





Child Protection and Safeguarding Policy

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| Signed |  |
| Position | Head of School |
| Signed |  |
| Position | Designated Safeguarding Lead |
| Date Agreed | 17 th September 2024 |
| Next Review | 17 th September 2025 |

DISPLAYED ON WEBSITE

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment



Child Protection & Safeguarding Policy

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Contents

| | |
|--|----|
| Equality Statement..... | 1 |
| 1. Aims, Introduction and Ethos..... | 8 |
| A. Introduction..... | 8 |
| B. Ethos..... | 8 |
| 2. Legislation and Statutory Guidance..... | 9 |
| 3. Definitions..... | 10 |
| 4. Equality Statement..... | 11 |
| 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn..... | 16 |
| 7. Confidentiality and Record Keeping..... | 21 |
| 7.14 If you discover that FGM has taken place, or a pupil is at risk of FGM..... | 22 |
| 7.15 If you have concerns about extremism..... | 23 |
| 7.16 If you have a mental health concern..... | 24 |
| 8.12 Further review by the DSL..... | 26 |
| 8.13 Curriculum coverage..... | 26 |
| 9. Pupils with special educational needs, disabilities or health issues..... | 27 |
| 10. Pupils with a social worker..... | 27 |
| 11. Safer Workforce and Managing Allegations Against Staff and Volunteers..... | 27 |
| 12. Whistle-Blowing and Complaints..... | 28 |
| 14. Training..... | 29 |
| 15. Monitoring arrangements..... | 30 |
| Appendix 1: types of abuse..... | 30 |
| Appendix 2: specific safeguarding issues..... | 32 |
| Children missing from education..... | 32 |
| Child criminal exploitation..... | 33 |
| Child sexual exploitation..... | 34 |
| Domestic abuse..... | 34 |
| Homelessness..... | 35 |
| So-called 'honour-based' abuse (including FGM and forced marriage)..... | 35 |
| FGM..... | 35 |
| Forced marriage..... | 37 |
| Preventing radicalisation..... | 37 |
| Child-on-child abuse..... | 39 |
| Serious violence..... | 42 |

Child Protection & Safeguarding Policy

| | |
|--|----|
| Checking the identity and suitability of visitors..... | 42 |
| Non-collection of children | 43 |
| Missing pupils | 43 |
| Appendix 3: Making a Referral..... | 43 |

Contacts

| Role: | Name / Details: | Contact: |
|--|----------------------|--|
| Head Teacher | Mr Michael Jeffrey | mjeffrey@centreacademy.co.uk 02077382344 |
| Designated Safeguarding Lead Maternity Cover | Ms Rocheline Mabika | rmabika@centreacademy.co.uk 02077382344 |
| Deputy Designated Safeguarding Lead (s) | Mr Michael Jeffrey | mjeffrey@centreacademy.co.uk 02077382344 |
| | Ms Maria Palamartsuk | mpalamartsuk@centreacademy.co.uk 02077382344 |
| Chair of Governors | Rohan Murphy | rohan@centreacademy.co.uk |
| | Lisa Gilbert | l.gilbert@centreacademy.co.uk |
| Multi Agency Safeguarding Hub (MASH) Weekdays 9am - 5pm | | Mash@wandsworth.gov.uk 0208 871 6622 |
| Multi Agency Safeguarding Hub (MASH) Out of Hours | | 0208 871 6000 |
| Multi Agency Referral Form (MARF) | | https://wandsworth-self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH MARF |
| Wandsworth Safeguarding Children Partnership | | www.wscp.org.uk 020 8871 7401 |



