

# **SAFEGUARDING / CHILD PROTECTION POLICY**

**THE ROCHE NURSERY  
SCHOOL**

Designated members of staff are

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## **IMPORTANT NOTICE**

### **SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY**

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child

Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged.

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

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

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

Referrals to IPOC can be made by: Telephone:  
020 8871 6622  
e-mail: [IPOC@wandsworth.gov.uk](mailto:IPOC@wandsworth.gov.uk)

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

## **INTRODUCTION**

The proprietors and staff of The Roche Nursery 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. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development

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- **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **Taking action to enable all children to have the best outcomes**

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

**The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Children's Specialist Services and to assist Children's Specialist Services in Child Protection enquiries and in supporting Children in Need.**

**This policy is in line with the London Child Protection Procedures 2017 (5<sup>th</sup> edition amended October 2017), Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2019.**

**The school will raise Child Protection/Safeguarding concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.**

**The school will ensure that all staff are provided with the appropriate training in Child Protection and Safeguarding issues, including Early Help processes, as recommended in the guidance. In particular the Designated Safeguarding Leads (DSL) will have their role explicitly stated in their job descriptions and will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively. Designated leads will also ensure that all staff are provided with Part One of Keeping Children Safe in Education 2019 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.**

Project Tearose is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. Our school has signed up to this agreement.

**If police officers 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 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.**

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**All staff are required to read this policy carefully and to be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.**

## **AIMS**

- **To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse**
- **To emphasise the need for good communication between all members of staff in matters relating to child protection**
- **To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse**
- **To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm or where there are ongoing concerns**
- **To work openly and in partnership with parents in relation to child protection concerns**
- **To support all pupils' development in ways that will foster security, confidence and independence**
- **To promote safe practice and challenge poor and unsafe practice**
- **To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children**
- **To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance**
- **To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages**
- **To take account of and inform policy in related areas, such as antibullying; online safety; discipline and behaviour; health and safety; child on child abuse; missing children; child sexual exploitation; FGM; violence in the name of honour; serious youth violence, including knife crime; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice**

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- **To comply with the core responsibilities expected of the school as a relevant agency to the multi-agency safeguarding arrangements in Wandsworth, as set out in the Wandsworth Safeguarding Children Partnership published arrangements**

## DEFINITIONS

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by adults or another child or children
- Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender based violence / sexual assaults
- Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 3.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e,g rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

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

It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is below. *Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.*

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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

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

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**Children Who Go Missing From Home or Care** are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

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

Longer-term risks include:

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

Honour based Violence and Forced Marriage (HBV) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk.

Women and girls may lose honour through expressions of autonomy, particularly if this autonomy occurs within the area of sexuality. Men may be targeted either by the family of a woman who they are believed to have 'dishonoured' , in which case both parties may be at risk, or by their own family if they are believed to be homosexual.'

Common triggers for HBV include:

- Refusing an arranged marriage
- Having a relationship outside the approved group

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- Loss of virginity
- Pregnancy
- Spending time without the supervision of a family member
- Reporting domestic violence
- Attempting to divorce
- Pushing for custody of children after divorce
- Refusing to divorce when ordered to do so by family members

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

**Prevent:** all schools must have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised. We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. Concerns will be discussed with the child's parents whenever possible and with the Local Authority Prevent coordinator and referrals made to the Channel programme when appropriate.

## KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and /or abuse
- We recognise that abuse and neglect are complex issues and rarely standalone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP 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 recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated / 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, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

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- The ethos of the school supports open practice, good communication and a safe culture in which children can thrive and learn.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately

## **PROCEDURES**

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

We will therefore ensure that

- We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.
- We will ensure designated staff attend training and receive relevant updates every year and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates and annually by Wandsworth Borough
- Induction and refresher training for staff members will include the school's behaviour management policy and procedures for children whose attendance is irregular as well as the staff code of conduct and this CP / safeguarding policy
- Regular training will take place by DSL during staff meetings throughout the year to include topics such as referral procedures, signs of abuse and types of abuse
- The roles of the designated safeguarding leads are explicit in their job descriptions
- Every member of staff and volunteer knows the name of the designated safeguarding lead (DSL) and their role and what the backup arrangements are if the DSL is unavailable.
- We will ensure that staff have access to a DSL at all times during the school day so that they can report concerns and seek advice / guidance if required
- All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and that these issues are included in the induction for each new staff member
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Children's Services (Social Services) if needed

