the school at a standard transition point e.g. in Reception or Year 6.

The child's name may be removed from the admission register under any of the fifteen grounds set out in the regulations. See 'Children missing in education – Statutory guidance for local authorities (Sept 2016) - Annex A: Grounds for deleting a pupil from the school admission register'.

We would also notify the local authority within five days of adding a child's name to the admission register at a non-standard transition point.

** Notification to the local authority includes: full name of the child, name, address and telephone number of parent and the child's future address and destination together with new school details and expected start date, if applicable, and the grounds in regulation 8 under which the child's name is to be removed from the admission register – see Annex A: Children missing in education: statutory guidance for local authorities Sept 2016.*

Going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect. We ensure staff are alerted 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, sexual abuse or exploitation, child criminal exploitation, mental health problems, FGM and forced marriage. Parents are aware of procedures with regard to informing the school of any absences.

School Procedure:

- For children who do not arrive at the start of the school day the School Secretary contacts parents within the first hour of the start of the school day to enquire why their child is not in school. If they are unable to get hold of either parent, they will then call the emergency contact number of the child (each a parent is required to provide two emergency contact numbers). If they are at all suspicious of the reason given or they cannot contact the parents or have to use the emergency contact number, they inform the DSL or Deputy DSLs, who will investigate further and if necessary follow the procedures outlined under 'School Procedure for Suspected Child Abuse' in this policy.
- For those children who suddenly leave the school the DSL will be informed and the Head will contact the parents. If required, procedures outlined under 'School Procedure for Suspected Child Abuse' in this policy will be followed.
- For those children who have a poor attendance record, whether single days, part of a pattern or persistent the DSL will be informed and a report compiled of the number of absences and when. The DSL will advise the Head and arrange a meeting with parents to discuss. The DSL may ask parents for evidence such as a prescription, appointment card or a letter from a doctor. If there is further concern following these measures, Child Protection procedures will be followed under 'School Procedure for Suspected Child Abuse' in this policy.
- All leaves of absence must be authorised by the Head. Parents are required to complete a form asking the Head for permission for any absence for more than half a day e.g. for a child to visit a new school, to go on holiday or take a lengthy period of absence during the school term. If permission is not obtained, the Head will have a meeting with the parent(s) on their return. If

this is a continuous occurrence, the school will contact the Wandsworth Educational Welfare Officer for advice or the relevant child's LA.

14. Looked After Children & Private Fostering

Looked After Children

Bridget Norton, who is the lead DSL and Deputy Head, is the designated teacher to promote the educational achievement of children who are looked after and she will work closely with other agencies. We recognise that the most common reason for children becoming looked after is abuse and/or neglect. The appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility as well as the information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. As the designated teacher is the DSL, she will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The school recognises that children who were previously Looked After Care (LAC) and other children living away from home are also additionally vulnerable and may continue to require support at a higher level.

Private fostering

Private fostering is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'.

A connected person is defined as a *'relative, friend or other person connected with a child'*. The latter is likely to include person(s) who have a pre-existing relationship with the child, for example, a teacher who knows the child in a professional capacity.

Private foster carers can be from the extended family, e.g. a cousin or a great aunt, but cannot be a relative as defined under the Children Act 1989, section 105:

'A relative under the Children Act 1989 is defined as a 'grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage or civil partnership) or step-parent'.

The local authority are notified if a child is living with someone who is not their parent or a 'connected person' for longer than 28 days. We would notify IPOC if a child were being privately fostered. The local authority would need to be satisfied that the placement is suitable and the child is safe. To be defined as 'private fostering', the child must be living with that person for longer than 28 days and this should be continuous but can include occasional short breaks. For advice about private fostering, contact Specialist Private Fostering Senior Social Worker (Beatrice Ogunbowale - 020 8871 6471, Beatrice.ogunbowale@richmondandwandsworth.gov.uk)

15. Radicalisation (Prevent)

(Please see Appendix 8 for risk assessment for children being drawn into radicalisation or drawn into terrorism/extremist activity.)

Children are vulnerable to extremist ideology and radicalisation. We are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015 ("the CTSA 2015), in the exercise of our functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty and the School supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourage radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (Source KCSiE Sept 2019)

Extremism is the vocal or active opposition to fundamental values, including the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. (Source KCSiE Sept 2019)

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). Any concerns should be raised with the DSL (or deputies) or if an adult, the Head (see Whistleblowing policy for staff)

Below are some common signs that someone may be going through a radicalisation process:

PHYSICAL CHANGES

- Unexpectedly or suddenly, begin to wear religious attire, grow a beard or shave their head.
- Get tattoos displaying various messages.
- Come home with unexplained gifts and/or clothing – groomers will sometimes use gifts such as mobile phones to engage a young person.
- Been influenced by extremist preachers.

SOCIAL, EMOTIONAL and VERBAL CHANGES

- They complain (sometimes with anger) about government policies, especially foreign policy.
- Advocate violence or criminal behaviour, talk about 'seeking revenge' or exhibit erratic behaviour such as paranoia and elusion.
- Sympathise with radical groups, begin to visit extremist websites, networks or blogs.
- Attend demonstrations for extremist causes.
- Begin to cut ties with existing friends, family or community.
- Start to associate with known radical preachers/extremists.
- Become dependent on social networks.

WHO IS MOST AT RISK?

Those going through a difficult time for example:

- Finding it hard at school
- Finding it difficult to make friends
- Grieving the loss of a loved one
- Feeling confused about their religious views
- Serving time in prison (or a close relative in prison).

Extremist 'groomers' often prey on young people by playing with their emotions, manipulating them and giving them a sense of 'purpose' i.e., encouraging them to join for 'humanitarian reasons'.

We recognise that specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online. The child may have specific needs for which an extremist or terrorist group may appear to provide the answer. We recognise that the internet and the use of social media are a major factor in the radicalisation of young people. All staff members are aware of these issues and are alert to the fact that changes in children's behaviour could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. The DSL is the school's Prevent lead and has attended Wandsworth Prevent awareness training and she has with the Deputy DSLs completed on-line training. They are able to provide advice and support to other

members of staff on protecting children from the risk of radicalisation. The Staff have received on-going Prevent awareness training to ensure they can identify children at risk of being drawn into terrorism and to challenge extremist ideas during staff meetings. In spring 2018, most staff completed the Educare module on Prevent.

Finton House teaches a broad and balanced curriculum, which promotes the spiritual, moral, cultural, mental and physical development of children and prepares them for the opportunities, responsibilities and experience of life. Finton House has an environment in which children feel safe to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. We are an inclusive school, which values citizenship and a sense of belonging. Children 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. Please also read the PSHEE, Religious Education and Early Years policy.

Staff are aware that a visiting speaker or educational, SEN or medical specialist who visits the school may have extremist views or links with radical organisations. Alternatively, have views that contradict 'Fundamental Values' of individual liberty and mutual respect and tolerance for those of different beliefs and faiths. We consider the risk before any visitor comes into school, any concerns are raised with the DSL, and a risk assessment form is completed by the School Office and is monitored weekly by the DSL. All visitors are signed in and are given the appropriate colour coded badge e.g. red never to have unsupervised access. Normally no visitor has unsupervised access unless they are for example an educational psychologist, therapist etc. In these cases, the visitor has to bring in a DBS certificate together with ID.

We recognise that the most likely source of radicalisation exposure will be online and that all staff need to be aware of the risks posed by the online activity of extremist and terrorist groups such as ISIS. Our Acceptable Use policies for children & parents and staff cover the dangers that can be caused by the internet/social media to bully, groom, radicalise or abuse children; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe. E-safety training takes place regularly for children, parents and staff. For more details, please see the Technology policy including Online Safety.

As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL or Deputy DSLs immediately.

If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes (IPOC) and advice would be sought from colleagues in LA, (either Prevent co-ordinator or safeguarding services) if necessary. They would then make a referral to the Channel panel (Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) alongside any other action that needs to be taken to protect the child. Any concerns over adults can be made to the Wandsworth Community Safety Unit (CSU) – Robyn Thomas or Alva Bailey, Phone: 020 3276 2610, Communitysafetyunit-ww@met.police.uk, Thomas@richmondandwandsworth.gov.uk or Bailey@richmondandwandsworth.gov.uk, Wandsworth Police Station, 146 Wandsworth High Street, London SW18 4JJ - www.content.met.police/UK/Home. There is also a Prevent Education Officer, Amelia Rayn, Rayn@richmondandwandsworth.gov.uk. These details are prominently displayed in the staffroom. CEOP may also be contacted <http://www.ceop.gov.uk>. The local police force non-emergency number for advice is 101 and in an emergency use 999 or 112. Non-emergency advice is available from the DfE dedicated helpline and mailbox for non-emergency advice: 020 7340 7264 and counter.extremism@education.gov.uk

16. Allegations against Staff, Peripatetic Staff or Volunteers

(Read in conjunction with the 'Whistleblowing' Policy plus and see Appendix 6.)