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|---|---|---|
| Local authority Designated Officer (LADO) | Anita Gibbons Interim LADO: Alice Peatling | LADO@wandsworth.gov.uk 07974 586461 / 0208 871 5188 Anita.Gibbons@richmondandwandsworth.gov.uk Interim: alice.peatling@richmondandwandsworth.gov.uk |
| Assistant Director - Practice Standards & Principal Social Worker | Louise Jones | Lousie.jones@richmondandwandsworth.gov.uk |
| Assistant Director - Social Work with Families | Iain Low | Iain.Low@richmondandwandsworth.gov.uk |
| Assistant Director – Children We Care For | Elizabeth Souter | Elizabeth.Souter@richmondandwandsworth.gov.uk |
| Service Manager Safeguarding | Indeep Sethi | Indeep.Sethi@richmondandwandsworth.gov.uk |
| Service Manager – Family Help (Youth Justice Service, adolescent services and MASH) | Leila Farah | Leila.Farah@richmondandwandsworth.gov.uk |
| Service Manager – Family Help (Battersea) | Sherene Ward | Sherene.Ward@richmondandwandsworth.gov.uk |
| Service Manager – Family Help (Tooting) | Veronica Leigh | Veronica.Leigh@richmondandwandsworth.gov.uk |
| Service Manager – Family Help (Roehampton) | Clare Manning | Clare.Manning@richmondandwandsworth.gov.uk |
| Education Safeguarding Lead | Sophie Allen | Sophie.allen@richmondandwandsworth.gov.uk 07866956554 |
| Early Education and Childcare Places Service Lead | Matt Hutt | Matt.hutt@richmondandwandsworth.gov.uk 0208 871 8820 |
| Outreach & Provider Support Lead- Early Education | Liz Hickson | Liz.hickson@richmondandwandsworth.gov.uk 020 8871 6223 |
| Social Workers in Schools - Team Manager | Joanne Loveless | Joanne.loveless@richmondandwandsworth.gov.uk |
| Therapist in School | Neema Marshall | nmarshall@centreacademy.co.uk |



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|--|-----------------|--|
| Virtual School Headteacher | Nova Levine | Nova.levine@richmondandwandsworth.gov.uk |
| Virtual School Education Co-ordinator for children with allocated social workers | Rachel Wright | Rachel.Wright@richmondandwandsworth.gov.uk |
| Advisory Teacher and Lead for Previously Looked After Children | Catrinel Ionita | catrinel.ionita@richmondandwandsworth.gov.uk |
| School Improvement Manager | Ann Debono | Ann.Debono@richmondandwandsworth.gov.uk |
| Police Sergeant: Safer Schools Officers, Youth Engagement and Cadets | Michael Lewis | Mike.lewis2@met.police.uk (Secondary Schools) 07827763149 |
| Deputy Head of Educational Inclusion and Participation | Mark Holliday | Mark.holliday@richmondandwandsworth.gov.uk |
| Elective Home Education (EWO) | Biddy Macintyre | Biddy.macintyre@richmondandwandsworth.gov.uk |
| Children Missing in Education (EWO) | Elizabeth Eyoma | Elizabeth.Eyoma@richmondandwandsworth.gov.uk |
| Private Fostering | Nateicha McGann | Nateicha.McGann@richmondandwandsworth.gov.uk |
| Head of School Support Services and Traded Service | Gary Hipple | Gary.Hipple@richmondandwandsworth.gov.uk |
| School Support and Contracts Manager | Lewis Brunton | Lewis.Brunton@richmondandwandsworth.gov.uk |
| Vulnerabilities Manager (Stronger and safer Communities) | Miranda Hibbert | Miranda.Hibbert@richmondandwandsworth.gov.uk |
| VAWG Manager | Albina Hiorns | Albina.Hiorns@richmondandwandsworth.gov.uk |
| Hate Crime and Prevent Coordinator | Naheem Bashir | Naheem.Bashir@richmondandwandsworth.gov.uk |
| Training and Development Officer - Safeguarding (Schools) | Mary Scarlett | Mary.scarlett@richmondandwandsworth.gov.uk |