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- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place. We have an effective filtering system used within the school.
- 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
- Staff will take part in the Wandsworth Section 11 Audit annually and the DSL will address any misconceptions or gaps in understanding of policies and procedures.
- We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems and educated in how to be as safe as possible online.
- When considering referrals to support agencies the school will act in accordance with WSCP Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL
- All staff know how to respond appropriately to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information in the school prospectus, in information provided to all parents and on the website)
- We will request a minimum of three emergency contact numbers for each child as we acknowledge that this is a protective measure for children to enable swift contact with families when necessary
- We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay, and will follow up any such referral in writing via email or phone as quickly as possible (on the same day)
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- We will 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
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (model format attached as appendix 2). We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.

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- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations or securely using an appropriate computerised system
- All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.
- All staff members are made aware of the record keeping requirements and how they are expected to record any safeguarding concerns.
- The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay
- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and in a secure manner which ensures acknowledgement of receipt of the information. The child's social worker will also be informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor, a duty manager in IPOC / MASH or directly from the Safeguarding Standards Service. (useful numbers listed in Appendix 5)

### **EARLY INTERVENTION AND HELP**

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

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- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
  - has returned home to their family from care;
  - is showing early signs of abuse and/or neglect;
  - is at risk of being radicalised or exploited;
  - is a privately fostered child.
- If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies
  - A Team Around the Child will be established where appropriate and a Lead Professional identified
  - If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (eg to social care) if the child's situation does not appear to be improving
  - Early Help Assessments will follow the Signs of Safety and Wellbeing model

## **CURRICULUM INPUT AND ONLINE SAFETY**

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. We will ensure that the curriculum includes input about safe relationships and personal resilience and is in line with Government regulations where relevant.
- In planning curriculum input in relation to online safety we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our pupils so that all pupils are enabled to access this input effectively.
- We acknowledge that as well as providing a variety of positive opportunities, the use of technology has become a significant component of many safeguarding issues, and can provide the platform that facilitates exploitation of children and young people. The breadth of issues classified within online safety are considerable but can be categorised into three areas of risk:  
CONTENT: being exposed to illegal, inappropriate or harmful material  
CONTACT: being subjected to harmful online interaction with other users  
CONDUCT: personal online behaviour that increase the likelihood of, or causes harm, such as the sending of explicit images or online bullying

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES**

- We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will ensure assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration

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- We will provide a school environment in which all pupils, including those with SEND, can feel confident and able to discuss their concerns, providing support with communication difficulties where needed, and differentiating appropriately
- We recognise that children with SEN and disabilities are at higher risk of peer group isolation and may suffer a disproportionate impact from bullying and will provide proactive support to ameliorate these risks.
- The designated member of staff will work with the SEN co-ordinator, where necessary, to ensure that the needs of SEN pupils in relation to child protection issues are responded to appropriately (eg for a child with particular communication needs).

## **CONTEXUAL SAFEGUARDING**

- We understand that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college.
- All staff, but especially the designated safeguarding lead (or deputy), understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered
- This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare
- The school will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed
- This will allow any assessment to consider all the available evidence and the full context of any abuse.

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

- The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.
- We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to

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the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.

- School will work with the virtual school head to discuss how the pupil premium plus funding can be best used to support the progress of Looked After Children in the school.
- The school recognises that children who were previously Looked After; Care Leavers and other children living away from home are also additionally vulnerable and may continue to require support at a higher level

## **MENTAL HEALTH AND BEHAVIOUR**

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

## **COMMUNICATION WITH PARENTS / CARERS**

- We will ensure that all parents are informed that the school has a child protection policy and is required to follow WSCP guidelines and other statutory documents in respect of reporting suspected abuse to the Children's Social Care.
- Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone helplines.
- In individual cases, parents will be notified of the schools concerns at the earliest appropriate opportunity.