All staff, peripatetic teachers, parent readers, volunteer (of more than 5 days) and Governors at Finton House School have an enhanced DBS certificate, which includes barred list information. Any

supply teacher or peripatetic teacher covering a club for their colleague must have a completed contractor declaration completed and submitted to the Bursar by their employer. They must also provide proof of identification and bring their DBS certificate on arrival.

PGCE students are checked by their university/college and notification is supplied to the school. Work Experience visitors are not checked or a volunteer in school if they are in once a week or more often, or on 4 or more days in a 30-day period however, they are never left unsupervised with children. There is also a risk assessment carried out for their visit. If they are in more than this they have, an enhanced DBS (including barred list check) carried out. For more details, please refer to Recruitment, Selection & Disclosures Policy.

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

The majority of allegations against staff, peripatetic teachers, parent readers, volunteer and Governors relate to their behaviour in the workplace. However, some concerns may relate to their personal life or the care of their own children. In some cases, there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children the staff member or volunteer is responsible for.

We expect any member of staff or volunteer who is concerned about the behaviour or presentation of a colleague, or sees an incident, which concerns them, to discuss this as soon as possible with the Head. It may be that they:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

All staff and volunteers are encouraged to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime to the DSL or Head. It is important if there are any occasions that may possibly lead to a misunderstanding or accusation from others that the adult concerned protect himself or herself by informing the DSL or Head.

Teachers and other members of school staff and volunteers who have day-to-day contact with children in a variety of situations are vulnerable to accusations of abuse. Adults in the school are made aware of the fact that they do have to be very careful and are aware of the following guidance:

- Never too engage in inappropriate electronic communication with a pupil or to use mobile telephone, personal camera or iPad to take photos or videos of children (*see Technology Policy and Including Online Safety & this includes EYFS*).
- Not to display any photos of children on any social media site etc.
- Avoid being over familiar with children and parents.
- If working with a child one to one, and there is no glass window into the room they should leave the door open.
- To wear appropriate clothing. (*See Staff Dress Code*)
- Not convey a pupil in their own car unless they have obtained parental consent in writing and informed the Bursar.
- A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Wherever possible a child will dress itself and tie back their own hair, although we recognise that with very young children and SEN children that some assistance may be required, but this would be kept to minimum. There may be times when there is a need to physically comfort a distressed or injured child but contact would be proportionate to the situation.

- Please read the First Aid and Medication policy for guidance on sunscreen application in school and in attending to an injury that may require the removal of clothing to inspect the injured area.
- Please read the relevant section in this policy regarding toileting arrangements for children.

(For more information please see the Staff Behaviour/Code of Conduct policy and the and Technology including Online Safety policy)

Relationships with children may in rare instances lead to allegations against them being made by pupils, by another adult or parents/carers. These allegations may be false, malicious or misplaced and may be either deliberate or innocent of such intent. However, all allegations or suspicions against an adult, whether permanent, temporary or volunteers are taken seriously and considered as requiring a child protection response/enquiry.

Procedures are followed as outlined in 'Keeping Children Safe in Education' (Sept 2019 DfE),

'Working Together to Safeguard Children (Feb 2019 DfE) and Wandsworth Safeguarding Children Partnership.

http://www.wscb.org.uk/wscb/downloads/file/30/lado_procedure_-_managing_allegations_against_professionals_and_volunteers

- If a staff member has concerns about another staff member, DSL, volunteer or peripatetic teacher then this should be referred to the Head (the 'case manager'). If the Head is absent or is the person against whom the allegation is made, the Chairman of Governors or Child Protection Governor must be contacted immediately. The person to whom the allegation or concern is first reported will treat the matter seriously and keep an open mind. They will make a written record of the information, including the time, date and place of incident(s), persons present and what was said. The written record will be signed and dated. They will not investigate the matter or interview the member of staff, child concerned or potential witnesses. They may call the LADO office for advice (020 8871 7440 - lado@wandsworth.gov.uk).
- In all cases, the Head would complete a LADO referral form or Chairman of Governors emailed to IPOC (IPOC@richmondandwandsworth.gov.uk). The formal referral firstly goes to the Initial Point of Contact (IPOC - front door of the MASH) on 020 8871 6622. The referral form would be completed and emailed within 24 hours with the document being password protected or directly to the secure email address mash.duty@wandsworth.cjsm.net. The referral is sent to MASH so they can decide if any s47 enquiry is needed for the child and any issues for a child who may be at risk or significant harm to be assessed promptly in MASH and processes put in place if necessary in parallel with the LADO. There may be instances that police will be informed immediately as well as children's social care.
- The MASH then refer the allegation to the duty LADO (Local Authority Designated Officer) for a decision. The LADO will advise on whether the police should be contacted and whether or not there is sufficient substance in the allegation to warrant an investigation. They may judge that the threshold has not be met and hand the investigation back to the school (often with their oversight). They will advise the school about informing the parents of the child or children concerned, which should usually be done at the earliest appropriate opportunity, unless doing so will impede the disciplinary or investigative processes. They will also advise on how much information should be disclosed to the accused person. The decision whether or not to investigate further lies with the child protection agencies. Parents and carers would be made aware of the requirement to maintain confidentiality about any allegations whilst investigations are ongoing as set out in section 141F of the Education Act 2002. If parents or carers wished to apply to the court to have reporting restrictions removed, they would be told to seek legal advice. The school would make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- Subject to restrictions on the information that can be shared, the Head (the 'case manager'), will as soon as possible (after consulting with the designated officer(s)), inform the accused person about the nature of the allegation and will provide them with as much information as possible at that time. They will be advised how enquiries will be conducted and the possible outcome (e.g. disciplinary action, and dismissal or referral to the barring lists or regulatory body). They

will also be advised that they must not discuss the allegation with anyone else, but should contact their union, professional association or seek the advice of a solicitor. The Head (case manager) will appoint a named representative (colleague) to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Social contact with colleagues and friends would not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

- Suspension may be considered by the Head (case manager) or Chairman of Governors but not before advice has been sought from the designated officer(s). If the designated officer(s), police and children services have no objections to the member of staff continuing to work during the investigation, the suspension would not be an automatic response when an allegation is reported: all options to avoid suspension would be considered prior to taking the step and consideration given to the potential permanent professional reputational damage to staff that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intent. Based on assessment of risk, the following alternatives would be considered by the case manager and the governors before suspending a member of staff:
 - Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
 - Providing an assistant to be present when the individual has contact with children.
 - Redeploying to alternative work in the school so the individual does not have unsupervised access to children.
 - Moving the child or children to classes where they will not meet the member of staff, making it clear that this is not a punishment and parents have been consulted. Suspension would be considered in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. If immediate suspension were considered necessary, the rationale and justification for such a course of action would be agreed and recorded by both the case manager and the designated officer(s). The power to suspend would rest with the governing body. This would also include what alternatives to suspension have been considered and why they were rejected. If it were deemed appropriate to suspend the person, written confirmation would be dispatched within three working days, giving as much details as appropriate for the reasons for the suspension. In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school, immediate action would be taken to ensure the individual does not carry out work in contravention of the order i.e. pending the findings of the TRA (Teaching Regulations Agency) investigation, the individual must not carry out teaching work.
- The designated officer(s) passes on the information to the Child Protection Co-ordinator (CPC) who will oversee the allegations and liaise with other agencies. They arrange a strategy meeting, which is a multi-agency meeting chaired by the CPC to exchange information and to decide on formal investigation processes, which may include police investigation. The following definitions are used when determining the outcome of allegation investigations:
 - Substantiated: there is sufficient evidence to prove the allegation;
 - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - False: there is sufficient evidence to disprove the allegation;
 - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
 - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months. For all cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week.

- Parents or carers would be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child would be told the outcome in confidence.
- The school would make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act of 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with the offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegations. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so if a judge lifts restrictions in response to request to do so. In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless the person is charged with a criminal offence.

The Head or Chairman of Governors would take advice from the designated officer(s), police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
 - How to manage speculation, leaks and gossip;
 - What, if any information can be reasonably given to the wider community to reduce speculation; and
 - How to manage press interest when it should arise.
- Any details of allegations that are found to have been false, unsubstantiated or malicious will be removed from personnel records and not included in employer references. This includes repeated concerns or allegations, which have all been found to be false, unsubstantiated or malicious. For all other allegations there will be a comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. It will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record is retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer. Finton House School has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA - <https://www.iicsa.org.uk/>), for the term of the inquiry.
 - The school has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe the individual has committed a list relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, and who have been removed had they not left. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual. The School will consider making a referral to TRA where a teacher has been dismissed or would have been dismissed had he/she not resigned and a prohibition order may be appropriate as required by sections 141D and 141E of the Education Act 2002. The reasons

such an order would be considered are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

17. Training of Staff, Peripatetic Teachers, Volunteers, Parent Readers and Governors

The DSL organises training for all staff and peripatetic teachers every three years from the Wandsworth Children's Services. Last training took place in Sept 2017. Any new member of staff, peripatetic teacher, parent reader or governor has to have completed training in child protection and safeguarding/radicalisation (either face-to-face or online training) and to be aware of the school's practice together with who the DSLs are.