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| Young Carers in Schools Link Worker | Delores Mambi-Langol | delores@wandsworthcarers.org.uk |
| Police | | 999 for emergencies and 101 for non-emergencies |
| Wandsworth Family Information Service -Thrive | | Family Information Service thrivewandsworth@richmondandwandsworth.gov.uk Helpline - 9am to 5pm, Monday to Friday: 020 8871 7899 |
| Wandsworth Support | | Wandsworth - Community Safety – Domestic Abuse One Stop Shop Hestia |
| Crimestoppers free phone | | 0800 555 111 [information may be passed anonymously] |
| TPD (Training & Professional Development) | Training & Professional Development Online | https://www.tpd.org.uk/ https://www.tpd.org.uk/cpd/portal.asp |
| DFE (Department for Education) Helpline | DFE | For non-emergency advice: contact DfE (Department for Education) dedicated helpline: counter.extremism@education.gov.uk |
| Report suspected extremism online | | https://www.gov.uk/report-suspicious-activity-to-mi5 |
| Report terrorist activity online | | https://www.gov.uk/report-terrorism |
| NSPCC (National Society for the Prevention of Cruelty to Children) | NSPCC | Reporting child abuse and neglect NSPCC : online reporting 24 hours day 0808 800 5000 (Telephone: Monday to Friday 8am – 10pm or 9am – 6pm at the weekends.) |
| Female Genital Mutilation FGM | Police | www.gov.uk/contact-police Metropolitan Police Service Project Azure Partnership Team: 020 7161 2888 NSPCC FGM free phone helpline: 0800 028 3550 [information may be passed anonymously] GOV UK FGM: resource pack (Includes free e-learning training ‘Recognising & Preventing FGM’) |



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| Whistleblowing | | NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri) help@nspcc.org.uk |
| Homelessness | | Housing Wandsworth Local Authority https://www.wandsworth.gov.uk/housing/ |

Centre Academy London (CAL) believes that as a school, its fundamental duty is to ensure the safety and well-being of all its students, teachers and members of staff. Against this backdrop, it is fair to say that the importance of our Child Protection and Safeguarding Policy cannot be overstated.

This policy has been updated to reflect the recent changes to The Keeping Children Safe in Education Act 2024.



1. Aims, Introduction and Ethos

Centre Academy London aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues
- Child Protection and Safeguarding policy is amended according to any new updates from the DfE and Keeping Children Safe in Education act where necessary

1.1. Introduction

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

1.5 Ethos

- 1.6 We believe that Centre Academy London should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, spiritual, and moral development of the individual child; enabling all children to thrive.

Child Protection & Safeguarding Policy

- 1.7 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- 1.8 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents, and governors, have a full and active part to play in protecting our pupils from harm.
- 1.9 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

2. Legislation and Statutory Guidance

- 2.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
- 2.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 2.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 2.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

[Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, Dec 2023](#)

[Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024](#)

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

As an independent school, additional duties are indicated by the following regulations:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

Child Protection & Safeguarding Policy

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

3. Definitions

Safeguarding and promoting the welfare of children means:

- In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN (Special Educational Needs) it is up to 25 years of age.
- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Acting to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

See Appendix 1 – page 40 for a full list of types of abuse and their definitions.

4. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

At Centre Academy London, we specifically consider children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), including updates and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

5.1 Our governing body recognises the need to ensure that it complies with its duties under legislation, and this policy has regard to statutory guidance; [Keeping Children Safe in Education \(2024\)](#), [Working Together to Safeguard Children \(2023\)](#), Key statutory and non-statutory guidance and any locally agreed

Child Protection & Safeguarding Policy

inter-agency procedures. Governance at CAL is comprised of the Head of School at EA, Head of School at CA London, the Proprietor of both schools who is the Chair of Governors. Governance will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Head of School to account for its implementation
- The Proprietor will monitor the effectiveness of this policy in conjunction with the full Governance membership. This position is always a different person from the DSL

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Heads of School, where appropriate (see appendix 3).

All members of Governances will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how governors are supported to fulfil their role.

- 5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is **Ms Rocheline Mabika** We have a deputy designated safeguarding lead (s), **Mr Michael Jeffrey** and **Ms Maria Palamartsuk** to ensure there is always appropriate cover for this role.