## **CONFIDENTIALITY**

- We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff and / or head teacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.

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- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

## **SUPPORT FOR STAFF**

- We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have
- We will ensure that formal supervision is provided for staff working in Early Years and foundation stage as required
- We will consider what arrangements can be made to provide supervision for designated leads and any other staff members as appropriate

## **ALLEGATIONS AGAINST STAFF OR VOLUNTEERS**

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff or volunteer. The term allegations refers to concerns reported or raised that might indicate a person has caused harm to a child, acted in a way that created potential serious risk to a child or would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.
- The majority of allegations against staff and volunteers relate to their behaviour in the workplace. However, some concerns may relate to their personal life or the care of their own children. In some cases, there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children 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 DSL or Head teacher. If necessary, the whistleblowing procedures can be used but an ethos should be encouraged which enables open discussion, and allows staff or volunteers to feel able to discuss any concerns without fear of reprisal.
- In the event of a staff allegation the Head teacher (or Chair of Governors, if allegation is against the Head) must be informed and the

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Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate within 24 hours of the concern/allegation becoming known.

- The criteria for making a referral to The LADO is that an individual may have:
  - behaved in a way that has, or may have, harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- The LADO also offers a consultation service, which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. This means the school will have a clear record of their correspondence with the LADO, which provides important evidence (for example if they are inspected by OFSTED). It also holds the LADO accountable for the advice given.
- All staff are expected to recognise the need for absolute confidentiality in these situations.

## **SAFE RECRUITMENT**

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training
- Appropriate checks (ie enhanced DBS checks and checks against the barred list) will be carried out on all potential employees and all references will be taken up and verified.
- The school will carry out risk assessments for any volunteers to determine if they need to undertake an enhanced DBS check or barred list check.
- The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity
- The school will ensure compliance with Section 3 of Keeping Children Safe in Education 2018 in relation to recruitment, recruitment checks, obtaining of references, s128 checks (where applicable) and information that must be included on the single central record (SCR)
- Interview panels will follow recommendations from the HR section in relation to practice. One member of each interview panel must have completed Safer Recruitment training
- At interview, candidates will be asked to account for any gaps in their employment history

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- Staff are under an ongoing duty to inform the management of The Roche Nursery School if their circumstances change which mean that they would meet any of the criteria for disqualification under the Childcare Act 2006 (See Appendix 12)

## **POSITIVE HANDLING and PHYSICAL INTERVENTION**

- 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.
- Positive handling training will be provided by a BILD accredited trainer for all staff members to ensure best practice at all times.
- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/ carers.
- These plans are intended to minimise the likelihood of challenging behaviour and that if and when it does occur there is less use of physical interventions and other restrictive methods
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

## **SPECIFIC SAFEGUARDING ISSUES**

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary
- The DSL will attend relevant training and cascade information, or where relevant organise additional briefings or training input for staff. to ensure that staff are aware of issues such as those listed below, understand the indicators and recognise the complexities of these issues for young people
  - Child Sexual Exploitation
  - Female Genital Mutilation
  - Radicalisation
  - Illness Fabricated and Induced
  - Domestic Abuse
  - Violence in the name of Honour
  - Children missing education
  - Children and the court system
  - Children with family members in prison
  - County lines
  - Domestic abuse

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- Homelessness
- Peer on peer abuse, including knife crime and serious youth violence
- Sexual violence and sexual harassment, including up skirting

## **ANTI - RADICALISATION**

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

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

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

All staff members are aware of these issues and relevant staff have attended training.

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

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

If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in LA (either Prevent co-ordinator or safeguarding services) if necessary.