All staff, governors, parent readers, peripatetic teachers and volunteers are provided with a copy of 'Keeping Children Safe in Education Part 1 and Annex A: Information for all school and college staff', Sept 2019 and they have to sign to say they have read and understood this document along with the Finton House child protection and safeguarding policy. This is reissued to everyone at the start of each academic year.

During the weekly staff meeting there is usually training on an aspect of safeguarding and child protection and the training notes/presentation is circulated to all staff afterwards. Within these sessions, there is training to ensure that staff understand 'Keeping Children Safe in Education', are updated on changes to policy, Wandsworth and Early Help procedures and to reinforce aspects of the policy and other relevant policies. There are also email updates circulated to staff on any changes or information from Wandsworth. We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape safeguarding arrangements and policy.

At Upper School, Lower School, Assistant and Specialist Teacher meetings there is a safeguarding item on agenda and this provides staff with the opportunity to discuss safeguarding and child protection arrangements in the school. The Governor with responsibility for child protection and safeguarding carries out spot checks each term through questioning a range of staff on their level of understanding with regard to recent training provided. The annual Wandsworth audit, which governors, parent readers, peripatetic teachers and staff complete, is also used as a tool to assess the level of understanding and to identify future training.

The DSL, Deputy DSLs and Head receive Level 3 training every two years. Training covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children. The DSL and Deputy DSLs attend Wandsworth meetings and specific training provided for DSLs each academic year. The Deputy DSL in the EYFS receives two yearly training with specific focus on the EYFS.

The DSL is the school's Prevent lead and together with the Deputy DSLs has carried out online Prevent awareness/radicalisation training in the last three years. They are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The Staff have received basic Prevent awareness training to ensure they can identify children at risk of being drawn into terrorism and to challenge extremist ideas (2015) and updated in staff meetings since then.

All interviewees including peripatetic teachers and parent readers are asked if they have received safeguarding/child protection training and if so when. If they have received training within the last three years they are required to produce a certificate or a letter from their previous employer stating when the training took place (the Deputy Head, DSL follows up on this). If not, they are required to complete relevant child protection & safeguarding Educare modules. A service, which the school subscribes to. Some peripatetic teachers may complete the NSPCC online training at their own expense and produce a certificate before starting work in the school.

All new members of staff or volunteers on their first day at Finton House meet with the DSL to discuss Health & Safety, Safeguarding/Child Protection, First Aid & Medication, 'Whistleblowing', Staff behaviour/Code of Conduct, Positive Handling & Physical Intervention, Anti-bullying, Acceptable use of Digital Resources, Technology Policy Including Online Safety, Supervision of Pupils Policy and copies of all the policies are provided.

Governors receive training from Wandsworth Children's Services every three years. Last training took place in November 2018. A new governor who has received child protection and safeguarding training within the last three years has to produce a certificate, which is kept on file. If a new governor has not attended safeguarding/child protection training in the last three years when they are appointed to the Board, they are required either to attend training at Wandsworth or to complete the relevant Educare modules. The DSL provides them with documentation, which includes a copy of Part One and Annex A of 'Keeping Children Safe in Education: Statutory guidance for schools and colleges' (Sept 2019) and the school's child protection and safeguarding policy.

All the children receive E-Safety training every Jan from Childnet. Parents are invited to attend E-Safety seminars conducted by leading speakers in the digital safety field. The school newsletter has a digital safeguarding insert every three weeks making parents aware of current developments or explaining safety controls that can be added to apps/software. The staff receive training bi-annually and the next training is scheduled for Jan 2020.

Our frequency of training follows the guidance of Wandsworth. There is Excel spreadsheets recording the names of all staff, peripatetic teachers, parents and governors and when they last received training.

18. Other related policies

All the below also include EYFS.

Child who goes missing during the school day *(Please refer to the separate policy for details.)*

Children with Special Educational Needs & Disabilities *(Read in conjunction with Special Educational Needs Policy, Positive Handling and Physical Intervention policy and sections on 'Children Who Abuse Other Children including Sexual Violence and Sexual Harassment' and 'Positive Handling & Physical Intervention' within this policy.)*

Finton House provides a school environment in which all pupils, including those with SEND feel confident and able to discuss their concerns, providing support with communication difficulties where needed, and differentiating appropriately.

We recognise that children with SEN and disabilities are at higher risk of peer group isolation and may suffer a disproportionate impact from bullying and we provide proactive support to ameliorate these risks.

We recognise that children with SEN and disabilities may be especially vulnerable to abuse and that there can be additional barriers that exist when recognising abuse or neglect. These can include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Curriculum *(Read in conjunction with Curriculum and PSHEE policies and PSHEE scheme of work.)*

At Finton House, there exists a safe and trusting environment in which all the children should feel free to discuss any concerns or worries. Emphasis is placed on the willingness of staff to listen to the children. The children are encouraged to talk to staff and their wishes or feelings are taken into account when determining what action to take and what support to provide.

We integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing continuity and progression throughout key stages. We ensure the curriculum includes input about safe relationships and personal resilience.

The children are taught about safeguarding, including online safety, through computing lessons. This is differentiated according to age and understanding of the peer group or individual. They also as a class discuss safeguarding and any points raised are further discussed at Pupils' Council meetings. As a result, children's wishes and feelings are taken into account when determining how to improve safeguarding in the school or in implementing new systems and processes.

Assemblies and PSHEE lessons are used to develop understanding as to what is and what is not appropriate behaviour, how to speak up regarding their concerns, developing non-abusive behaviour between pupils and strategies of self-protection. Assemblies regularly include topics covering general advice like not talking to strangers, being honest with staff, not bottling things up, bullying and the Finton Goals. There are also visiting speakers such as from NSPCC. The NSPCC visit every three years to deliver their 'Speak out, Stay Safe' assemblies to all the children and Year 5 & Year 6 have a specific workshop. In Year 6 & Year 5 there are mentoring groups led by members of staff providing the children with the opportunity to discuss their worries and topics such as online safety.

PSHEE lessons focus on the right to self-protection and aim to equip the children with the skills they need to help them stay safe. For example, in Year 2, they learn how to deal with strangers and in Year 3, there is a discussion about how our bodies are very special and what to do if someone is hurting or touching them in a way, they do not like. There are also regular class circle time activities and drama lessons to explore issues such as personal safety and keeping safe. (See PSHEE Scheme of Work and policy for more details.)

Data Protection and Information Sharing (DPA 2018 & GDPR)

(Read in conjunction with Data Protection Policy and sections in this policy on 'School Procedure for Suspected Child Abuse', 'Allegations against Staff, Peripatetic Staff or Volunteers' and 'Early Intervention & help' as well as KCSiE Sept 2019 & Chapter 1 of 'Working together to safeguard children' Feb 2019.)

We have due regard to the relevant data protection principles which allow us to share information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulations (GDPR). We are allowed to store and share information for safeguarding purposes, including information, which is sensitive and personal, and would be treated as 'special category personal data.' We would not under the GDPR, as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under the legislation is met. We follow Wandsworth (and other local boroughs) procedures with regard to sharing information with safeguarding partners. We are proactive on sharing information as early as possible with other organisations, agencies and practitioners as required in order to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Data relating to allegations of sexual abuse would be preserved by schools for the term of the inquiry (*see IICSA website for more details*). All other records about allegations against staff would be retained until the accused has reached normal pensionable age or a period of 10 years from the date of the allegation if that is longer.

The seven golden rules for sharing information are:

(The below are procedures the DSL or Head would usually be responsible for.)

- Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and we seek their agreement, unless it is unsafe or inappropriate to do so. This is something the DSL and Head would do.
- Seek advice from other practitioners if we are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. We may still share information without consent if, in our judgement, there is good reason to do so, such as where safety may be at risk. We will base our judgement on the facts of the case. When we are sharing or requesting personal information from someone, we will be certain of the basis upon which we are doing so. Where we have consent, we will be mindful that an individual might not expect information to be shared.
- Consider safety and well-being: Base our information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information we share is necessary for the purpose for which we are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
- Keep a record of our decision and the reasons for it – whether it is to share information or not. If we decide to share, then we record what we have shared, with whom and for what purpose.

When a child leaves the school, the DSL ensures that the child protection file is transferred to the new school before the child joins the school and it is sent separately from any other information being shared. The DSL telephones the DSL of the new school and shares where appropriate any information with the new school to ensure they can continue supporting the victims of abuse or aware of any safeguarding issues and have the support in place when the child arrives at the new school. The DSL arranges to either deliver the files personally or to send them recorded delivery and confirmation of receipt is obtained.

Positive Handling and Physical Intervention

(Read in conjunction with Positive Handling and Physical Intervention Policy.)

The use of any physical intervention on a child will be rare and usually only necessary when a child is a danger to themselves or others.

Our policy on positive handling and physical intervention by staff is set out in a separate document and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.

Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual

positive handling plans will be developed and shared/agreed with the parents. These plans are intended to minimise the likelihood of challenging behavior and that when it does occur there is less use of physical interventions and other restrictive methods. When a positive handling plan is in place both the class teacher and LSA together with any other staff working with the child will receive appropriate physical intervention training. About 30 members of staff have received positive handling and behavior management training together with physical restraint training in October 2017 or October 2018.