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

- 5.3 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors.
- 5.4 The **head teacher** or proprietor will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go [missing from education](#), including children who are 'absent' from education, or those unexplainable and or/persistent absences, particularly on repeat occasions or for prolonged periods.
- 5.5 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.6 **All staff members, governors, volunteers, and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or

neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include but is not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, and sexting. Staff should recognise that children can abuse their peers. ([See 7- minute briefing with links from the Wirral SCP](#))

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

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, questioning their gender (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from upskirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination. [More guidance can be found in KCSIE 2024.](#)

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

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

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

5.8 Adult involvement in youth-produced sexual imagery

Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.

Child Protection & Safeguarding Policy

- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called “**sextortion**”, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or *AI-generated images of the child or young person.

*(Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images).

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

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

The school will be familiar with [Part 5 of Keeping Children Safe in Education 2024](#) and will refer to this statutory guidance. It covers what sexual violence and harassment is, schools’ and colleges’ legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

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

Incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your child protection and safeguarding policies. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. A bespoke helpline for children and young people who’ve experienced abuse at school, and for worried adults and professionals that need support and guidance is available. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

Child Protection & Safeguarding Policy

- 5.9 There is a Digital Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they are at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g. sites they need to visit or who they will be interacting with online)

Digital literacy is one of the most paramount issues of our time. For teachers and pupils, learning how to use the online space sensibly and in a protected manner is vital. Project EVOLVE by SWGfL presents a plethora of tools to help staff and pupils, develop a well-rounded educational schemata for inclusion into lessons. <https://swgfl.org.uk/magazine/what-is-projectevolve-edu/>

Governing bodies and proprietors will also do all they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

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

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

5.10 THE ROLE OF AN APPROPRIATE ADULT IN SAFEGUARDING:

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

The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Please see the Safeguarding Network information ['Safeguarding and the role of the appropriate adult'](#) and note that the Working with Others section of Annex C – Role of the Designated Safeguarding Lead within Keeping Children Safe in Education 2024 includes DSL's "being aware of the requirement for children to have an Appropriate Adult" and signposts DSLs to further information which can be found in the Statutory guidance - [PACE Code C 2019](#).

6. Supporting Children

Child Protection & Safeguarding Policy

- 6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too, please refer to the Government guidance [Domestic Abuse: how to get help](#). They may feel helpless, humiliated and in some situations blame themselves. Our school may be the only stable, secure, and predictable element in their lives. It is essential that indicators are identified and responded to well, all members of staff will be clear of the procedures to follow in reporting, recording, and referring any concerns.
- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 Our school will support all pupils by:**
- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RSHE (Relationship, Sex and Health Education) and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
 - providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'
 - Continuing to engage in [Operation Encompass](#), the national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England and Wales. Children are recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.
 - supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (The anti-bullying policy and The Behaviour Policy is located on our website)
 - ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of modern technologies and social media and to use these responsibly; plus, [Relationship, Sex and Health Education \(RSHE\)](#) requirements as outlined in Government Guidance.
 - liaising and working together with other support services and those agencies involved in safeguarding children; including the impact of domestic abuse. [Domestic Abuse – Statutory Guidance July 2022](#)
 - ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour'. (See [Centre of Expertise on Child Sexual Abuse](#) / [Wirral's HSB identification toolkit](#) / [HSB in schools self-evaluation toolkit – Contextual Safeguarding Network](#))
 - considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment ([KCSIE 2024](#))
 - having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; (The behaviour policy is located on our website)
 - ensuring the behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