## **CHILDREN WHO ABUSE OTHER CHILDREN**

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

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

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

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

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

All staff will be made aware of indicators which may signal that children are at risk from, or involved in, serious violent crime. They will be provided training and information about the associated risks and the measures in place to manage these, in line with Home Office guidance "Preventing youth violence and gang involvement" and the Ofsted report "Safeguarding children and young people from Knife crime" (as detailed in Appendix 11)

## **OTHER RELATED POLICIES**

- This policy has clear links to other policies in our school, in particular to any policies concerned with the protection of all children in the school from various kinds of harm. These policies are listed below:
  - staff code of conduct, including acceptable use of technologies, staff/pupil relationships, communications including use of social media
  - whistleblowing
  - anti-bullying
  - online safety
  - discipline and behaviour
  - positive handling and physical intervention
  - discrimination (sex, race and disability)

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- health and safety
- photography and images
- children missing from school and education
- confidentiality
- self-harm
- pupil information (DCSF guidance)
- safer recruitment
- children with medical needs
- peer on peer abuse

## Appendix 1

### **London Child Protection Procedures, 5<sup>th</sup> edition**

available electronically via Wandsworth Safeguarding Board website  
[www.wscb.org.uk](http://www.wscb.org.uk) and London SCB website – [www.londonscb.gov.uk](http://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 (as above).

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

DfES statutory guidance issued Sept 2018

Keeping Children Safe in Education 2018

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

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

### **Working Together to Safeguard Children 2015**

[Working Together to Safeguard Children March 2015](#)

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

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

### **Information Sharing Guidance**

[Information Sharing Guidance 2015 – revised guidance on information sharing for all professionals](#)

### **Managing Allegations Against Staff**

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

**Children Missing from Home and Care**

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

**Positive Handling**

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

**Sexual exploitation**

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

**Domestic Violence – guide for schools**

Wandsworth guidance issued June 2012

**Thresholds for Intervention – Multi-Agency guidance**

Wandsworth Guidance issued 2015, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

**Mental Health and Behaviour in schools – departmental advice for school staff**

DfE guidance, issued June 2014

DFE-00435-2014 [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

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

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Safeguarding Children and Young People from knife crime  
OFSTED report March 2019

Vulnerable Children in a Digital World

Adrienne Katz and Dr Aimen El Asam in partnership with internet matters.org

Wandsworth Safeguarding Children Partnership- published arrangements 27<sup>th</sup> June 2019

Ofsted Framework for Inspecting Safeguarding in Early Years, Education and Skills

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## Appendix 2

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

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

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

What is working well?

□

What are we worried about?

What needs to happen?

Signature	
Print name	

□

Date	
------	--

**Reports should be shared with families prior to the meeting except in exceptional circumstances**

Please send this report wherever possible at least 48 hours in advance of the relevant meeting to [Childrensplanning@wandsworth.gov.uk](mailto:Childrensplanning@wandsworth.gov.uk) and bring copies for those attending the meeting.

**Appendix 3**

**Guidance re potential signs of abuse from London SCB procedures**

**Recognising Physical Abuse**

The following are often regarded as indicators of concern:

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

**Bruising**

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times

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- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

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

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

### **Burns and Scalds**

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

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

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

### **Fractures**

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures

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- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

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

## **Behavioural Indications**

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

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

## **Recognising Emotional Abuse**

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

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

The following may be indicators of emotional abuse:

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

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## **Recognising Neglect**

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

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

## **Recognising Sexual Abuse**

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self-mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area

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

## **Appendix 4**

### **Safeguarding / Child Protection protocol / procedures**

#### **The Roche Nursery School**

**The designated members of staff in our school are**

**Name 1 – Lisa Christou DSL**

**Name 2 – Gabriella Emery Deputy SL**

**Name 3 – Kerry Horgan Deputy SL**

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

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

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

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

- **Listen carefully to what the pupil is telling you without interrupting**
- **Do not promise confidentiality**
- **Remain non-judgemental and keep an open mind**
- **Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you**
- **Be honest with the pupil and explain what you will happen next**
- **Record the information fully**
- **Pass on to the designated member of staff (Lisa Christou)**