The need for physical intervention, which may cause injury or severe distress to a child, will only be considered under child protection or disciplinary procedures (for details, please refer to the Positive Handling and Physical Intervention policy). As per section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils.

Recruitment, Selection, Disclosures and Disqualification

(For details read Recruitment, Selection & Disclosures Policy.)

We have an explicitly written a Recruitment, Selection & Disclosures Policy that reflects both national and local guidance and safer recruitment. Child Protection and Safeguarding questions are always asked at interview and one member of the interview team has had safer recruitment training. The Head (Oct 2018), Deputy Head (March 2015), Academic Head (April 2017), Bursar (Dec 2017), Head of Music (March 2015) and the Chairman of Governors in Oct 2018. School Administrator (Oct 2017) and Head's PA (Oct 2018) completed online training. At interview, candidates will be asked to account for any gaps in their employment history. All staff and peripatetic teachers have an enhanced DBS with a children's barred list information check. *Please refer to policy for details.*

If children are being supervised on a site other than the school, for example during a school trip, Finton House member of staff always supervises the children and parents are never left with a group of children. The best assurance is gained that the staff of the other organisation have been checked for suitability.

Disclosure of Circumstances impacting on Staff suitability to work with children

In addition, staff are required to notify the School immediately if there are any reasons why they should not be working with children. Staff must immediately disclose to the Head:

- Any circumstances in which they are cautioned for, convicted of or charged with a criminal offence.
- Any circumstances impacting on their suitability to work with children.
- Any medical conditions or medication that may affect their suitability to work with children and/or the safety of children/or staff generally.

A failure of a member of staff to make such a disclosure may be considered a disciplinary matter and could lead to dismissal. If they are unsure whether a particular circumstance affects their suitability to work with children, they must seek guidance from the Head.

Childcare Disqualification

The Childcare (Disqualification) Regulations 2009 ("the Regulations") provide that a person who is disqualified under the Regulations may not provide relevant childcare or be directly involved in the management of such provision.

The DfE require all persons involved in the care and the education of children to provide relevant information about themselves with regard to their suitability to work with children. In order to comply with the requirement, Finton House School ensures all, employees; peripatetic teachers; Sport coaches; volunteers and governors to complete and sign, and periodically review, a

declaration of 'Childcare Disqualification' form. A record of this is kept on the 'single, central register and the completed form is placed in their staff file.

Finton House School would not knowingly employ, or engage people, in the school, if they are 'Disqualified'. Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. DfE has advised that relevant convictions are not considered 'spent' in this connection. The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad. (*Refer to regulation four, Schedules 2, and 3 of the Regulations.*)
- Other orders have been made against them relation to their care of children. (*Referred to in regulation 4 and listed at Schedule 1 of the Regulations.*)
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering. (*Specified in Schedule 1 of the Regulations.*)
- They have been found to have committed an offence overseas, which would constitute an offence regarding disqualification under the Regulations if it had been committed in any part of the UK.

Staff who fall within the 'disqualification' rule may apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver is confirmed.

If a member of staff's circumstances change, they must inform the Head immediately of any circumstance that may influence their suitability to work with children in accordance with the Regulations. Any failure to disclose such information may be treated as a disciplinary matter in accordance with the School's Disciplinary Procedure. If a member of staff is unsure if they are covered by the Regulations or whether disclosure is required, they must seek guidance from the Head.

Technology Policy Including Online Safety

(It is essential you read the Acceptable Use of Digital Resources policies, Anti-bullying policy section on cyber-bullying and the section on Radicalisation (Prevent) in this policy and Sexting in Appendix 2.)

All new members of staff, peripatetic teachers, governors and guests sign an Acceptable Use of Digital Resources agreement prior to accessing the School's technology. All staff, parents, volunteers and visitors including those to the EYFS are not allowed to use personal mobiles, iPads, cameras etc. These devices are only allowed to be used in an office or the staffroom. Parents are only allowed to use personal devices to take photos or to film a performance for their own personal use. All parents have signed an Acceptable Use of Digital Resources policy.

Uncollected Children

(See also Uncollected Children policy.)

Any uncollected pupils should be taken to Owls located in the library (after dismissal or after a club). Parents have 15 minutes grace after dismissal (i.e.: 4.15 pm) and clubs (i.e.: 5.15 pm). The adult that comes to collect them signs the children out of Owls. At the end of Owls, the electronic register (excel spreadsheet) should be updated and the paper copies of the register filed. After Owls finishes (5.30pm), the club leader should phone the parents of any uncollected child. If the parents cannot be contacted the DSL is informed, and if they are not around a member of the SLT is

informed, one of the Child's emergency contacts is called, and they are asked to collect the child. If Head not in school inform them by using the following mobile number: 07795 491615 and the DSL can be contacted on 07787 500740.

If all the above fails, then either the DSL, Head or the Deputy DSL will telephone IPOC - 020 8871 6622 or Out of hours: 020 8871 6000 and any serious child protection concerns will be passed the MASH team immediately. The call will be confirmed in writing within 48 hours using the Early Help Assessment Form (See earlier section on 'School Procedure for Suspected Child Abuse' for referrals to Wandsworth Children's Social Care. Children's Social Care will give advice and may carry out appropriate checks and make further attempts to contact the parent. If an appropriate relative or carer is located, they will be asked to ensure that the child is collected from school.

If attempts to contact the parent or appropriate carer are unsuccessful, Children's Social Care will arrange for the child to be collected and taken to a place of safety e.g. a temporary foster carer or family center. A letter will be left at the family home informing the parents of any plans made for the safe care of the child in their absence. They will notify the school of the child's placement and provide contact details as appropriate.

Plans for transporting the child will depend on local arrangements, which would take into account staff availability of hours, the need for adequate insurance cover, appropriate gender balance, and any information about special needs or behavioural difficulties etc. provided by the school. Where possible, two adults will be present. The school and Children's Social Care will mutually agree transport and escort arrangements. Children's Social Care for the school area will liaise with Children's Social Care for the area in which the child resides, if this is different.

If the nature of the incident is considered serious, the arrangements for collecting and caring for the children, including overnight placements, will form part of the Local Authority's emergency plan.

Whistleblowing Policy

(Please read the Whistleblowing Policy for details on procedure.)

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/> Staff can call: 0800 028 0285 - line is available from 8:00 am to 8:00 pm, Monday to Friday and Email: help@nspcc.org.uk

Other Policies

This policy has clear links to other policies in our school not outlined above, in particular:

- Anti-bullying
- Pastoral Care
- Missing Child (during the school day)
- Supervision of Pupils
- Equal Opportunities
- Inclusion
- Health & Safety
- First Aid and Medication
- Registration
- Drugs
- Clubs (staff, peripatetic and parent policies)
- Educational Visits
- Staff Dress Code
- Staff Behaviour & Code of Conduct.

Each of these policies is concerned with the safeguarding and protection of all the children in the school from various kinds of harm.

Appendix 1 – Referral form to DSL for Child Protection/Safeguarding concerns



A Referral to Designated Safeguarding Lead for Child Protection/Safeguarding Concerns

Date of Referral	
Name	
Date of Birth & Year Group	
Class Teacher	
Address & Telephone number	
Ethnicity	
Special Needs	
Describe event as it happened and include date(s), time(s) and those involved.	
Cause of concern	
When & where?	
What did the child say (if anything)?	
What did parents say (if anything)?	
How did you respond?	

	Attendance and Punctuality
	Who brings and collects the child
	Is the child prepared for school? <i>(P.E. kit, homework, reading book etc.)</i>
	General appearance/presentation <i>(appropriate clothing, clean & tidy etc.)</i>
	Emotional presentation (happy, sad, anxious, preoccupied, withdrawn etc.)
	Academic progress/attainments/ areas requiring improvement <i>(please note strengths and concerns)</i>
	Social development
	Relationship with adults
	Relationships with other children
Are there any other areas of concern (including contextual safeguarding)?	
Referrers knowledge and relationship to child and parent/carers	
Action to be taken by DSL or Deputy	
Record & Result(s) of Action taken	

Signature of DSL or Deputy DSL:

Date:

Signature of Referrer:

Date:

(Please attached any handwritten notes)

Appendix 2 – Definitions and Recognising Abuse

Definition of Child Protection:

The process of protecting individual children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

The Children Act 1989 (Section 31) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

Definition of Child Abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult, or adults or another child, or children. (Keeping Children Safe in Education – Sept 2019)

Child abuse is taken to refer to any child less than 18 years. Abuse is broadly divided into four categories: - Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. These categories do overlap and an abused child frequently suffers more than one type of abuse. Further advice can be found on the NSPCC website - www.nspcc.org.uk, or email help@nspcc.org or telephone 0808 800 5000.

Physical Abuse

Definition of Physical Abuse:

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (Keeping Children Safe in Education – Sept 2019)

Physical abuse can happen to any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.