Child Protection & Safeguarding Policy

- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment, which are easily understood and easily accessible. Ensuring that training covers an understanding that children who have or who are experiencing sexual violence can display a wide range of behaviours. The school understands the importance of remaining alert to the possible challenges of detecting those signs and the importance of showing sensitivity to an individual's needs.
- playing a crucial role in preventative education and preparing pupils for life in modern Britain. We will also embed a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- acknowledging the importance of 'Harm from outside the home' (HOTH) or '[contextual safeguarding](#)', which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. ([Working together to safeguard children Dec 2023](#) and [KCSIE September 2024](#)).
- liaising with a range of [Early Help](#) agencies that support our pupils needs such as Health Services, Wandsworth Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services, and the Educational Psychology Service. (See PHE & DfE [Promoting Children and Young People's Mental Health and Wellbeing – a whole school approach](#))
- ensuring that, when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within FIVE DAYS as is the expectation for all in year leavers and that the child's Social Worker is aware that the child is planning to move and is informed when they have left the school;
- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. Our setting will ensure that all agencies work together, and prompt action is on concerns to safeguarding these children, who are a particularly vulnerable group.
- applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group.
- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. See guidance: [Use of Reasonable Force in Schools – July 2013](#) (current [consultation](#) being carried out)

6.4 Child-on-child abuse (including sexual violence and sexual harassment)

- For the purposes of this policy, '**child-on-child abuse**' is defined as abuse between children.
- The school has a zero-tolerance approach to abuse, including child-on-child abuse,
- All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.
- All staff will speak to the DSL if they have any concerns about child-on-child abuse.
- All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos. / Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.
- The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.
- All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.
- The school’s procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school’s Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.
- Addressing child on child abuse – [Farrer & Co Addressing Child on Child abuse - Resource for Schools](#)

6.5 Looked After Children, Previously Looked after Children and those in Kinship care

- We will ensure that we hold information in relation to a child’s looked after legal status and any contact arrangements. The designated teacher for looked after children will hold details of the child’s social worker and the name of the Virtual School Headteacher in the authority that looks after the child alongside contact information for any key services working with the child.
- We will ensure that key staff are aware of the potential vulnerability of children looked after, previously looked after children and those in kinship care arrangement. We will ensure that all staff have the skills, knowledge and understanding to keep these children safe.
- We recognise the importance of all agencies working together and taking prompt action when necessary to safeguard looked after children, previously looked after children and those in kinship care as these children are a particularly vulnerable group.

- We will identify a designated teacher as required in law to work with local authorities to promote the educational achievement of looked after children and previously looked after. The Designated Teacher is required to undergo regular and appropriate training to carry out the role. See Statutory guidance: [Designated teacher for looked-after and previously looked-after children](#) for further information on the role and responsibilities of the designated teacher.
- We will liaise with the Virtual School Headteacher and members of the Virtual School support team to ensure accelerated progress for Children looked after, previously looked after, kinship care and those children with a social worker.
- The designated teacher will be an active advocate for Children looked after and previously looked after. They will work with the Virtual School to discuss how Pupil Premium Grant funding held by the respective Virtual School Head may be best used to support the progress of looked after children in the school and meet the needs identified in the child's termly Personal Education Plan. All looked after children will have a Personal Education Plan (PEP) as part of the care plan that the local authority looking after the child has in place, this should be reviewed termly.
- The designated teacher will also work with the Virtual School to promote the educational achievement of previously looked after children. The Designated Teacher will liaise with the Virtual School to support children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales (Children and Social Work Act 2017). The school will manage Pupil premium plus for previously looked after children.
- The school will be familiar with the Statutory guidance: [Promoting the education of looked-after and previously looked-after children](#) which contains further information on the roles and responsibilities of Virtual School Heads and the support of looked after and previously looked after children.
- The school will liaise with the Virtual School in relation to their responsibilities in the oversight of the educational attendance, attainment, and progress of children with a social worker. This involves identifying and engaging with key professionals in order that our role in improving outcomes for children with a social worker is fully understood and actioned.
- The school will be familiar with the Non-statutory guidance: [Promoting the education of children with a social worker and children in kinship care arrangements](#) (March 2024) which contains further information on the roles and responsibilities of Virtual School Heads and the support of children with a social worker or in a kinship care arrangement.
- We will work alongside the Virtual School with the joint endeavour to improve the wellbeing and educational outcomes of this vulnerable group of children. Contact details for the Virtual School can be found in the key contacts on Page 2 of this document.