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

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

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

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

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

## **Appendix 5**

### **Guidance for schools re children who abuse other children**

#### Introduction

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

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

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

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

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

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

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

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

### Process

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

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

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

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

- The relative chronological and developmental age of the two children
- Whether the alleged abuser is supported or joined by other children
- Any differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of victim)
- The actual behaviour (consider all factors)

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- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- The degree of coercion, physical aggression, intimidation or bribery
- The victim's experience of the behaviour and the impact it is having on them
- Attempts to ensure secrecy
- Duration and frequency of behaviour

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

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

Once initial actions have been taken and processes are in place consideration should be given to the provision of ongoing support / counselling for the children involved, where appropriate / necessary. Additional guidance is available via the London Child Protection procedures [http://www.londoncp.co.uk/chapters/ch\\_harm\\_others.html](http://www.londoncp.co.uk/chapters/ch_harm_others.html)

## Appendix 6

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

#### Victims and alleged perpetrators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

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- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- up skirting (which is now a criminal offence) – this typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genital or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

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

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

Responding Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies

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will provide schools and colleges with the foundation for a calm, considered and appropriate response to any report.

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

Disclosures from children should be dealt with sensitively in line with guidance about any safeguarding disclosures. The child should be reassured that they are being taken

seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

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

The risk and needs assessment should consider:

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

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

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

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

At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a

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parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

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

Additional guidance is available in Part 5 of KCSiE 2018 and [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

## **Appendix 7 Safeguarding sexually active young people (under 18s)**

The London Child Protection Procedures has several supplementary procedures.

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

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

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

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

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

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

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

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

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

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

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

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

## **Appendix 8 Children Missing from Education**

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

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

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

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

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

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

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

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

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

In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school must inform the LA of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more. Established procedures will be followed, but each case needs to be treated on its own merits, taking into account all the facts of the case. Some children are at particular risk, and may also need referral to social care.

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

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- 10 8(1)(j) - that the pupil has died
- 11 8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and
- (i) the relevant person has indicated that the pupil will cease to attend the school; or
  - (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form
- 12 8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school
- 13 8(1)(m) - that he has been permanently excluded from the school
- 14 8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school
- 15 8(1)(o) where—
- (i) the pupil is a boarder at a maintained school or an Academy;
  - (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate

## Appendix 9

### Role of Designated Safeguarding Lead (DSL)

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

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

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

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

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

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

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

#### Key responsibilities include

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

#### Training

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

They must also attend Prevent training.

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

#### Policy and procedures

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

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## **Recording**

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

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

## **Appendix 10**

### **Useful contacts**

<b>Stella Macaulay</b> <b>Safeguarding in Education Advisor</b>	<b>0208 871 7961 office</b> <b>07775 417475 b'berry</b> <b>07931 325 665 mobile</b>
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<b>IPOC / MASH / referral and assessment service</b> <b>(duty SW)</b>	<b>020 8871 6622</b>
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<b>Out of hours duty service</b>	<b>020 8871 6000</b>
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<b>Safeguarding Standards Service (manager: Ruth Lacey)</b>	
<b>Principal Administrator Jackie Reynolds</b>	<b>020 8871 7208</b>
<b>WSCB development manager</b>	<b>020 8871 8610</b>