Some of the following signs may be indicators of physical abuse:

- Unexplained injuries e.g. eye injuries, cuts, split lips, swollen pelvis, hair pulled out etc., any injuries not consistent with the explanation given for them or several different explanations provided for an injury.
- Bruising in the following areas: around the mouth, two simultaneous bruised eyes, multiple bruising to the head or face, outlines of objects such as hair brush, belt marks etc., bruising or tears around the earlobe/s indicating injury by pulling or twisting, bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.
- Bite marks - these leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.
- Burns or scalds – it is difficult to distinguish between accidental and non-accidental. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods, iron or electrical fire elements and burns of uniform depth over a large area.
- Fractures may cause pain, swelling and discolouration over a bone or joint.
- Scars of different sizes or ages on different parts of the body may suggest abuse.
- The parents or carers are uninterested or undisturbed by an accident or injury.

- Family use of different doctors and A & E departments.
- 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).
- Injuries that occur to the body in places that are not normally exposed to falls and rough games.
- Injuries that have not received medical attention.
- Instances where children are kept away from the group or school inappropriately.
- Reluctance to change for, or participate in, games or swimming.
- Refusal to discuss injuries.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Changes or regression in mood or behaviour particularly where a child withdraws or becomes clinging.

Emotional Abuse

Definition of Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmental inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone. (Keeping Children Safe in Education – Sept 2019).

- The effects of emotional abuse might take a long time to be recognisable. It may be in the way a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including cyberbullying through social networks, online games or mobile phones by a child's peers.

Some of the following signs may be indicators of emotional abuse:

Emotional abuse may be difficult to recognise because the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should be aware that emotional abuse might also signify the presence of other kinds of abuse.

- Developmental delay
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child, and who humiliate their child, for example, by name-calling or making negative comparisons.
- Over-reaction to mistakes
- Continual self-deprecation
- Appeasing behaviour towards others
- Withdrawn or seen as a 'loner' – difficulty relating to others.

- Sudden speech disorders
- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging and finds it difficult to relate to others.
- Nervousness, frozen watchfulness.
- Sudden under-achievement, lack of concentration, low self-esteem or lack of confidence.
- Inappropriate relationships with peers and/or adults.
- Aggressive behaviour towards others.
- Neurotic behaviour (for example rocking, hair twisting, excessive thumb sucking).
- Self-mutilation.
- Attention seeking behaviour.
- Running away/stealing/lying.
- Fear of parents being contacted.
- Persistent tiredness

Sexual Abuse and Exploitation

Definition of Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (Keeping Children Safe in Education – Sept 2019)

Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of sexual abuse:

Recognising sexual abuse can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional and behavioural. Boys and girls of any age may be sexually abused and are often scared to say anything due to fear and/or guilt. It is particularly difficult for a child to talk about their sexual abuse. Disclosure can often initially be indirect as the child tests the professional's response.

- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in sexual play or conversation inappropriate to his/her age group.
- Self-harm (including eating disorders), self-mutilation or suicide attempts.
- Pain or itching of genital area or blood on underclothes.
- Physical symptoms such as injuries to the genital or anal area; bruising to buttocks, abdomen and thighs; sexually transmitted disease; presence of semen on vagina, anus, external genitalia or clothing.
- Bloodstains on underwear.
- Sexual activity through words, play, drawing or inappropriate masturbation.
- Child who is sexually provocative or seductive with adults.
- Extreme shyness about changing in front of peers or adults for swimming or games.
- Parents may ask staff not to undress or change their child.
- Inappropriate bed-sharing arrangements at home.

- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Behaviour indicative of excess adult responsibilities at home - for example a girl who takes over the mothering role/wifely responsibilities, whether or not the mother lives there.

Definition of Sexting (Source: UKCCIS 2016)

The production and/or sharing of sexual photos and videos of and by young people who are under the age of 18'. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth-produced sexual imager'.

'Sexting' does not include the sharing of sexual photos and videos of under-18s with or by adults. This is a form of child sexual abuse and must be referred to the police.

A 2016 NSPCC/Office of the Children's Commissioner England study found that just over one in ten boys and girls (13%) had taken topless pictures of themselves. Around one in four of those were girls and 3% had taken fully naked pictures. Of those who had taken sexual images, 55% had shared them with others. 31% of this group had also shared the image with someone that they did not know.

What to do if an incident involving 'sexting' comes to your attention:

- Report it to your Designated Safeguarding Lead (DSL) immediately.
- Never view, download or share the imagery yourself, or ask a child to share or download. This is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL. If the image on an electronic device such as iPad or mobile phone, if possible, switch the device to airport mode, make sure pin protected and shut down device. Do not delete the image, send it to anyone or save it anywhere.
- Do not ask the child/children who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff or the child/children it involves. Contact with parents needs to be agreed with the DSL and, possibly, the police or social care professionals.
- Do not say or do anything to blame or shame any of the children involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

See the school's Anti-bullying policy.

Sexual Violence

Definitions for Sexual Violence:

(Source: Sexual Offences Act 2003 & DfE publication, 'Sexual violence and sexual harassment between children in schools and colleges' May 2018)

Rape

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent

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. 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.

Sexual Harassment

Definition for Sexual Harassment:

'Unwanted conduct of a sexual nature' that can occur online and offline (context of child on child sexual harassment). 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.

Upskirting

'Upskirting' 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. It is now a criminal offence.

Sexual Exploitation

Definition of Sexual Exploitation (CSE):

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (B) for the financial advantage or increased status of the perpetrator or facilitator. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Keeping Children Safe in Education – Sept 2019)

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be, the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs or alcohol.
- Children who go missing for periods or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

Neglect

Definition of Neglect:

Neglect is the persistent failure to meet child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Keeping Children Safe in Education – Sept 2019)

Children who are neglected often also suffer from other types of abuse. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritizing buying drugs, or alcohol, over food, clothing or warmth of the child. Neglect may occur during pregnancy because of maternal drug or alcohol abuse. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of neglect:

- Evidence of neglect is built up over a period and can cover different aspects of parenting.
- Provide adequate food and clothing
- Children who are living in a home that is indisputably dirty or unsafe.
- Poor personal hygiene and health care
- Provide shelter including exclusion from home and abandonment.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Children who are often angry, aggressive or self-harm.
- Emaciation
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child feeling unloved and insecure.
- Child thrives away from home environment.
- Frequent lateness or non-attendance at school
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Destructive tendencies
- Low self-esteem
- Poor social relationships
- Running away
- Child left with inappropriate carers e.g. too young or complete strangers.

- Child left alone with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

NOTE: It is important that not all the above signs be taken as indicating that abuse has definitely taken place, but that the possibility should be considered far more than in the past. Such signs should make us stop and think - not jump to conclusions inappropriately.

Appendix 3 – Different Safeguarding Issues

If there are any concerns about any of the below, talk to the DSL:

Bullying including cyberbullying and sexting

This can seriously cause psychological, emotional, behavioural, and physical repercussions that can stem from victimisation. www.kidscape.org.uk or www.childnet.com. See *Anti-bullying policy and Appendix 2 for sexting*.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographical widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identify potential involvement in county lines are episodes of the child missing school for the purposes of transporting drugs. A referral to the National Referral Mechanism (national crime agency human trafficking) would be considered by the DSL who is also responsible for the school's drug policy. For more details, see *'KCSiE Annex A: Further information' – Sept 2019*

Child Sexual Exploitation (CSE)

(See Appendix 2)

Child pornography and the Internet

If a member of staff or a carer is discovered to have placed child pornography on the Internet or accessed child pornography, the police must be informed.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes, they have witnessed. The below is a link to a guide to support children 5-11 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

We carefully monitor children whose parents are separating or divorcing and are aware that child arrangements via the family courts following the separation can be stressful and entrench conflict in families. This document has clear and concise information on the dispute resolution service for parents - <https://helpwithchildarrangements.service.justice.gov.uk/>

Children who run away or go missing

These children are particularly vulnerable and may be at significant risk at times. (See section in main policy for more details.)

Children with family members in prison

Approximately 200,000 children have a parent in England and Wales sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Nicco provides information to support children - <https://www.nicco.org.uk/>.

Disabled/Special Educational Needs children

A disabled or SEN Child is as vulnerable to physical, emotional or sexual abuse or neglect as any other child, though the level of risk may be higher. (See section on *Children with Special Educational Needs and Disabilities* under '*Other Policies*' in the policy and '*Special Educational Needs*' Policy).

Domestic Abuse

The definition for Domestic Abuse is (*source KCSiE Sept 2019*):

'Any incident or patterns 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. Includes controlling and coercive behaviours. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- emotional

It kills more women than cancer or road accidents. In the UK in 2017, out of 2.0 million DVA victims, 1.2 million were women. In addition 536 000 were victims of sexual assaults. (Source: Lord Justice Munby Oct 2017)

Children are affected by domestic abuse in a variety of ways that may impair their ability to concentrate on work and how they interact socially. They are often:

- Traumatized by what they see
- Preoccupied with worry about their mother when they are not with her.
- May intervene to stop an assault and get hurt.
- Copy the behavior
- Develop stress-related illnesses
- Lose confidence
- Become afraid and angry or blame themselves for the incidents.
- Children will often feel torn, unsure whether to do or say anything or struggle with the secrecy of what is happening within their family.