6.6 Monitoring Attendance

- A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, or unexplainable and or/persistent absences, particularly on repeated occasions or if a child suddenly stops attending. The school will follow the schools Missing Child Policy and procedures. For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early Help Assessment in order to coordinate a multi-agency plan of support for the child and family.
- Attendance will be closely monitored. In line with the school's attendance policy, contact will be made for any unexplained absences on the first morning of any absence. Follow up calls will then be made throughout the period of absence. In addition, the attendance of children with known welfare and

attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns.

- It is important that the school's attendance team, including the Local Attendance Officer are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case-by-case basis. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. Where necessary, this may include reporting the child missing to the police. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.
- It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.
- Children Missing Education (C.M.E.) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education, or those unexplainable and or/persistent absences, are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing, or unexplainable and or/persistent absences, can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, or those unexplainable and or/persistent absences, school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a C.M.E referral to the Local Authority Officer for C.M.E.
- Some parents will decide to remove their child from the school role in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision and it will be a positive learning experience. However, this is not the case for all, and home education can mean that some children become less visible to services who are them to keep them safe and supported in line with their individual needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the named officer for Elective Home Education within the Local Authority. Staff are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

6.7 Alternative provision

- Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, (further information provided in [KCSIE 2024](#)).
- Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

7. Confidentiality and Record Keeping

7.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

It is important that records capture the child's voice and their daily lived experience.

7.2 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

As outlined in Annex C of KCSIE 2024 on Page 173:

"Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required."

7.3 Our school will have at least two emergency contacts for every child in our school in case of emergencies, and in case there are welfare concerns at the home to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. ([Keeping Children Safe in Education 2024](#))

7.4 We recognise that all matters relating to Safeguarding are confidential.

7.5 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only

7.6 All staff members must be aware that they cannot promise a child to keep key information a secret to themselves which might compromise the child's safety or well-being.

7.7 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

Child Protection & Safeguarding Policy

- 7.8 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 7.9 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- 7.10 Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.
- 7.11 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who need to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. (KCSIE 2024 – Pg 19, Paragraph 55)
- 7.12 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care. In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse by providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support. More information on the early help process can be found in [Working Together to Safeguard Children](#). For more information on Early Help click: [Early Help Practitioners' Hub | Wandsworth Family Information Service](#)
- 7.13 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences, core groups, CIN meetings, PEP (Personal Education Plan) meetings, TAC & TAF meetings. We will ensure that thoughtful and up to date information is provided and considered in relation to individual children.

7.14 If you discover that FGM has taken place, or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

Child Protection & Safeguarding Policy

- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education. Further information can be found in Centre Academy London's Missing Child Policy.

7.15 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#) the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

Child Protection & Safeguarding Policy

The Department for Education also has a dedicated telephone helpline, **020 7340 7264**, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.16 If you have a mental health concern

Mental health problems can, in some cases, be **an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.**

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)

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

- 8.1 In general, we will always discuss any concerns we may have with the child's parents. They need to know that we are worried about their child. However, concerns will not be discussed if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 8.2 If a decision is made not to discuss concerns with the child's parents or carers, this will be recorded in the child's Safeguarding records with a full explanation of the reason for this decision.
- 8.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child centred. Systemic Practice is a way of working in partnership with children and young people and families to help them improve outcomes and address issues which prevent them from thriving. Systemic Practice does this by seeking to understand the relationships between family members, and between the family and their wider networks to help professionals understand why the family works the way it does. It is important to capture the child's lived experience **and their own words when possible.**
- 8.4 When talking to children, we will take account of their age, understanding and preferred language, which may not be English. It is also important that we consider how a SEND child may need first support in communicating.