<b>LADO</b>	
<b>Chantel Langenhoven</b>	<b>020 8871 7440</b>

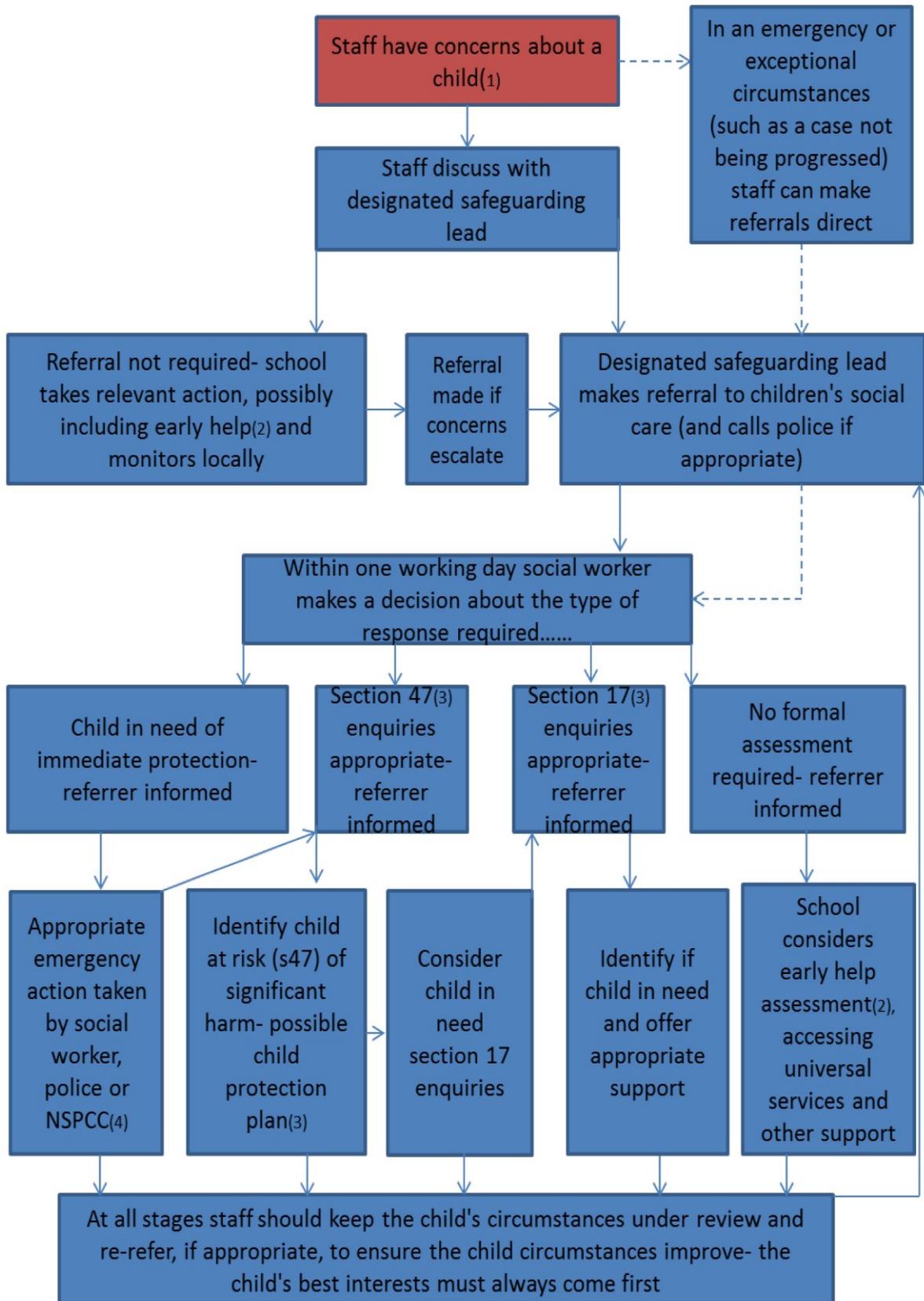
**Link Social worker (*name and contact to be entered by each school if appropriate*)**

**School nurse (*name and contact to be entered by each school*)**

**Police (*schools liaison officers to be entered by each school*)**

<b>Wandsworth safety net</b> <b>(for Independent Domestic Abuse advisors)</b>	<b>0207 801 1777</b>
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### Appendix 11



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## Appendix 12

### Disqualification criteria

The criteria for disqualification under the 2006 Act and 2009 Regulations include those set out in the list below:

- a) inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;
- b) being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation);
- c) certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations;
- d) refusal or cancellation of registration relating to childcare, 3 or children's homes, or being prohibited from private fostering<sup>4</sup>, as specified in Schedule 1 of the 2009 Regulations;
- e) living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations;
- f) being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom.