The school is part of an agreement with Wandsworth Borough schools with regard to Project Tearose, which is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. If police have responded to a domestic incident and there are children in the family, the officers working on project Tearose will disclose this incident to the child's school the following morning (Monday to Friday). The actual content of the information shared is kept to the minimum, i.e. outlining the offence, but without specific details.

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

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

Fabricated or induced illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. - NHS

FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

Behaviours in FII include a mother or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness - for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness - for example, by poisoning her child with unnecessary medication or other substance

Faith or belief abuse

This is child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number, which is believed by some to allow malevolent spirits to enter the home. For more details, see DfE - '*National action plan to tackle child abuse linked to faith or belief - Aug 2012*' (<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>)

Female Genital Mutilation (FGM) (see So-called 'Honour based' Violence)

Forced marriage (see So-called 'Honour-based' Violence)

Foreign exchange visits - children staying with a family selected by the school in the host country are vulnerable.

Gangs and youth violence - for more information please see '*Ending gang and youth violence: cross-government report*' - Nov 2011

Gender-based violence

Gender-based violence is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of victims are women and girls (Violence against women and girls -VAWG). Many forms of violence against women are rooted in power inequalities between women and men.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (or duties) would make a referral to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. There may also be a referral to children's services and this will be via IPOC in Wandsworth. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behavior, as well as a family being asked to leave a property.

Parent prostitution

The involvement of family members in prostitution does not necessarily mean the children will suffer significant harm.

Parents who misuse drugs or alcohol

Misuse of drugs and/or alcohol is strongly associated with significant harm to a child, especially when combined with other problems, such as domestic violence. This includes the trafficking of drugs.

Racial, religious harassment

Experience of family racism is likely to affect how a child behaves.

Relationship abuse

Abuse in relationships can happen to anyone. It is not normal; it is never ok and definitely not part of a healthy relationship. It is not always physical; it can be emotional and sexual abuse too.

Self-Harm

Self-harm in school-aged children is a very real issue that all schools need to take seriously.

Self-harming is when someone chooses to inflict pain on themselves or cause themselves harm or injury in some way. (It is repetitive and can escalate in frequency and severity).

Someone who self-harms is communicating that they are in a state of emotional distress. Some children only self-harm once or twice but other do it regularly and find it hard to stop. Boys and girls are both affected, but boys are less likely to tell someone about it.

There are two types of self-harm: physical and emotional, and young people will go to great lengths to hide them or explain them away. There are many reasons why young people may start to self-harm. Some factors most commonly identified include:

- Attempted suicide or self-harm by a family member
- Low self-esteem
- Mental health problems, such as depression
- Family conflict (periods in care, parental separation)
- On-going family relationship problems
- Sexuality, race, culture or religion
- Bereavement
- Family circumstances
- Past or present physical or sexual abuse
- Family models of self-harm
- Bullying (including cyberbullying and homophobic bullying)
- Feeling under intense pressure to succeed / achieve / be perfect

Some indicators that a child is self-harming or may be at risk of self-harming are:

- Lack of self-esteem / feeling overly negative about themselves
- Depression, tearfulness, low motivation
- Being bullied or bullying others
- Social withdrawal
- Significant change in friendships
- Regularly bandaged wrists / arms
- Obvious burns, cuts or scratches (that do not appear accidental)
- A reluctance to participate in activities which involve changing clothes
- Wearing long sleeves even in hot weather and hats to hide the signs
- Bald patches (hair may have been pulled out)
- Unusual eating habits
- Risky behaviours (e.g. drug taking; alcohol or substance misuse; casual sexual activity)

Experts say self-harm behaviour normally ends within five years of starting. However, for some, it can last into adulthood.

Cyberbullying and other forms of online abuse can drive young people to self-harm, whilst pro-self-harm websites or communities that spread knowledge of self-harming techniques can encourage experimentation.

Any disclosure or other concern about self-harm should be passed to the DSL. Some pupils may choose to confide in another pupil, rather than an adult. A risk assessment and management plan will be drawn up and this may involve a referral to IPOC and CAMHS. There will be on going monitoring and the pupil will be assessed at regular intervals.

Serious Violence

There are indicators that signal that a child is at risk from, or is involved with serious violent crime. These may include:

- Absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions
- Involved with individuals associated with criminal networks or gangs.

So-called 'Honour Based' Violence (HBV) (including Female Genital Mutilation and Forced Marriage)

This encompasses 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. All forms of so-called HBV are abuse and should be reported to the DSL. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.

Female Genital Mutilation and Forced Marriage

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Victims of FGM are likely to come from a community that is known to practice FGM. It should be noted that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a specific statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those staff failing to report such cases will face disciplinary sanctions.

It will be rare for staff to see visual evidence, and they should not be examining pupils. All teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and unless the member of staff has a good reason not to, they should discuss the case with the DSL (or deputies) and they will involve children's social care by contacting the MASH (Multi-Agency Safeguarding Hub) via IPOC. The duty does not apply in relation to at risk or suspected cases (i.e. where the member of staff does not discover that an act of FGM appears to have been carried out, through disclosure either by the victim or visual evidence). In these instances, DSL would advise the MASH of the concern. For more details, see Wandsworth FGM guidance 2016.

Forced Marriage

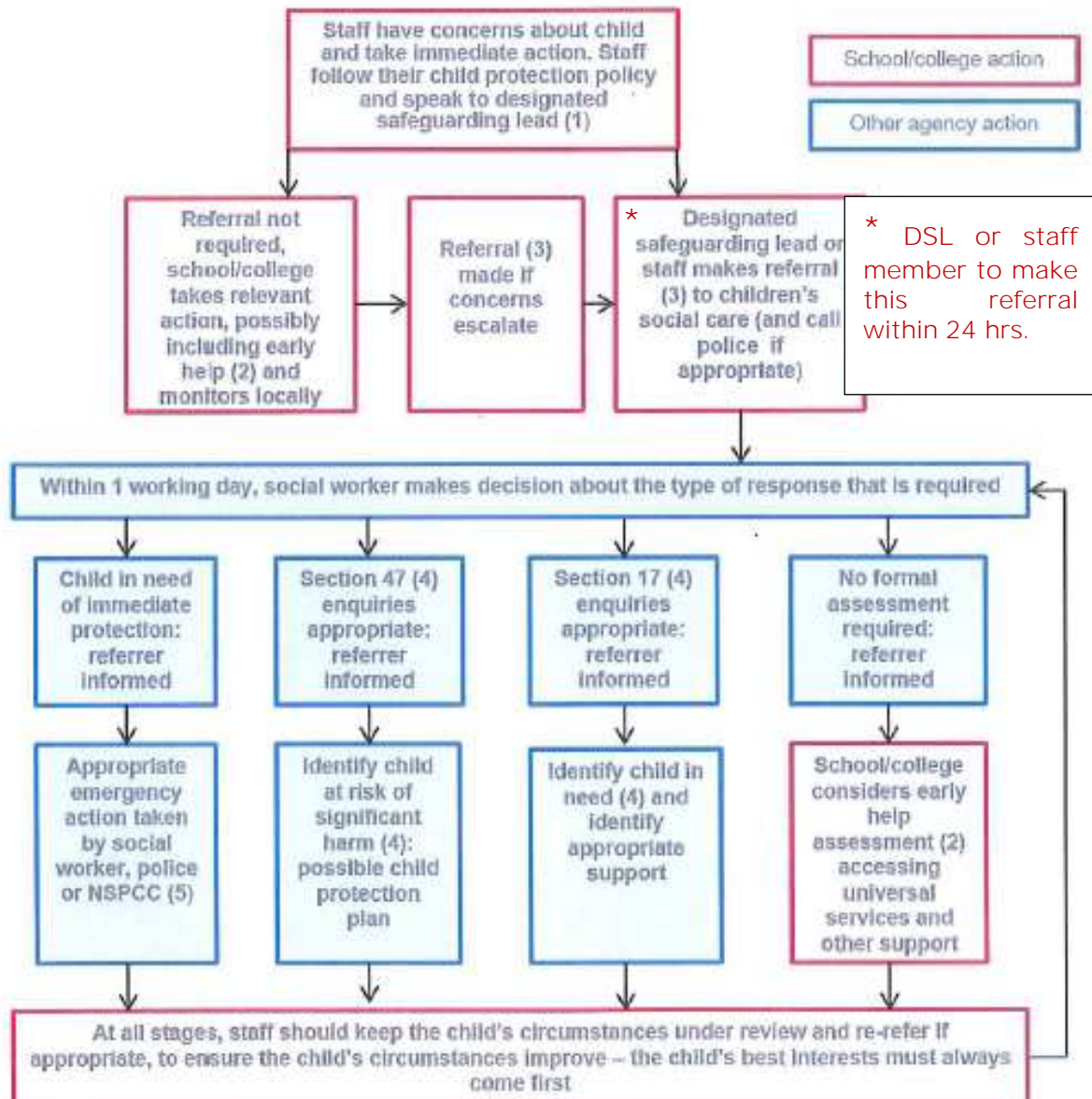
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one of both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. More information and advice can be obtained from Tel: 020 7008 0151 or email: fmufco.gov.uk

Severe parental mental illness

In some cases, this will seriously affect the safety, health and development of the child.