Child Protection & Safeguarding Policy

- 8.5 We acknowledge that how we talk to a child will also depend on the substance and seriousness of the concerns and that we may need to seek advice from the MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 8.6 If concerns have arisen because of information given by a child, we will ensure that the child is reassured but understand that confidentiality cannot be promised.
- 8.7 It is expected that concerns will be discussed with the parents and their agreement to make a referral to the MASH sought, unless it is considered that this would place the child at increased risk of significant harm.
- 8.8 It is noted that the parents' consent is not needed to make a referral if it is considered that the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to the MASH team when making the referral.
- 8.9 If it is decided to refer the child without the parents' consent, this will be recorded with a full explanation of the decision.
- 8.10 When a referral has been made, it should be agreed with the MASH what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

8.11 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult

Child Protection & Safeguarding Policy

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts, which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Head of School and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

8.12 Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

8.13 Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RSE curriculum. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation #
- How to report concerns they have about themselves, or another student

Pupils also learn the strategies and skills needed to manage:

- The receipt of such images
- Specific requests or pressure to provide (or forward) such images

Child Protection & Safeguarding Policy

- Advising their peers when issues arise socially

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes Centre Academy London will follow in the event of an incident.

9. Pupils with special educational needs, disabilities or health issues

Centre Academy London is exclusively a school for children with special educational needs (SEN). Accordingly, we are particularly cognisant of SEN children and also of those with disabilities or certain health needs, for they can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges We offer extra pastoral support for our pupils.

10. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

11. Safer Workforce and Managing Allegations Against Staff and Volunteers

11.1 We will prevent people who pose a risk to children from working in our school by having in place robust safer recruitment procedures which are followed and by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024](#). In addition to

Child Protection & Safeguarding Policy

obtaining the DBS (Disclosure and Barring Service) certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

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

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

- 11.2 We will ensure that agencies staff provide us with the evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school and a tab for Governors.
- 11.3 Every job description, person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'work for us' section. In line with guidance included within Keeping Children Safe in Education 2024 and reflecting good safer recruitment practice the school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.
- 11.4 We will ensure that at least one member of every interview panel has an up to date safer recruitment certificate and that those members of staff who are safer recruitment trained refresh their knowledge every three years.
- 11.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) which are in line with the [Wandsworth Safeguarding Children Partnership procedures](#) and the expectations as outlined in Part 4 of [Keeping Children Safe in Education 2024 - Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors.](#) We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed. Allegations related to any incidents when an individual or organisation is using the school premises for the purposes of running activities for children, will follow safeguarding policies and procedures, including informing the LADO' within 24 hours.
- 11.6 We have an agreed staff behaviour policy in place (sometimes called the Code of Conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media. See [Allegations against staff and volunteers who work with children \(or those in a position of trust\) on the WSCP website.](#)

12. Whistle-Blowing and Complaints

- 12.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school's Whistle Blowing policy is located on our website
- 12.2 We will refer to the [Whistleblowing: Guidance for Employers and Code of Practice](#) for further information and note that the Whistleblowing Advice Line is available for all workers on 0800 028 0285 and via email via: help@nspcc.org.uk

Child Protection & Safeguarding Policy

- 12.3 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 12.4 We have a clear reporting procedure for children, parents, and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures are in place for confidentially sharing and handling of low-level concerns.
- 12.5 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires, and other means.

14. Training

- 14.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, online safety (including their roles and responsibilities around filtering and monitoring systems within our setting) and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate and regular safeguarding and child protection training at induction and during their tenure as Governors, this should include online safety training which covers roles and responsibilities around filtering and monitoring systems. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, [“Working Together to Safeguard Children.” Dec 2023](#)
- 14.2 The induction will be proportionate to staff members’ and governors’ roles and responsibilities.
- 14.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSLs should undertake Prevent awareness training and disseminate an understanding of the Prevent Duty through the annual training programme that they deliver to staff each academic year.
- 14.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and takes place annually. *All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they are assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated.* All staff will have access to WSCP (Wandsworth Safeguarding Children Partnership) multi-agency safeguarding training and e-learning. [Training - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](http://wscp.org.uk)
- 14.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g., by joining another school’s whole-school training, booking onto whole-school training mop-up sessions, use of on-line modules.
- 14.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.
- 14.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles

Child Protection & Safeguarding Policy

before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

- 14.8 The Designated Safeguarding Lead will provide safeguarding briefings at key meetings during the school year to ensure a continuous focus on safeguarding. The Designated Safeguarding Lead will also brief school staff on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPR's) in line with [Working Together 2023](#). These will occur annually or more frequently when necessary. Please refer to: [Learning from Child Safeguarding Practice Reviews - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](#)
- 14.9 The school will maintain accurate and up to date records of staff induction and training.

15. Monitoring arrangements

This policy will be reviewed **annually** by Ms Shaker, the DSL (Ms Rocheline Mabika in the interim). At every review, it will be approved by the full governance

APPENDICES

These appendices are based on the Department for Education's statutory guidance, *Keeping Children Safe in Education*.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Child Protection & Safeguarding Policy

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 fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious, bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:
 - Physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
 - Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

Child Protection & Safeguarding Policy

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: specific safeguarding issues

(Note: This Appendix may be read in conjunction with CAL's Policy on Managing Allegations.)

See Keeping Children Safe in Education, in particular annex B, including child abduction and community safety incidents, children's involvement in the court system, children with family members in prison, county lines, modern slavery and cybercrime.

Children missing from education

The updated guidance (KCSIE Act 2023) highlights that both absence and non-attendance in education, 'particularly on repeat occasions and/or for prolonged periods can indicate potential safeguarding issues. CAL works with local authority children's services where school absence indicates safeguarding concerns (refer to guidance on school attendance: ['Working together to improve school attendance'](#)).

A child is considered absent from education before the go 'missing from education', the transition between the former and latter **is the length** of their on-going repeated absence. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child is considered absent from education, the chances is that they may become missing from education if their absence is persistent and reasons are unknown.

These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school

Child Protection & Safeguarding Policy

- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education (See missing children in education policy), particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

Males or females, and children or adults can perpetrate the abuse. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education

Child Protection & Safeguarding Policy

- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse,

Child Protection & Safeguarding Policy

regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

Child Protection & Safeguarding Policy

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- a) Having difficulty walking, sitting or standing, or looking uncomfortable
- b) Finding it hard to sit still for long periods of time (where this was not a problem previously)
- c) Spending longer than normal in the bathroom or toilet due to difficulties urinating
- d) Having frequent urinary, menstrual or stomach problems
- e) Avoiding physical exercise or missing PE
- f) Being repeatedly absent from school, or absent for a prolonged period
- g) Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- h) Being reluctant to undergo any medical examinations
- i) Asking for help, but not being explicit about the problem
- j) Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out

A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period

Child Protection & Safeguarding Policy

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

As of February 2023, the altered minimum age of marriage has increased to 18, therefore forcing a person into marriage under the age of 18 is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Child Protection & Safeguarding Policy

- **Terrorism** is an action that:
 - a) Endangers or causes serious violence to a person/people;
 - b) Causes serious damage to property; or
 - c) Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
 - Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use

Child Protection & Safeguarding Policy

- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Our Online safety, Prevent Risk Assessment, Curriculum, PSHE, RE and ICT policies.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes' images and/or videos (also known as sexting or youth produced sexual imagery)

Child Protection & Safeguarding Policy

- Up-skirting, typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are 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.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Being aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college. When

referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

- Making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school’s approach to this type of abuse.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault).

- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or



Child Protection & Safeguarding Policy

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will contact the parents and their transport provider to ensure that their journey home can be carried out and that supervision will be undertaken by a member of the staff.

Missing pupils

Please see CAL's Missing or Absent Child Policy.

Appendix 3: Making a Referral

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

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

Outside of these hours Tel: 020 8871 6000

Email: Mash@wandsworth.gov.uk

In an emergency always call police on 999.

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

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

[Make a Referral to the Wandsworth MASH](#)