Appendix 4 – Actions where there are Concerns about a Child

Actions where there are concerns about a child



* DSL or staff member to make this referral within 24 hrs.

(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.
 (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
 (3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).
 (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).
 (5) This could include applying for an Emergency Protection Order (EPO).

Appendix 5 – Summary of Child Protection Protocol for Staff

The designated safeguarding members of staff in our school are:

DSL - Bridget Norton, Deputy Head

Deputy E-Safety DSL - Susan Seale, Computing Co-ordinator

Deputy DSL - Lucy Andrews, EYFS

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. It ensures there is no maltreatment of children at all levels and that they grow up in safe environment.

KCSiE states that Safeguarding is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- in addition, taking action to enable children to have the best outcomes.

Child protection is part of the safeguarding process. It refers to the activities that are undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. It is the welfare activities to protect children from sexual, emotional and physical abuse as well as neglect. Child protection aims to protect children who are suffering or are likely to suffer at the hands of parents or others who are close to them.

All staff and adults in a school have a statutory responsibility to safeguard and promote the welfare of all pupils at all times. If you have a concern about a child or you receive information that leads you to be concerned that a child 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 child.

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

Safeguarding issues include: (See policy for more details)

- Allegations of physical abuse by a parent, other adult/child or sibling- or of witnessing this.
- Allegations of inappropriate physical/sexual contact by a parent, other adult/child or sibling - alternatively, of witnessing this.
- Allegations of witnessing inappropriate behaviour by a parent, other adult/child or sibling (such as drug taking, sexual behaviour, crime).
- Allegations of anything, which may cause physical or mental harm to the child.
- A member of staff witnessing marks/bruises which are unusual or severe. The child does not have to be approached as to their origin by the observing member of staff. This should be discussed with the DLS, as it may be more appropriate for them to discuss the matter.
- Concerns regarding the use of technology, electronic communication, social networking etc. (this is also referred to as e-safety).
- Anything else, which could be interpreted as putting the physical or mental well-being of the child at risk.

Procedure Guidance for Staff

Staff should follow this protocol on child protection issues:

1. Listen

Listen carefully to what the pupil is telling you without interrupting. You should remember that when speaking to the child, no promises of confidentiality can be made, and care should be taken to listen and record the child's own words, rather than make suggestions or ask leading questions. Remain non-judgmental and keep an open mind.

2. Record

After speaking to the child in the case of a disclosure, or after observing something unusual, write down the main points of the disclosure/observation on a school referral form, including the date. This is most important as a clear record will be needed further on. Try to write the account as soon as you can to ensure an accurate and detailed record.

3. Inform

Go and talk to the DSL or Deputy DSLs and take your written notes (typed & handwritten)/form. However, small you may think the incident is the DSL or Deputy DSL may well have further knowledge from other sources that add to the allegation in some way. If you feel the child is in immediate danger, then the DSL or Deputy DSLs should be contacted immediately or you can make are referral direct to Children's Social Care

Referrals to IPOC (Initial Point of Contact) can be made by Mon-Fri, 9.00am to 5.00pm.

Email: IPOC@richmondandwandsworth.gov.uk

Phone: 020 8871 6622

Out of hours: 020 8871 6000

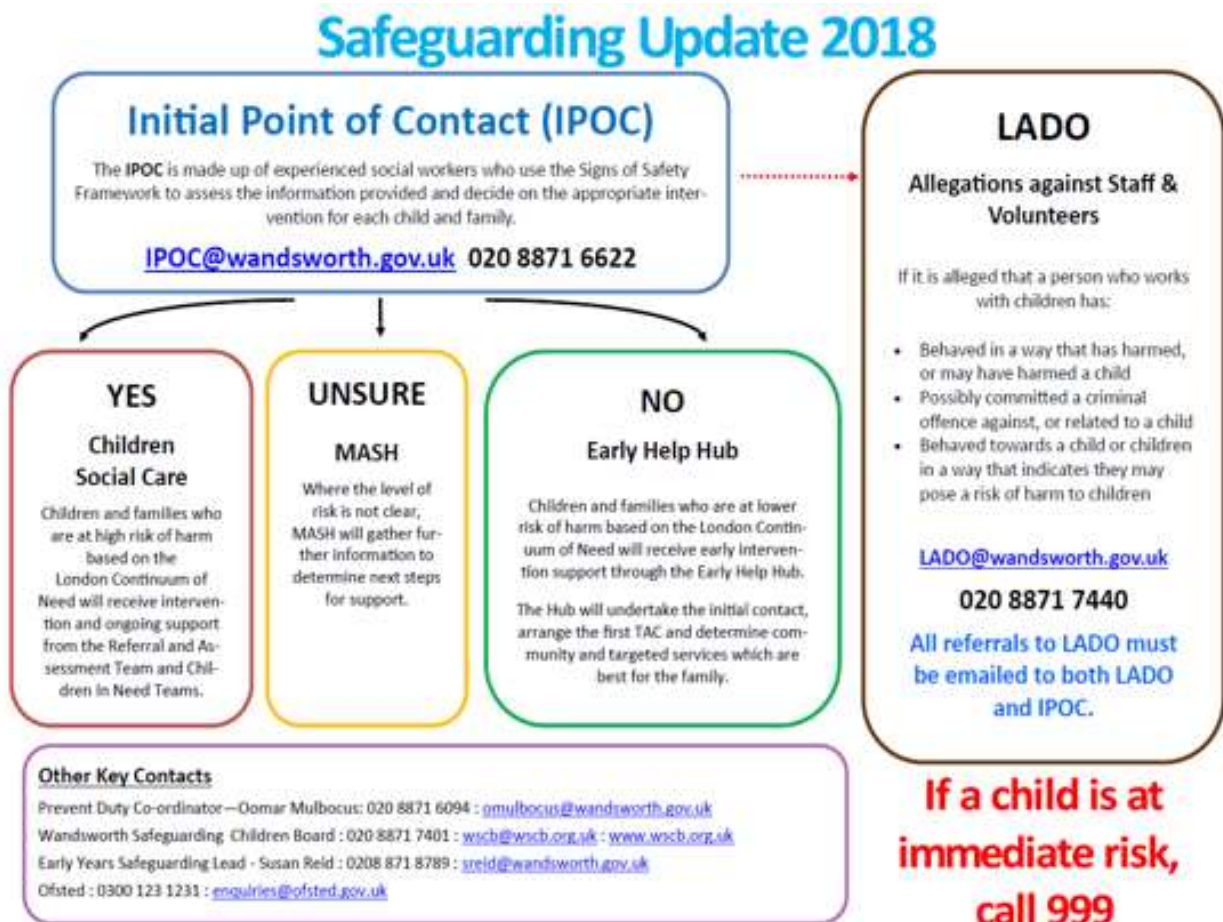
Please remember the DSL or Deputy DSLs is available to offer help, advice and guidance to staff and children when necessary. If you have a concern or problem and are unclear how to proceed do ask for advice.

Further points to note

- A child should never be pressured to give information or show staff parts of the body not normally visible when the child is wearing school uniform. Any physical examination of child should be left to a trained Health Care professional.
- In the event of an allegation, being made by a child against a member of staff then the Head must be informed. If the Head is absent or is the person against whom the allegation is made the Chairman of Governors or Child Protection Governor must be contacted immediately. They will deal with the matter following Procedures for Dealing with Allegations against Staff. (For more details see 'Keeping Children Safe in Education' - Sept 2019 DfE)

This is only a brief summary and should be read in conjunction with the Child Protection/Safeguarding Policy

Appendix 6 – Flow Diagram of Wandsworth’s Referral Process



Appendix 7 – Guidance Documents & Legislation

The Children Act 1989 & 2004

Sexual Offences Act 2003

Serious Crime Act 2015

The Counter-Terrorism and Security Act 2015

Disqualification under the Childcare Act 2006 (updated Aug 2018)

General Data Protection Act 2018

Education Act 2002, Equality Act 2010 & The Children and Families Act 2014

London Child Protection Procedures, 5th edition amended Sept 2018 (*Safeguarding Board and London SCB websites - www.wscb.org.uk & www.londonscb.gov.uk*)

London Safeguarding Children Board supplementary procedures - *These provide detailed information related to specific safeguarding issues. They are available via the London SCB website.*

The Education (Independent Schools Standards) Regulations 2014

Managing Allegations Against Staff - *WSCB guidance, available on WSCB website.*

Children Missing from Home and Care - *WSCB procedures, available on WSCB website*

Sexual exploitation - *WSCB guidance, available on WSCB website*

Domestic Violence – guide for schools - *Wandsworth guidance issued June 2012*

Mental Health and Behaviour in Schools – *DfE Nov 2018*

Teacher misconduct: the prohibition of teachers – *DfE Oct 2018*

Statutory guidance on Children who run away or go missing from home or care – *DfE Jan 2014*

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children - *DfE Feb 2019*

Prevent Duty Guidance for England and Wales – *HM Government – July 2015*

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

Information Sharing Guidance; Advice for practitioners providing safeguarding services to children, young people, parents and carers – *DfE updated July 2018*

What to do if you're worried about a child being abused – *DfE March 2015*

The Prevent Duty (Departmental advice for schools and childcare providers) - *DfE June 2015*

How social media is used to encourage travel to Syria & Iraq: Briefing note for school - *Home Office July 2015*

Inspection Safeguarding in Early Years Education and Skills Settings – *Ofsted Oct 2019*

Children missing in education: statutory guidance for local authorities – *DfE Sept 2016*

Preventing and tackling bullying: Advice to headteachers, staff and governing bodies & Cyberbullying: Advice for headteachers and school staff - *DfE July 2017*

Sexual violence and sexual harassment between children in schools and colleges - *DfE Dec 2017*

Wandsworth Safeguarding Children Partnership – Thresholds for Intervention - *Revised March 2018*

www.wscb.org.uk

Keeping children Safe in Education: Statutory guidance for schools and colleges - DfE Sept 2019 (This guidance contains links to guidance and advice about many of the key specific safeguarding issues)

www.gov.uk/government/publications

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

Appendix 8 – Radicalisation Risk Assessment

We consider the risk at Finton House to be low due to the age range of the children, the catchment area and the social-economic demographics of our school group.

Completed by: DSL - Deputy Head - Bridget Norton

Date: August 2019

RISK	POTENTIAL HARM	RISK: High, medium, low	PREVENTION	ANY FURTHER ACTION REQUIRED
Radicalisation of parents.	Risk of radicalisation by an extremist organisation, family member or friend.	Likelihood low Severity high	CT/staff are proactive in noticing any changes in parent behaviour.	To inform DSL and a referral if necessary may be made to IPOC for children and via Channel for adults i.e. Any concerns over adults can be made to the Wandsworth Community Safety Unit (CSU) – Robyn Thomas or Alva Bailey, Phone: 020 3276 2610, Communitysafetyunit-ww@met.police.uk , Thomas@richmondandwandsworth.gov.uk or Bailey@richmondandwandsworth.gov.uk , Wandsworth Police Station, 146 Wandsworth High Street, London SW18 4JJ - www.content.met.police/UK/Home . There is also a Prevent Education Officer, Amelia Rayn, Rayn@richmondandwandsworth.gov.uk . The CSU details are prominently displayed in the staffroom. CEOP may also be contacted http://www.ceop.gov.uk . The local police force non-emergency number for advise is 101 and in an emergency use 999 or 112. Non-emergency advice is available from the DfE dedicated helpline and mailbox for non-emergency advice: 020 7340 7264 and counter.extremism@education.gov.uk Safeguarding Governor to be briefed and Chairman of Governors and reported in termly report to Governors.
Radicalisation of pupils or staff through on-line grooming, social media, contacts etc.	Risk of online radicalisation e.g. through a terrorist organisations such as ISI seeking to radicalise people through the use of social media and the Internet.	Likelihood low Severity medium	Filters in place on internet via Smoothwall.	To inform Computing Co-coordinator, Deputy DSL, Head, parent of child and IT Manager will be advised. For staff the Head or Chairman of Governors (if incident involves the Head) would consult the LADO and contact Channel. LADO -

				Chantel Langenhoven, Designated Officer (day to day LADO work) 020 8871 7440
Staff who are not confident about the school procedure for handling concerns/or do not feel comfortable sharing issues internally.	Those that have extremist views etc. are not identified and interventions put in place.	Likelihood low Severity medium	<p>Children are taught the risks to which they may be exposed while online e.g., being exposed to extremist views/doctrines etc. If children come across inappropriate material, they will switch off the monitor and are told to report the incident to the nearest teacher who will deal with it according to the school's code of conduct. E-safety lessons form part of the Computing curriculum, highlighting safety on the Internet.</p> <p>Any adult in the school having access to technology signs the relevant AUP policy, which states that they have a duty under section 26 of the Counter-Terrorism and Security Act of 2015 ("the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent staff/pupils from being drawn into terrorism".</p> <p>There is a Whistleblowing policy for staff to follow if they have a concern regarding a colleague. All staff receive training every three years and have CP/Safeguarding induction training on arrival at FH, which includes Radicalisation training e.g. Staff meetings and online training via Educare. Staff are aware that they can make a direct referral to Children's Social the IPOC for a Child:</p> <p><i>Referrals to IPOC can be made by Mon-Fri, 9.00am to 5.00pm.</i></p> <p><i>Email: IPOC@richmondandwandsworth.gov.uk</i></p> <p><i>Phone: 020 8871 6622</i></p> <p><i>Out of hours: 020 8871 6000</i></p> <p><i>CSU: 020 3276 2610</i></p> <p>Details are in CP/Safeguarding policy and on Staff board in staffroom.</p>	<p>Safeguarding Governor to be briefed and reported in termly report to the Governors.</p> <p>A referral if necessary may be made to IPOC or to Channel.</p>

			DSL has regular meetings with members of Wandsworth CP/Safeguarding department & is up to date with the latest practice, which is then shared with Governors and Staff.	
Vulnerable children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.	Radicalisation of Individual child through social media, internet, family member or friend.	Likelihood low Severity medium	<p>Building resilience to radicalisation through the promoting of fundamental values and enabling them to challenge extremist views e.g. PSHEE, RE, history lessons and assemblies.</p> <p>Prevent strategy reflected in safeguarding/curriculum policies.</p> <p>Staff receive basic Prevent awareness training to ensure they can identify children at risk of being drawn into terrorism in addition, to challenge extremist ideas.</p> <p>Good communication among staff and assimilation of information e.g. safeguarding a weekly agenda item on all staff meetings.</p> <p>Clear referral route for vulnerable children to receive support through the Channel process outlined in Child Protection/safeguarding policy.</p> <p>Checks on prospective staff /peripatetic specialists and diligence checks conducted on visitors and contractors working in the school. Contractors are supervised at all times.</p> <p>Colour coding badges allocated to all visitors e.g. red never to have unsupervised access. All staff have ID badges and everyone is electronically signed in.</p>	<p>To inform DSL and a referral if necessary may be made to IPOC or to Channel.</p> <p>Head/SLT & Safeguarding Governor to be briefed. To also be reported in termly safeguarding report to the Governors.</p>
Visiting speaker or educational/SEN/Medical specialist who have extremist views or links with radical organisations. Or which have views that contradict	Radicalisation of staff or pupils.	Likelihood low Severity medium	<p>All SEN Specialists/therapists working with children have to bring into school their DBS certificate together with ID.</p> <p>All visiting speakers, in-house educational visitors have to bring in a copy of a DBS form or photo ID. The office carries out a risk assessment prior to their arrival. They are never left unattended by staff.</p> <p>Any visiting speaker or specialist not working with children 1:1 is never left unescorted and wears the</p>	Each Friday Deputy DSL meets with School Secretary to check that all visitors for following week have been entered onto the radicalisation assessment record.

<p>'Fundamental Values' of individual liberty and mutual respect and tolerance for those of different beliefs and faiths.</p>			<p>relevant school visitors badge colour, which is red and are electronically signed in.</p> <p>Staff are aware of the above procedure. Before any such visitors comes into school a risk assessment form is completed by the School Office. Any concerns are shared with the DSL or Deputy DSL.</p>	
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Appendix 9 – Useful Wandsworth Contacts

Stella Macaulay	0208 871 7961 office
Safeguarding In Education Advisor mobile	07775 417475 Work 07931 325 665 mobile
IPOC (Initial Point of Contact)	020 8871 6622 Out of hours: 020 8871 6000
MASH Manager Cai Young	
Email: IPOC@richmondandwandsworth.gov.uk	
Early Help	
Assistant Director Rachel Egan: rachel.regan@richmondandwandsworth.gov.uk	
Social Care Out of hours' duty service	020 8871 6000
Safeguarding Standards Service (manager: Ruth Lacey)	
Principal Administrator Jackie Reynolds	020 8871 7208
WSCP (Wandsworth Safeguarding Children's Partnership)	
Development manager	020 8871 8610
Wandsworth Safeguarding Children's Partnership	020 8871 7401
www.wscb.org.uk	
LADO	
Chantel Langenhoven, Designated Officer (day to day LADO work)	020 8871 7440
Wandsworth safety net <i>(for Independent Domestic Abuse advisors)</i>	0207 801 1777
Prevent Co-ordinator	020 8871 6094
Wandsworth Community Safety Unit (CSU), Robyn Thomas or Avis Bailey	
020 3276 2610	
Communitysafetyunit-ww@met.police.uk	
Thomas@richmondandwandsworth.gov.uk or Bailey@richmondandwandsworth.gov.uk	
Wandsworth Police Station, 146 Wandsworth High Street, London SW18 4JJ	
www.content.met.police/UK/Home .	

Prevent Education Officer, Amelia Rayn, Rayn@richmondandwandsworth.gov.uk.

Non-emergency advice is available from the DfE dedicated helpline and mailbox for non-emergency advice. 020 7340 7264

counter.extremism@education.gov.uk

Local Police for non-emergency advice 101

Police Emergency 999 or 112

Private Fostering

Specialist Private Fostering Senior Social Worker (Beatrice Ogunbowale)

020 8871 6471 Beatrice.ogunbowale@richmondandwandsworth.gov.uk